

INSPECTION REPORT

TEAGUES BRIDGE PRIMARY SCHOOL

Trench, Telford

LEA area: Telford and Wrekin

Unique reference number: 123451

Headteacher: Mr S.J.Ashton

Reporting inspector: Dr J.N.Thorp
6327

Dates of inspection: 15 – 17 April 2002

Inspection number: 230363

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Teagues Crescent Trench Telford Shropshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C.Pearce
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6327	Dr J.N.Thorp	Registered inspector	Science; Music; Physical education	<p>What sort of a school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
13482	R.Mothersdale	Lay inspector		<p>Pupils' attitudes, values and personal development;</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
2893	J.R.Manning	Team inspector	Equal opportunities English; Design and technology; History	How good are the curricular opportunities offered to pupils?
17456	A.Smithers		The Foundation Stage curriculum; Mathematics; Art and design	

18074	S.Dobson	Team inspector	Special educational needs; English as an additional language; Information and communication technology; Geography; Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in Trench, about 1 mile from the centre of Telford. The school building is about thirty years old and located on a spacious site. The school is average in size, with 197 pupils on roll organised into 7 classes. Pupils are admitted into the school at the age of four. Attainment on entry to the school is broadly average. An average number of pupils, around 16%, speak English as an additional language, principally Punjabi. Around 19% of pupils are entitled to a free school meal, which is broadly in line with the national average. There are 4 pupils with a statement of special educational need; in total 20% of pupils are on the school's special educational needs register, which is similar to other schools nationally. Most of the pupils with special educational needs have learning difficulties.

HOW GOOD THE SCHOOL IS

Teagues Bridge Primary is a good school; teaching is consistently good, ensuring pupils make good progress by the time they leave the school. The headteacher provides good leadership, ensuring clear purpose and direction for the school; it is continuing to improve. The school has a caring ethos; staff work together well and have created a positive environment for learning in which all pupils are fully supported. As yet neither the governors nor curriculum co-ordinators are monitoring the quality of education the school provides sufficiently effectively. The strengths of the school outweigh any weaknesses. It serves its pupils well and provides satisfactory value for money.

What the school does well

- ? The headteacher provides good leadership, ensuring clear educational direction for the school
- ? The quality of teaching is consistently high, particularly in the Foundation Stage and Key Stage 1
- ? Writing across the curriculum is improving at a good rate
- ? The curriculum is well organised and helps pupils learn
- ? Relationships throughout the school are very good; teachers manage behaviour very well
- ? The provision made to meet pupils' special educational needs is good
- ? The provision for pupils' cultural development is very good
- ? Relationships with parents are very good; they have a very positive view of the school

What could be improved

- ? Standards in reading, particularly in Key Stage 2
- ? Standards in mathematics, particularly in Key Stage 2
- ? Assessment systems for tracking pupils' progress and the use of assessment information to guide teachers' planning
- ? The contribution of subject co-ordinators' to the management the curriculum, including monitoring of teaching and learning
- ? Financial management, including systems for more closely monitoring spending
- ? Outdoor provision for children in the Foundation Stage

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in December 1997. There has been good improvement in most of the required areas since then. There is a new deputy head in post whose role is now clear and who makes an effective contribution to the management of the school. The work to improve planning has ensured that the programmes of study for all subjects are now covered appropriately. Assessment procedures have improved significantly, which enables teachers to track pupils' progress effectively, although they are not yet using this information to inform their planning of specific learning activities to meet individual pupils' learning needs. A good start has been made in developing the role of the curriculum co-ordinators, but there is still some way to go before they are contributing fully towards the management and development of the curriculum and to monitoring teaching and learning. There is a significant proportion of new governors, who continue to be very supportive of the school, although their role in monitoring the quality of education it provides is as yet underdeveloped. The school has maintained the high quality of its provision for pupils' personal development.

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	C	C	C	D
mathematics	B	B	E	E
science	C	A*	C	C

Key

well above average A

above average B

average C

below average D

well below average E

This table shows that pupils achieved results in English and science in line with those of eleven year olds in other schools nationally in 2001; compared to pupils in similar schools they did better than average. In both these subjects pupils exceeded the targets set for them. In mathematics, however, their results were well below average compared with all schools and with those achieved by pupils in similar schools. In mathematics, pupils failed to reach the target set. There has been some fluctuation in standards over the past three years, particularly in mathematics and science, reflecting the different nature of each cohort. Inspection findings indicate that standards are currently below average in English and mathematics, but that in science they are average in Key Stage 2. Standards of literacy and numeracy are below those expected. Standards are satisfactory in all other subjects in which it was possible to make a judgement, other than in religious education, history and geography in which they were better than average.

Results of assessment of seven year olds over this same period indicate that standards in reading have consistently been well below average and in writing closer to the average. In mathematics, standards have improved year on year; pupils are now achieving average or above average standards consistently. Inspection evidence indicates that seven-year-olds currently achieve satisfactorily in English and mathematics and that standards overall are average. In all other subjects in which a judgement could be made, achievement is in line with that expected of pupils their age. Again seven year olds achieve above average standards in religious education, history

and geography. Children in the Foundation Stage are on course to achieve the early learning goals set for them in each of the six areas of learning by the time they enter Key Stage 1, although provision for some aspects of their physical development is limited.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes towards their work and their teachers. Generally, pupils listen well, although at times a small minority of pupils are not so attentive and occasionally they distract others.
Behaviour, in and out of classrooms	Good. Pupils understand and like the reward system for good behaviour. This has a positive impact on learning. Any bullying is quickly and effectively dealt with. Older pupils provide care and support for younger ones.
Personal development and relationships	Good. Pupils' understanding and respect for the values, beliefs and feelings of others is very good, their acceptance of which is an outstanding feature of the school. Younger and older pupils and boys and girls mix together well. Pupils co-operate and support each other well in lessons.
Attendance	Satisfactory overall, but not as good as at the time of the last inspection and below the average of similar schools. A few pupils are regularly late to school. A significant number of families take their children on extended holidays.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

The quality of teaching is good and a strength of the school, maintained since the last inspection. The quality of teaching for pupils in the Foundation Stage and in Key Stage 1 is good overall. Teachers manage their pupils' learning very well, they motivate them to learn with a warm response to their efforts and move their lessons on at a good pace, which keeps pupils fully engaged. At Key Stage 2, the quality of teaching was satisfactory overall, although some good and very good teaching was also observed. Teaching in English and mathematics was good throughout the school, ensuring that skills of literacy and numeracy were taught well. Teachers plan and prepare resources for their lessons carefully which helps to get them off to a brisk start and they make very good use of questions to engage pupils' attention and sometimes to challenge more able children effectively. The school meets the needs of all its pupils effectively. Although most pupils listen attentively and put effort into their work, there is a significant minority of pupils who show little commitment to work unless pushed by the teacher. Where teaching is less successful teachers do not use their knowledge of what pupils already know to match tasks set to pupils' learning needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils in Key Stages 1 and 2; satisfactory for children in the Foundation Stage. Good improvements made in planning the curriculum since the last inspection. Good provision for extra-curricular activities.
Provision for pupils with special educational needs	Good. The curriculum is well adapted for pupils with special educational needs. Individual education plans are clear and relate to the specific requirements of pupils. Teachers use them well.
Provision for pupils with English as an additional language	The curriculum helps pupils appreciate their own cultural background. Religious education lessons and the celebration of festivals supports this effectively. Some aspects of provision for pupils with English as an additional language mean they miss some lessons to attend additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good overall provision for pupils' personal development. Provision made for spiritual, moral and social development is good. There is very good provision for cultural development for which resources have been chosen sensitively.
How well the school cares for its pupils	Satisfactory, but with some significant weaknesses. A high priority is given to pupils' welfare. There is a lack of liaison between the additional support provided by the Local Education Authority and the school, for pupils with English as an additional language and this reduces the effectiveness of provision. The school assesses pupils' attainment in the core subjects regularly, but this information is not yet used effectively to help teachers plan their lessons.

The school works very effectively in partnership with parents, who are very supportive and have very positive views of the school indeed. However, the information provided for parents about their children's progress in written reports is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, giving the school a clear sense of direction. He has re-ordered priorities in the detailed school improvement plan. Individual subject co-ordinators play an increasingly active role, but are not yet making a fully effective contribution to the management of the school.
How well the governors fulfil their responsibilities	Satisfactory. In the main the governors fulfil their statutory responsibilities appropriately. While some individual governors have clearly defined roles they are not yet fully involved in

	evaluating the work of the school. The school applies the principles of best value appropriately.
The school's evaluation of its performance	Unsatisfactory. The headteacher keeps governors informed about performance and challenging targets are set. Monitoring teaching has not improved sufficiently since the last inspection and is not yet effective in identifying aspects for development.
The strategic use of resources	Satisfactory. The school makes appropriate use of funds designated for particular purposes, but systems for keeping spending under review have not been rigorous enough.

The school has an appropriate level of staffing and overall accommodation is good. Space in some classrooms is somewhat cramped. The school has a large hall, which provides good space for indoor physical education with the larger classes of older pupils. As yet there is no secure outdoor area for children in the Foundation Stage. Resources for learning are satisfactory overall.

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 school is improving all the time ? Children want to come to school ? Children are encouraged to learn ? Staff are all approachable ? Behaviour is good ? Older children care for younger ones ? Extra-curricular activities are improving 	<ul style="list-style-type: none"> ? There were no aspects of the work of the school which they would like to see improved.

The inspection team agreed with the many positive views expressed by parents about the school. They are right to be pleased with many aspects of the school's provision. Inspectors did not agree that there were no aspects of the school's work that needed to improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Although there are wide variations at times, most children enter the school with attainment that is broadly average. Good teaching in each of the six areas of learning and the overall good range of activities the teacher plans for the children in most of them, ensures that their learning is good. As a result they make progress and achieve well. Children are on course to meet the early learning goals set for them by the end of the Foundation Stage in communication, language and literacy; most of them enjoy books, are able to read simple words and are beginning to distinguish between fiction and non-fiction. They have opportunities to write in a range of contexts. Most children are also on course to meet the early learning goals in mathematics; they know numbers to ten; many are able to count beyond ten. Many are beginning to add numbers together and some can calculate how many are left when a small number are taken away. Children can use appropriate mathematical language to describe shape and size and the majority can use everyday words to describe position. There are appropriate resources available and opportunities made to promote children's creative and physical development, other than outdoors, and most are likely to achieve the early learning goals set for them by the time they enter Year 1. There is a clear emphasis on fostering personal and social development and, as a result of the good teaching and positive encouragement and support they receive, children are on line to achieve the early learning goals set in this area of their learning.

2 The results of statutory assessment for pupils at the end of Key Stage 1 in 2001 indicate that standards in reading were well below average compared with all schools nationally and with similar schools. In writing pupils attained levels which were average compared with all other schools, but this was below average compared with similar schools. This difference between reading and writing is not reflected in the findings of this inspection. There is an appropriate emphasis on reading throughout Key Stage 1, but there has been a particular focus on developing pupils' writing skills throughout the school and this shows in the standards pupils achieve. This is one reason why pupils' writing was so much improved from the previous year. Good opportunities are provided to extend pupils' speaking and listening skills and this contributes to the above average standards they attained in teacher assessment last year.

3 Statutory assessment in mathematics at the end of Key Stage 1 last year indicated that standards were average when compared to all other schools and average when compared with similar schools. Inspection evidence shows that standards are currently similar and generally average for pupils their age. Pupils have a satisfactory grasp of basic number facts and are appropriately confident with number operations. Their books indicate that the pace of their work and their progress has been satisfactory, although these pupils have had more experience of number than other aspects of mathematics.

4 Teacher assessment in science in 2001 indicated that standards among seven year olds were broadly in line with those of pupils in other schools. Inspection evidence shows that standards in science are being maintained, with pupils currently working towards the end of Year 2 achieving expected levels. Good teaching ensures that pupils develop sound skills of investigation. Their knowledge of some topics in science, like light and forces is good.

5 The results of statutory assessment in English at the end of Key Stage 2 in 2001 indicate that standards were average when compared with all other schools, although when compared to similar schools they were below average. The progress made through the key stage by this cohort of pupils was better than average. However, inspection evidence relating to pupils currently working towards the end of the key stage indicates that standards are not as high this year and below those

expected of pupils their age.

6 Standards are particularly disappointing in reading, with a significant proportion of pupils having poorly developed strategies for reading unfamiliar words. Many do not realise when they misread a word and are unable to correct themselves when they do. Too few pupils use other strategies for making sense of what they read, like reading on or reading back. Few pupils read with appropriate expression. Too many pupils lack enthusiasm for reading or books and a significant proportion find it difficult to discuss what they have read. There has been a priority given to improving pupils' writing skills and this has been successful, although they have insufficiently developed skills of drafting and re-drafting their writing using a computer.

7 In mathematics, the results of statutory assessment indicate that standards were well below average in 2001, and also well below average compared with those achieved in similar schools. Inspection evidence indicates that standards are slightly better, yet still below average, among pupils currently working towards the end of Key Stage 2. They lack confidence in calculation and find it difficult to work out problems. Teachers' planning sometimes fails to address the learning needs of particular groups, because at times all pupils in the class have been expected to do the same work. For many of the pupils in this key stage, progress has been too slow and consequently standards of numeracy are too low.

8 Test results in science show that standards were average in 2001, and in line with those found in similar schools. Pupils currently working towards the end of Key Stage 2 are making satisfactory progress and standards in science are broadly in line with those expected of pupils their age. Pupils have developed appropriate investigative skills and they can use apparatus confidently and well. In some of the topics they study they have a good knowledge and understanding, as their work on the human body shows for example.

9 At both key stages standards in information and communication technology (ICT) are broadly in line with those expected of pupils their age. They make satisfactory progress in developing their keyboard skills and work successfully with an appropriate range of programs. Pupils achieve higher than average standards in religious education, history and geography in both key stages, with teachers also providing good opportunities for pupils to develop their writing skills in these subjects. In all other subjects in which a judgement could be made pupils achieve standards in line with those expected.

10 Pupils with special educational needs have full access to the curriculum. Good support in lessons enables them to participate fully. Their individual education plans are good and teachers make good use of them to plan appropriate tasks. This is ensuring that they make progress.

Pupils' attitudes, values and personal development

11 Pupils' attitudes to school and learning are good. This has been maintained since the last inspection. In the Foundation Stage children quickly settle into school and demonstrate positive attitudes towards learning. They enjoy the range of activities provided for them, they respond well to their teachers and other adults and they try hard at tasks set. Their behaviour is consistently very good and this contributes to the effectiveness of their learning and the progress they make. Throughout Key Stages 1 and 2 most pupils are equally positive about school. They are enthusiastic about attending after school clubs, such as those for computers or cricket, so the school has had to introduce waiting lists and more clubs to meet the demand. Generally, pupils listen well and show excitement and enthusiasm in lessons. Most respect their teachers and follow instructions well as, for example, in an ICT lesson when it was difficult for all pupils to see exactly what to do with basic commands, they had to listen especially carefully to learn how to draw with logo on screen and then log off. Most pupils enjoy the challenge of learning and want to do well; they will question their teachers closely, as in a geography lesson, for example, where pupils were

following up a trip to Jodrell Bank by contrasting that location to another one. Even the youngest children will immerse themselves in their learning, for example when creating an imaginary dinosaur world in a sandpit. Where pupils do not display such an attentive and persistent attitude to their work, they occasionally disrupt and distract others. This happened in a religious education lesson where a pupil who was making no effort to complete his work took advantage of other pupils being sympathetic to his complaints and the fact that his teacher was busy helping other pupils, to make no progress at all with his task.

12 Pupils' behaviour in school is generally good. They understand and like the reward system for good behaviour. There was one exclusion in the previous school year, but the pupil has since left the school. A small number of pupils in the school have acknowledged behavioural difficulties and are working hard to overcome these with the support of the school and outside specialists. Pupils' good behaviour and generally orderly approach to school discipline has a positive impact on their learning. For example, in all physical education lessons observed, pupils changed quickly, without any fuss and this ensured that lessons started promptly without any wasted time. Pupils spoken to feel safe and secure in the school, although it is acknowledged by some pupils that there have been occasions when bullying by the oldest pupils has affected the harmony of playtimes. Against this are the facts that the oldest pupils are also the ones who effectively provide support and care for younger pupils. The school is considering new school rules, especially with regard to use of the playgrounds, and is involving the pupils in deciding what they are.

13 All pupils respond well to the school's provision for personal development. Pupils are knowledgeable about other cultures represented in the school, because of the way that the school celebrates them through religious education lessons and assemblies. Through personal, social and health education (PSHE), pupils learn to value each other and there is a healthy spirit of tolerance and general good will in the school. A few pupils have experienced some bullying, but they are confident that the school supports them and deals with it well. The attitude of acceptance amongst all pupils for each other, regardless of gender or race, is an outstanding feature of the school. Pupils discuss their beliefs and describe their backgrounds openly and with pride. They are unafraid to demonstrate this through their choice of clothing and adornment, although this does go against the school's preferred wish for all pupils to wear the same style of school uniform and not to wear jewellery for health and safety reasons. In lessons and in games pupils work and play well together in pairs, groups and teams.

14 Attendance at the school is satisfactory, but it is below average for a school of this type and it is not as good as at the time of the previous inspection. A few pupils are regularly late to school. Although the school has very few unauthorised absences, a significant number of these result when pupils are taken on holiday during the school term, occasionally in excess of the discretionary authorised two weeks for parents' annual holidays. This does not reflect on the attitude of the pupils to their attendance at school, but rather on the attitude of parents to their children's learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15 In a high proportion of lessons observed during the inspection the quality of teaching was good and a real strength of the school. In all the lessons seen, the teaching was satisfactory or better; in 78% of lessons teaching was good or better; in 21% it was very good or excellent. Teaching of literacy and numeracy is good overall. The high quality of teaching has been maintained since the last inspection.

16 A major strength of teaching throughout the school is the very good way in which teachers manage pupils' behaviour. Teachers respond positively to their pupils' efforts and this is motivating for them. Their positive response to the kind of behaviour they want to encourage also ensures that their expectations are communicated clearly. As a result, pupils throughout the school respond very well to their teachers.

17 The quality of teaching for children in the Foundation Stage is consistently good, with some lessons of high quality observed. The teacher has a very good understanding of the needs of children of this age. She plans stimulating and relevant activities that enable children to learn through practical activities and tasks and carefully structured opportunities for play in each of the six areas of learning. For example, children are able to make choices from a range of activities at times that include role play, writing activity, building of wheeled vehicles with construction equipment, cutting and sticking, threading coloured cubes to create a pattern, grouping 'share bears' by colour and number and dressing Teddy using a computer program. The teacher's very good classroom management and her ability to support and extend children's learning is particularly strong. This results in children developing both concentration and independence and ensures they make progress in all areas of learning. They are eager learners and show an interest in the tasks set for them. As a result of this effective provision, the quality of children's learning in the Foundation Stage is good and sometimes very good.

18 The quality of teaching for pupils at Key Stage 1 is good overall and there are examples of very good teaching. The particular strengths of the teaching are in the very good management of pupils' learning and the way in which the teachers motivate pupils to learn with the warmth of response to their efforts. The teachers at this stage are enthusiastic, confident and generally lively, which ensures that their pupils are engaged and involved right from the start of the lesson. They manage discussions well, ensuring that pupils are fully involved and they value the pupils' ideas and responses by listening carefully to them. In a religious education lesson with pupils in Year 2, for example, the teacher skilfully posed questions to involve them and then responded warmly to their ideas, using them effectively to extend their thinking. In a very good science lesson with Year 1 pupils, the teacher kept on introducing words for her pupils to use, like *smooth*, *hard*, *soft*, as they discussed the materials of which some objects were made and she constantly probed the reasons why pupils thought as they did. Teachers sustain their pupils' positive attitude to learning and ensure they develop good work habits by providing them with interesting and often imaginative activities, by providing clear explanations and instructions and by managing their lessons at a brisk pace. This good teaching is successful in ensuring that pupils' learning is good and that they make good progress.

19 At Key Stage 2, the quality of teaching was satisfactory overall, although there were examples of good and very good teaching seen. In all lessons pupils are managed well. The teachers at this key stage generally manage their lessons calmly and purposefully, ensuring that pupils understand what is expected of them. In most lessons they plan carefully and prepare the necessary resources so that lessons get off to a brisk start and ensure that pupils are quickly engaged and attentive. Teachers are good at building on pupils' prior learning and at explaining what it is pupils are learning. In one very good literacy lesson with Year 5, for example, the teacher introduced the lesson with a very good review of what his pupils had done in the previous lesson and used this analysis of strengths and weaknesses very effectively to explain the learning objectives for the lesson. The teacher very skilfully indicated how the tasks set were building on earlier work and how it would lead onto further tasks in the next lesson. In another very good music lesson with Year 4 the teacher kept referring to the specific learning objective for the lesson with the reminder '*Remember what we are trying to do . . .*' as she worked to develop her pupils' ability to use appropriate musical terminology to describe their responses to two pieces of music. During whole class lessons, teachers make good use of questions both to engage pupils' attention and to assess their understanding. In a very good English lesson with Year 4, for example, the teacher posed challenging questions to the class as they discussed the plight of the whale, like '*How did the poet create this feeling in us?*' This engaged pupils' interest and extended their thinking most effectively, enabling the teacher to get the best out of them.

20 Where teaching is less successful, or where it could be improved, the major contributory factor is the lack of precision with which learning activities and tasks are set up to address the

learning needs of the different groups in the class. This happens in some lessons, particularly in Key Stage 2, where all pupils are expected to complete the same task, which restricts the opportunities for all pupils to benefit. On these occasions the pace of learning slows because tasks are not well matched to the needs of all pupils, with some not sufficiently challenged and others finding the work too difficult. For example, in a mathematics lesson with Year 6, there was a lack of pace in the introductory oral part of the lesson, which failed to extend pupils' mental skills and the task set in the main part of the lesson meant that the higher attaining pupils were insufficiently challenged.

21 The quality of pupils' learning at Key Stage 2 is satisfactory. Most pupils listen attentively and try hard with their work. At the beginning of most lessons, teachers explain what pupils will learn and this helps to motivate and engage them. However, there is a significant minority of older pupils who show too little commitment to work unless pushed by their teacher.

22 Mostly teachers are equitable in the demands which they make of pupils so that their expectations are the same for all. This is demonstrated in the setting of homework for example, with tasks set for all, but with additional support provided for those pupils with English as an additional language who need it. Work is appropriately matched to the needs of pupils in most lessons in English and mathematics, but in some subjects higher attaining pupils are insufficiently challenged, as in ICT, for example, where teachers pay too little heed of pupils' experience outside of school.

23 The teaching of pupils with special educational needs is good. Teachers and support staff work hard to ensure that these pupils can play a full part in lessons. There is good integration for pupils who were previously withdrawn. Individual education plans are clear and relate to these pupils' specific requirements. Teachers use them well and in some daily lesson plans make a note to adapt the work, ensuring that pupils with special educational needs are generally given tasks that are matched to their needs.

24 The school's arrangements for supporting pupils with English as an additional language need to be reviewed so that teachers have more information about these pupils' immediate needs and are thus enabled to plan more effectively for them. The school's policy for supporting pupils with English as an additional language is unclear and sometimes their withdrawal for additional provision has the effect of depriving them of access to important aspects of the curriculum. However, teachers make good use of bilingual support for learning.

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

25 The Foundation Stage curriculum has been successfully introduced for children in the reception class. The quality and range of learning opportunities are good in most of the six areas of learning prescribed for children of this age, although the lack of an appropriate secure area restricts opportunities to promote children's learning outdoors. Good planning ensures that these young children's learning needs are met in each of the other areas and this is having a positive impact on the progress children make in developing their knowledge, understanding and skills in preparation for their work in Key Stage 1.

26 The quality and range of learning opportunities are good for pupils in Key Stage 1 and 2 and satisfactory overall in the foundation stage. There have been good improvements in planning subjects and in the overall organisation of the curriculum since the last inspection. All subjects now have clear policies and schemes of work. Although there is still a lack of systematic assessment and monitoring of teaching and learning in the foundation subjects, coverage of National Curriculum requirements is thorough. The major strength is the good linking of subjects across the curriculum into a coherent pattern of topics and themes. As a result pupils see the relevance of what they are

doing and this has a good influence on the quality of their written work, particularly in history, geography and religious education. The extra time devoted to English is well thought out but more could be done to integrate reading activities into the planning.

27 The curriculum helps pupils appreciate their own cultural background. The religious education curriculum supports the faith background of all groups of pupils appropriately and other events, such as the celebration of festivals, reinforce this effectively. The current programmes of study do not overtly promote racial equality, but equality of opportunity is a feature of the school. The curriculum is organised to allow most pupils access to all aspects but some of the provision for pupils with English as an additional language withdraws them from lessons. They sometimes miss out on this work where teachers do not plan follow up activities. The links between this additional support and the mainstream curriculum are not always clear. In most subjects learning resources have been purchased which show sensitivity to different groups of pupils and these are integrated well into curriculum planning.

28 The school provides a good, well-adapted curriculum for pupils with special educational needs. There is good integration for pupils who previously attended special educational provision. Individual education plans are clear and relate to the specific requirements of the pupil. Teachers use them well and in some daily lesson plans make a note to adapt the work for them.

29 The literacy strategy has been introduced well. Teachers are confident enough to change aspects of the sessions according to the way that pupils are responding. For instance, they may start with a reading activity and then move into the whole class work when pupils are ready. This makes better use of the time available. The planning for writing and for speaking and listening is better than for reading however.

30 The numeracy strategy has been introduced satisfactorily. It has had a positive influence, especially with younger pupils who use apt mathematical language like *diagonally* and *grid* in some of their writing in science, history and geography.

31 Extra curricular provision for a relatively small school is good. The sporting clubs are popular with pupils and a *Quik-cricket* tournament is planned for this term. The gardening club and the computer evening are so popular that they operate on a rota basis. Provision for additional musical activities is under developed however. However, the many visitors to the school, such as writers, and the field trips that pupils make in history and geography greatly enrich their broader view of the curriculum.

32 The school develops pupils' understanding of issues related to personal, social and health education well. In circle time¹ they discuss issues such as bullying and there are some good examples of books in the library on how to make friends and other related topics to add to their understanding. The healthy living issues are covered in science and physical education and through a well-organised programme of drugs education.

33 Teachers use the local community in history and geography lessons to inform pupils more realistically about how things change over time and how the location of land and buildings have to be planned carefully. In religious education they visit a Sikh temple to further their understanding of other faiths. This aspect of the curriculum is satisfactory.

34 Links with partner schools are good. Most pupils are working on a unit of work with the local secondary school involving a range of subjects that they start in Year 6 and carry through to Year 7. There are positive relationships with the local college who provide students in the Foundation Stage

¹ Circle time - planned occasions when all the class comes together quietly with their teacher to consider specific, often sensitive issues, usually related to pupils' personal, emotional or social development.

and with the nearby private nursery.

35 The school makes good provision for pupils' personal development both through the curriculum and in assemblies. Pupils learn about the creation and are given time to think about the world they live in. This is made more real by their active participation in a drama about the tree of life for example. Older pupils talk about the power of the universe and how it is seen in such things as storms. Teachers reflect their own feelings and pupils respond well to this. Provision for spiritual development is good.

36 Provision for moral development is also good. Pupils know how to behave and in Year 6 they have started to discuss rules for the school and to draw up a simple code of conduct for themselves. Lessons involve pupils in debates on the way we treat animals and they read and respond sensitively to poems about the environment, war and bullying illustrated in phrases like: *Ears are cupped hearing my every wail.*

37 Pupils relate well to others in class. They use the many opportunities for group work well. Photographic evidence shows that they get on well together on visits and in games activities. They have enough self-discipline to work unsupervised in the library. They do charity work each year and this increases their knowledge about the needs of others. Provision for their social development is good.

38 There is very good provision for cultural development. This is seen in their positive response to work in history, art and religious education about different cultures. Resources in the library and elsewhere in school have been chosen sensitively to relate to the different groups of pupils and these materials are integrated well into the curriculum. They study clothes and food from around the world and make good use of the expertise in the community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39 The school's procedures to ensure the care, well-being and health and safety of pupils are satisfactory overall. The school's firm commitment to pupils' welfare has been maintained since the last inspection. Health and safety procedures are well organised. There are three qualified first aiders in the school and the school deals promptly and efficiently with minor incidents and accidents. Pupils with allergies or specified medical or dietary needs are well known to staff and there are good procedures in place to inform new or supply staff of any pupil's specific medical condition. Checks on the safety of electrical, fire fighting and physical education equipment are carried out regularly. Staff are conscientious about pupils safety in lessons and on trips. For example a physical education lesson due to take place on the school field was delayed whilst the teacher ensured that the area was safe for pupils as a dog had been seen on the school playing fields. Good procedures are in place to note the signing in of pupils when they have been away from the school premises for lunch at home.

40 Arrangements and procedures for child protection are satisfactory overall. Currently, the headteacher and deputy headteacher are both designated persons in school, although this represents a gender imbalance. The child protection policy has recently been adapted to ensure that it is specific to the school and in line with the local area child protection committee procedures. However not all staff in the school have had recent and relevant training in identifying and referring child protection concerns and the status of the designated persons is not clearly known to some staff. There are currently no pupils on the at risk register and so no personal education plans have been required.

41 All pupils are well known to staff and they are very sensitive to changes in their personality, mood or well-being. The school's monitoring and guiding of the pupils' personal and social development is good. Sharing assembly awards celebrate not only academic achievements, but

also where a pupil has made an effort or been kind or thoughtful to others. Older pupils take part in specific leadership programmes to prepare them for the responsibilities they take on in Year 6, such as being buddies, setting an example to and caring for younger pupils and undertaking jobs around the school such as collecting the dinner money or helping in the library. Pupils are monitored to assess their self-esteem and to encourage their self-confidence. The school's reward system is well understood by pupils, and recent computer profiling of the different cards and awards received by pupils, enables the school to formally monitor pupils' personal and social development. Groupings of pupils in class, with younger pupils sitting next to older ones, are purposely arranged to encourage pupils to help and support one another. Teachers routinely assess these groupings to make sure they are still working and, for example, where a pupil is proving to be disruptive when sitting next to another, they will be moved to ensure that learning can progress well for the main group. The school is aware that it has not yet formalised arrangements for pupils to have a voice in the school, for example through a school council. Until this has been arranged, pupils are encouraged to confide in staff if they have any worries, during circle time or PSHE lessons for example.

42 Currently there is no member of staff with overall responsibility for the significant proportion of pupils in the school for whom English is an additional language. Additional support for these pupils is mainly provided from local authority funded resources, but a lack of liaison between this provider and the school, reduces the effectiveness of the provision. The school does however make good use of available bilingual support, and pupils for whom English is an additional language benefit from this. Currently, the school does not however make the best use of the available resources, or the assessment information that is available from these resources, to support pupils for whom English is a additional language.

43 Procedures for monitoring pupils' academic progress are unsatisfactory. The school assesses pupils' attainment in the core subjects regularly. However, this information is not used effectively to track individuals and year groups as they move through the school, to see what progress they have made. There are no systems in place to find out about the pattern of pupils' learning. There is insufficient assessment within the foundation subjects. Assessment data is not used effectively to plan what should be taught to individuals and groups in lessons to enable them to make progress. This means that pupils are not getting all the support and guidance they need in order to do their best. The school does not presently analyse information in such a way as to check the achievement of potentially vulnerable pupils. The analysis of pupils' attainment is based on the success of the cohort rather than of individuals or groups.

44 The school's procedures to monitor and promote attendance are satisfactory overall. Administrative arrangements for entering daily registration details are carried out very efficiently, but rely on the accuracy and consistency of the marking of registers. As the notations for marking registers, and authorising absences are not consistently observed across the school, it is difficult to accurately observe all the reasons for pupils' absences. Attendance data is not analysed formally by the school to monitor whether any group is over-represented in absence statistics, although the school has identified that many extended holiday absences are the result of families visiting the Indian sub-continent. The Education Welfare Officer is a regular visitor to the school to follow up any attendance concerns and to support the school's efforts to encourage pupils' punctuality and attendance. Letters are sent out to parents asking them not to take children away from school during the school terms, and notifying parents that children can be taken off the school register after an extended absence. The school does reward pupils who are not away during an entire year, but this is an unrealistically long time for most pupils ever to have an absence and does not motivate and promote good attendance at school.

45 Procedures to monitor behaviour and promote discipline in the school are good. For example, older pupils are being encouraged to draw up rules concerning the playing of basketball on the playground, that can be adhered to by all pupils in the school. The computer profiling of

pupils' personal development also tracks their behavioural attitude, and the school involves the support of outside experts, such as an educational psychologist or the behavioural support team, if it considers it is necessary. Procedures for eliminating oppressive behaviour are satisfactory. However, statutory requirements to ensure a Racist Incidents policy is in place have not been met. The school has a strong anti-bullying policy and uses a variety of means, including assemblies, poetry, PHSE lessons and a discreet and speedy response to any bullying referrals, to good effect. Parents and pupils believe that bullying incidents are dealt with quickly and effectively. Most pupils feel safe in school, although the headteacher's identification of the basketball area as needing a separate set of rules was justified by the occasional remark of pupils that this was an area where they felt under threat. Lunchtime supervisors monitor incidents on a routine basis and have received professional development to promote children's well being and special needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46 Parents' views of the school are very positive and similar to those found at the time of the last inspection. Parents are very pleased that their children like coming to school. They especially like the arrangements that are in place for settling their children into school when they first come, and the fact that staff are easy to approach at the start and end of the school day. Most parents approve of the number and range of extra curricular activities now provided, although a few parents are still concerned that there are not enough. Most parents also feel that the amount of homework that the school provides is well judged, although a few disagree.

47 Parents are appreciative of the workshops held by the school to help them learn about the curriculum. These are seen as especially useful in helping children with their literacy and numeracy work. Regular newsletters go out from school and there is a parent's notice board in the school where organisations such as the Parents, Teachers and Friends Association (PTFA) can advertise their meetings. Extra funds for resources in the school have been raised by parents and friends through the PTFA, which also organised social events for families and children linked to the school. Although a few parents help in the school, the number of parent helpers has declined in recent years. However the school has benefited from the cultural diversity and talents of parents, for example in the provision of a sculpture of a whale, the school's logo, on display in the front hall.

48 Parents feel that their children are well motivated by the school's reward system and that they, and their children understand what they need to do to get a blue card, or half termly letter of praise to take home. They especially appreciate the efforts that teachers make to help and praise their children, enabling pupils to gain the confidence to do well in areas where they may be having difficulties. Parents appreciate the fact that the school takes the time to explain what is being taught and the different ways in which it is currently taught. However, the information on pupils' progress in annual written reports remains impersonal. Reports tell more of what the whole class has done than what individual children have achieved, and rely heavily on a computer-generated bank of comments rather than individual commentary. When compared, many reports read identically to those of other pupils in the same class and generally only differ marginally in some core subjects. Information to parents in the school's prospectus and the governors' annual report to parents meets statutory requirements.

49 The school has good links with those parents for whom English is an additional language and makes good use of the bilingual support staff to consolidate these contacts. A significant concern over the impact of parents' involvement with their children's learning, is the number of parents who take their children away from school during term time for holidays.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50 The headteacher's leadership of the school is good. Although he has been in post for only a very short time, he has quickly recognised the school's strengths and weaknesses. He provides

the school with a clear sense of direction as he has begun tackling a number of the identified areas for further development. The provision for pupils' welfare, the caring ethos and the good relationships noted in the previous report have all been maintained, while there is also a firm commitment to raising standards. Day to day administration is very good. The headteacher is well organised; he is ably supported by his administrative assistant who makes a very effective contribution to the smooth running of the school.

51 There is a clear indication of the values which underpin the work of the school in its mission statement. These reflect the commitment to pupils' welfare and they contribute positively to the very good relationships found throughout the school, but there is insufficient emphasis on the standards of their attainment.

52 Since taking up his post the headteacher has started to record and analyse pupils' attainment and a good start has been made in producing information which will support staff in identifying how different groups are performing. The headteacher has also recently introduced a programme of monitoring of the quality of the curriculum and this provides the opportunity for all staff to review how well the curriculum is matched to the needs of different groups of pupils. This is beginning to contribute to reinforcing the strength of the headteacher's leadership by ensuring that social inclusion is at the heart of the work of the school.

53 The needs of pupils with English as an additional language are mostly met, but the management of provision for these pupils is not effective. No one has overall responsibility for this area of work. There has not recently been a review of social inclusion and this is now needed. The school lacks procedures to record racial incidents and there is no policy to guide practice in this area, which is an area governors should have addressed.

54 There is a detailed school improvement plan that identifies specific aspects for further development, although the initial evaluation work of the new headteacher has led to an appropriate re-prioritisation. There is now a clear emphasis on managing the curriculum. Those teachers with management roles have clearly defined responsibilities and are beginning to play an increasingly active role in supporting the headteacher in monitoring teaching and learning. However, the role of curriculum co-ordinators is not yet sufficiently developed to enable them to make an effective contribution towards the management of the school. Where the headteacher and key co-ordinators monitor teaching this is effective in contributing towards performance management and the identification of individual teachers' further training needs.

55 The governing body fulfils its statutory responsibilities satisfactorily. A high proportion of the governors are new and only some spend an appropriate amount of time around the school. The chair of governors is fully involved in the life and work of the school, which enables her to act as a critical friend, but other governors are not yet fully informed about the school's strengths and weaknesses. The finance committee, for example, monitors spending, but there is insufficient evaluation of the outcomes of spending decisions on the standards of pupils' attainment. While some individual governors have clearly defined roles and contribute effectively through the various committees to which they belong, they are not yet sufficiently involved in evaluating the work of the school. The headteacher keeps governors informed about performance, but at times targets set have been too challenging. Monitoring of teaching has not improved sufficiently since the last inspection and is not yet effective in the identification of aspects for development. While there is appropriate assessment information gathered, it is not sufficiently effective in informing teachers' planning.

56 There have been some shortcomings in financial planning, with governors not yet sufficiently clear about how the budget works. The last auditors' report identified some areas for improvement; in the main these have been addressed. However, systems have been insufficiently robust and monitoring insufficiently rigorous, with the result that there is now a substantial deficit

which has to be addressed. The school makes satisfactory use of the funds made available for particular purposes. There is now a firm emphasis on securing best value for money.

57 The school has an appropriate level of staffing. In some lessons good use of the available additional support staff has a positive impact on pupils' learning. At times the additional support for pupils with English as an additional language is not used as effectively or efficiently as it might be.

58 Accommodation is good overall, although space in some classrooms is somewhat cramped, particularly for the older pupils. The school has a large hall, which provides good space for indoor physical education. Perimeter fencing has improved security. The school is developing the outside environment to provide a range of areas for different activities and recreation. As yet there is no secure outdoor area for children in the Foundation Stage.

59 Resources for learning are satisfactory overall. The reorganisation of some resources, like science for example, has ensured they are now stored efficiently and readily accessible to staff and pupils. There is an attractive separate library area in which there has been an improvement in the number of reference books available; these resources are well organised and make an effective contribution to pupils' learning. The school makes good use of visits into the community and visitors to support the curriculum, especially in religious education, history and geography. Despite the provision of a computer suite, the equipment is barely adequate, with much of it in need of updating.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60 The headteacher, staff and governors should continue to build on the progress they have made in improving the school. To further improve the standards of pupils' attainment and the quality of education provided they should now:

1 Raise the standard of pupils' reading by the end of Key Stage 2, by:

- (a) building on the flexible use of the national literacy strategy
- (b) setting appropriate individual targets for pupils to improve their reading
- (c) continuing to provide opportunities to extend pupils' vocabulary and extending their skills of comprehension
- (d) providing more opportunities for pupils to read aloud and teaching them to read with expression
- (e) making sure that pupils have opportunities to read as wide a range of books as possible

(Paragraphs: 2; 6; 77; 84)

2 Improve the standard of pupils' attainment in mathematics by the end of Key Stage 2, by:

- (a) setting realistic targets for improvement across the key stage
- (b) setting demanding targets for pupils capable of making quicker progress
- (c) monitoring teaching and learning in mathematics to ensure that pupils are making the best possible progress
- (d) raising teachers' expectations of what pupils are capable of producing in lessons
- (e) ensuring that lessons are managed with appropriate pace so that higher attaining pupils are sufficiently challenged
- (f) making sure that all pupils settle quickly and apply themselves to their work and setting targets for the completion of tasks set

(Paragraphs: 7; 89; 90-95)

3 Ensure that available assessment information is used to inform planning for teaching and learning, by:

- (a) analysing assessment information to identify areas of learning in which pupils' understanding is less secure
- (b) using this knowledge to inform planning for different groups in the class and to provide pupils with specific activities to meet their individual learning needs
- (c) monitoring teachers' planning and their lessons to ensure that pupils' learning needs are consistently met

(Paragraphs: 20; 43; 95; 104)

4 Develop the role of the subject co-ordinators so they can more fully support the headteacher in curriculum management, by:

- (a) ensuring all co-ordinators monitor teachers' medium and short term planning
- (b) devising strategies to enable them to monitor and support teaching and learning in the subjects for which they are responsible
- (c) extending their opportunities to scrutinise pupils' work across the school
- (d) providing opportunities for them to lead and manage review and development in their subjects
- (e) extending their responsibilities for co-ordinating assessment in their subjects.

(Paragraphs: 54; 116; 122; 136)

5 Improve systems of financial management, including procedures for monitoring spending

(Paragraph: 56)

6 Improve outdoor provision for children in the Foundation Stage, by:

- (a) providing an appropriate secure area in which children can develop their knowledge, skills and understanding in all of the six prescribed areas of learning

(Paragraphs: 1; 25; 58; 61; 74)

In addition to the key issues above, the following other weaknesses may be considered for inclusion in the action plan:

- Improve the quality of written reports to parents to ensure that they fully understand what their children know, understand and can do and what they have to do to improve *(Paragraph: 48)*
- Ensure that all staff have appropriate training in child protection *(Paragraph: 40)*
- Review the organisation of provision for pupils with English as an additional language to ensure that the school makes the best use of available resources *(Paragraphs: 42)*

The school has already identified some of these areas for development in its improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	29	11	0	0	0
Percentage	0	21	57	21	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 around two percentage points.

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)		197
Number of full-time pupils known to be eligible for free school meals		38

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		49

English as an additional language	No of pupils
Number of pupils with English as an additional language	42

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	Unauthorised absence
%	%

School data	6.1
National comparative data	5.6

School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	15
	Girls	9	11	11
	Total	22	26	26
Percentage of pupils at NC level 2 or above	School	79 (89)	93 (71)	93 (97)
	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	10	11	11
	Total	23	26	26
Percentage of pupils at NC level 2 or above	School	82 (80)	93 (97)	93 (97)
	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	21	15	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	18
	Girls	13	10	14
	Total	28	23	32
Percentage of pupils at NC level 4 or above	School	78 (88)	64 (91)	89 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	12
	Girls	12	9	12
	Total	21	21	24
Percentage of pupils at NC level 4 or above	School	58 (69)	58 (78)	67 (91)
	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	9
Black – African heritage	1
Black – other	0
Indian	31
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	3	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	148

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	410 615
Total expenditure	407 797
Expenditure per pupil	1915
Balance brought forward from previous year	- 2224
Balance carried forward to next year	594

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	4	0	0
My child is making good progress in school.	54	42	3	1	0
Behaviour in the school is good.	42	52	1	0	5
My child gets the right amount of work to do at home.	28	53	16	3	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	43	50	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	39	1	0	0
The school expects my child to work hard and achieve his or her best.	62	37	0	0	1
The school works closely with parents.	35	58	7	0	0
The school is well led and managed.	50	45	3	0	2
The school is helping my child become mature and responsible.	45	50	3	0	2
The school provides an interesting range of activities outside lessons.	19	39	24	11	7

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

61 The quality of education for children in the Foundation Stage is good while they are working in the classroom. There is no secure outdoor provision and this is unsatisfactory. The school has plans to develop this area and these should be pursued quickly and rigorously. Otherwise there has been good improvement in provision since the last inspection. Staff have put in place the new requirements and curriculum framework for children in the early years taking account of national and local guidance. The lack of outdoor provision, however, means that not all the guidance can be acted upon and children miss an important aspect of learning across all areas of the curriculum.

62 Currently, children enter the reception year at the beginning of the term of their fifth birthday. At present there are 30 children in the reception class, most of who have attended the local playgroup prior to entry to school. There is a good induction process, including liaison with this local group. Assessments are carried out during the first few weeks of admission and regular observations and further assessments undertaken, however this thorough assessment is not always used effectively to plan for individuals.

63 When children start the reception class their attainment is broadly average. By the time they move to Year 1 they have made steady progress and attain the early learning goals in: personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; and creative and physical development. Children with special educational needs and English as an additional language make similar progress to their peers.

64 Children's attitudes are good overall. They enjoy their learning and respond well to the activities. They always try hard to do their best but where the work is over directed they are too dependent on adult help. Behaviour is very good. All adults make a good contribution to the children's learning. The provision has been maintained since the last inspection.

Personal, social and emotional development

65 When they start in the reception class, children settle into school life quickly and happily. The good teaching and high levels of encouragement help them to develop confidence and a good level of maturity. They form good relationships with all the adults and other children. They work well in small groups, sharing and taking turns. They are familiar with school routines and move around the school confidently and sensibly. They dress and undress themselves for physical activities. All children display good levels of involvement and persist for extended periods of time at an activity that they enjoy.

66 Staff know the children well and show care and concern for their well being. There is frequent staff intervention to support learning, however much of the directed work is too closely supervised and children are not expected to think about what they have to do and take some responsibility for starting or completing their work. Where there are opportunities for child initiated activities these are well organised and children enjoy and benefit from the experience. For example, a group of children re-enact the teaching of the literacy hour using a big book and a pointer. They enjoy acting out maternal discipline while engaged in home play.

Communication, language and literacy

67 Attainment in communication and language skills is in line with what would be expected nationally. Children make steady progress and by the end of the reception year most of them achieve the early learning goals. Children listen attentively and are able to talk about their experiences. They respond well to stories and poems, for example they enjoy joining in the rhyming words in text. They have an appropriate knowledge of the sounds made by initial letters. They enjoy books and the more able are beginning to read simple sentences with understanding. They are learning to differentiate between fiction and non-fiction books. They can write their name and simple sentences with support.

68 The provision for the development of communication, language and literacy is good. It follows the national guidance for the age group and children experience direct teaching of word and sentence work and have designated reading sessions. This is supported by opportunities for children to communicate with one another, to interact with adults who model language and to spend time enjoying books. Children are encouraged to speak to the whole group while talking about their families and other events in their life. They are expected to listen to adults, sometimes for long periods of time. Staff intervene and direct learning well but some activities are insufficiently stimulating.

Mathematical development

69 The children's mathematical attainment is that expected for their age. They know numbers to ten and are beginning to add them together and can calculate how many are left when a small number is taken away. Many are able to count beyond ten. They use mathematical language such as 'circle' or 'tallest' to describe shape and size and the majority can use everyday words to describe position.

70 Provision for mathematical development is good. The curriculum follows national guidance and children have opportunities to carry out simple number problems in their heads. There is direct teaching of simple concepts and these are supported effectively by tasks and activities that enable the children to count and manipulate objects. For example, children complete a photocopied sheet, matching objects with numerals. Adults work well with the children and help them with the tasks but this sometimes leads to children becoming too dependent on adult help.

Knowledge and understanding of the world

71 Children's knowledge and understanding of the world is satisfactory for their age and they make steady progress. They learn the days of the week and the seasons of the year. They sequence events to include yesterday, today and tomorrow. They look closely at similarities, differences, patterns and change. They construct wheeled artefacts that move in different directions. They can use the mouse to click and 'drag' teddy's clothes across the screen and so dress him.

72 A good range of learning opportunities is provided overall so that children are able to use and extend their knowledge and understanding of the world. Good use is made of national events to help the children understand about age and time, for example by considering the age and life of Queen Elizabeth the Queen Mother at the time of her death. They have opportunities to make visits to a local farm and record in pictorial form what they have seen. They enjoy making the programmable toy move in various directions and have great fun studying dinosaurs and retain good factual knowledge about them. For example they know that Tyrannosaurus Rex has sharp teeth and likes to eat meat. They learn about their own culture through visits to the local church and that of other cultures through celebrating their festivals.

Physical development

73 Children's physical ability is average. Children move confidently around the classroom, playground and hall. They run, skip and jump and learn to control a ball with both their hands and feet, many skilfully guiding a ball around the hall with their feet and passing it from hand to hand without dropping it. They move around the hall using the space well so that they do not bump into others. They are beginning to learn the importance of slowly coming to rest after exercise. They handle pencils and other tools competently. They control the mouse at the computer accurately. They manipulate construction kits connecting wheels and axles and use malleable materials.

74 Provision for physical development is sound. Children have access to the hall and take a break in the playground with the rest of the pupils at the school. There are frequent opportunities to develop fine motor control skills using pencils, crayons and other mark making resources. There is not a designated secure area outside nor sufficient resources for outdoor physical activities and although the outdoor provision should cover all aspects of the curriculum it has a particularly negative impact on the opportunities available to the children in this area.

Creative development

75 Children's attainment in the creative area of learning is sound. They explore colour and form while mixing colours to paint dinosaurs. They use their imagination creating Jurassic Park in the sand. They play untuned percussion instruments and can keep a steady pulse and move in time to the marching music. They engage in imaginative role-play retelling stories in the play home.

76 The provision for children's creative development is good. A range of activities is planned and children use watercolours and charcoal to create pictures in the style of Lowry. They depict different moods using paint and are given the example of the famous painting 'The Scream' to extend their ideas. They work as a whole class to make collage pictures using a variety of materials and textures. They illustrate stories and visits. Although the range is good much of the work shows too much adult intervention in the final product and children would benefit from the opportunity to develop their own ideas without so much support. The well planned music session ensures that the children enjoy their learning.

ENGLISH

77 Standards in reading for seven year olds have been consistently well below average since 1998, other than in 2000 when they were above average. In writing, however, standards have generally been average. Girls performed less well than boys. Pupils made progress by the age of eleven because results were in line with the national averages in English. Girls improved particularly in the older classes. Pupils' achievement measured against their attainment on entry and from year to year overall was satisfactory. It was good in writing but not satisfactory in reading.

78 Some of the standards seen during the inspection differ from this. By the age of seven pupils are currently achieving average standards in both reading and writing and above average in speaking and listening. By the age of eleven standards overall in English are below average, though writing is better than reading. The school has set a very high target for 2002, which it is unlikely to achieve because of the high proportion of pupils with special educational needs in the oldest class. The strategies to maintain good results in writing have had a positive effect across the whole curriculum. In reading, however, the targets for improvement are not sharp enough. Pupils who speak English as an additional language achieve well over time. The same is true of pupils with special educational needs.

79 By the age of seven most pupils have developed confidence in speaking. Standards are

above average. Pupils who speak English in addition to another language achieve well and take a full part in the discussions that occur in their groups and in whole class sessions. Some higher attaining pupils in Year 1 are able to sort out the sequence of a story from pictures and then put it into their own words very fluently, sometimes using six or seven detailed sentences. The rest of the class listen and spontaneously applaud these efforts. They can also point out if the sequence of the story is not correct. Attitudes to learning are often very good. In Year 2 the teacher increases the demand on pupils with questions such as: *How many verses are there in the poem? Why is the chorus different?* Pupils respond well, are involved in the lessons and ask questions of their own such as: *What are those names on the front of the book for- not the author?* This leads on to a good discussion about illustrators and people who are involved in producing books.

80 Pupils achieve satisfactory standards in reading in the younger classes. They are good at looking for clues in the text. Pupils come up with interesting questions about the story being discussed such as *Who will look after the farm when the farmer runs away?* They join in familiar lines of the story and are starting to use expression to show questions and doubt, looking for the punctuation to help them. Pupils with special needs receive good guidance from assistants and learn well.

81 There is also sound progress in writing with examples of good work in history and geography. This is because teachers link the topics across the curriculum and give pupils plenty of chances to do research for the work and use ideas from different sources. Few pupils can use joined-up writing successfully and some of the presentation of handwriting is uneven but the content is often interesting. Pupils recount familiar stories like *The Tiger who came to tea*, and the more able use dialogue, correctly punctuated, to give their writing more variety. Pupils with English as an additional language achieve well and are capable of good extended writing. The main weaknesses occur in the construction of sentences where punctuation and verb endings are occasionally inaccurate. Teachers support pupils' writing with a range of guideline sheets such as flow charts for stories and outlines for writing instructions.

82 As pupils get older their speaking and listening skills remain good. In Year 4 there was a very good discussion of a poem about the plight of the blue whale involving most of the class. Pupils reflected on the social, moral and cultural issues raised by the poet. The teacher has high expectations of this class asking searching questions such as, *How did the poet create this idea?* More able pupils can answer with maturity and even question whether a particular line would be better elsewhere!

83 Pupils are encouraged to work in groups and they take these opportunities well as shown when trying to plan letters to a newspaper giving a contrary viewpoint. Some pupils in the youngest class in Key Stage 2 lack confidence and need a lot of help with shaping their ideas. By the age of eleven most are achieving well.

84 Reading is a weakness. Pupils are keen and enthusiastic, especially in helping younger pupils to read. They keep good personal records and have lots of chances to read silently but their expression is often flat when they read aloud and they find difficulty in explaining words in stories and poems beyond a superficial level. The range of reading attempted is fairly narrow and there is no system in place to ensure that individual targets are set for pupils in need of support in reading. The school has identified this as an area to develop but has been slow to put in place a strategy for improvement.

85 Pupils' writing is average but is better than their reading. This is because teachers have been careful to give pupils practical activities that they find interesting. For example, they have written to real authors and received letters back. They have worked with a poet on the topic of bullying and produced very moving verses. They construct notebooks in history about project work. They respond very well to challenging poetry on important social and moral issues such as war

and the preservation of wildlife. Poems written by pupils have evocative images like:

*Flung into a truck like a sack of potatoes,
Taken to the unknown.*

There are examples of lively continuous writing but sometimes careless spelling and a lack of structured paragraphs mar the work. Pupils do not always take the comments of their teachers to heart or learn from their mistakes.

86 The quality of teaching is good. The school has made good use of the ideas in the literacy strategy to raise standards in speaking and listening and in writing. Teachers set interesting work and have made careful plans to ensure that the writing element is consistently reinforced across the curriculum in science, history, geography and design and technology. They provide good support materials and encourage pupils to do research using information and communication technology.

87 The main strengths in teaching are:

- ? Teachers are confident and well organised so that pupils feel secure in the classroom and usually participate fully in lessons
- ? In most of the lessons the tasks are practical and involve the pupils; they offer variety and are often supported by good resources such as booklets and visual aids
- ? Pupils are encouraged to think for themselves
- ? Support for pupils with special educational needs is good

88 English is well led and the good features reported in the last inspection have been maintained. There are still some areas to improve however:

- ? Providing more precise individual targets to track pupils' progress in reading
- ? Setting clearer deadlines for the completion of work for those pupils who are easily distracted

MATHEMATICS

89 In last year's tests for seven year-olds pupils' attainment was average for their age and the trend over time is of improvement. In the 2001 tests, results for eleven year-olds show attainment as below average and the upward trend in standards was not maintained. This cohort made steady progress through the school and their attainment was in line with their results when they were seven years old. Inspection evidence indicates that currently standards are being maintained for seven year-olds but are not improving for the older pupils and are below the national average.

90 The school is beginning to analyse the pupils' performance but teachers are insufficiently aware of this data and do not use it to inform their planning or use in tracking of pupils' progress. Targets for improved performance are in place but these are unrealistically high and do not reflect the information that the school has about the current pupils. The targets are not used sufficiently throughout the year to help pupils and teachers raise standards.

91 Teaching during the inspection was good overall, but over time teaching is satisfactory. National guidance is followed and therefore pupils cover the curriculum but the work scrutiny indicates that overall the work lacks challenge. Recently targets have been provided for older pupils through a set of key objectives to be achieved and this is beginning to have an impact on the work set. However, there is insufficient analysis of this and other data to track individuals and provide work that is precisely related to pupils' needs.

92 Effective teaching ensures that younger pupils use patterns such as odd and even numbers, and count in twos, fives, and tens however these basic facts are not consolidated and older pupils do not easily know their multiplication tables. In Year 1 and Year 2 teachers provide good explanations and give pupils a range of strategies for undertaking mental calculations and even the youngest pupils are encouraged to check their answers. For example pupils learn that to

add or subtract 9 or 11 they can add or subtract 10 and then add or subtract 1. The youngest pupils are given interesting objects to position and through this learn the associated vocabulary, for example in front and behind.

93 Teachers in Years 3, 4 and 5 continue to provide very clear explanations and use mathematical vocabulary well. For example, in Year 4 they learn that addition and subtraction are inverse operations. However, over time the youngest pupils in this year group have developed work avoidance strategies and do not settle to work quickly enough. Year 4 pupils spend too much time discussing answers around the table and this is not always appropriate. In Year 5 pupils apply themselves and respond well and try to complete the work in the designated time span and so have had the opportunity to practise and consolidate the concepts to be learned. For example, they use a variety of methods to multiply two and three digit numbers. Year 6 pupils learn to identify prime numbers. They are not sufficiently clear as to the definition of factor and multiple and due to lack of teacher assessment the initial task is too complex.

94 The national guidance for teaching mathematics has been adopted and teachers effectively plan within this framework. Good amounts of time are allocated to each aspect of the session, but the pace within each is often too slow. Good use of resources such as number fans and dice games keep pupils fully engaged in the oral sessions but the pace does not always challenge the higher attainers nor encourage quick mental agility.

95 The work in pupils' books is marked well and teachers are beginning to make use of key objectives to set targets for pupils. There is insufficient focus on pupils working to these targets and taking responsibility to ensure they are making progress in their learning. There is not enough evidence of the use of assessment in either short or medium term planning and this has a direct impact on the standards achieved. The last inspection report stated that assessment was under developed and this has not improved significantly. Regular homework is set and older pupils are provided with small group additional help and this supports pupils learning effectively. The co-ordinator monitors the attainment and teaching but is not yet sufficiently confident to make it rigorous.

96 Standards are not currently higher than at the last inspection and the new initiatives of analysing results and tracking pupils' progress have not been maintained and developed. Monitoring by the co-ordinator has been maintained but not developed as suggested by the last report.

SCIENCE

97 The results of statutory assessment at the end of Key Stage 2 in 2001 indicate that overall pupils achieved standards in line with the national average; an average proportion achieved the higher level 5 in the tests. However, compared to pupils in similar schools standards were above average. Results over the last four years show some marked fluctuations, with standards at times well above average and at others closer to the national average. The results of teacher assessments at the end of Key Stage 1 in 2001 indicate that standards were in line with those achieved by pupils nationally. Standards in science have been maintained since the last inspection.

98 Inspection evidence shows that standards are in line with those expected nationally at the end of both key stages. Seven year olds know about sources of light and have had opportunities to test the brightest among a number of sources. They understand reflection, having studied some reflective surfaces, such as a mirror or a metal spoon. In their work on forces, pupils at this age understand pushing and pulling and they are able to give examples of these forces in their toys and in their use around the classroom, to open and close drawers for example. They investigate forces such as squeezing, stretching and squashing in changing the shape of plasticine. They set up an investigation to discover the relationship between the height of a ramp and the distance travelled by

a toy car running down it.

99 By the age of eleven, pupils have extended their understanding of the topics they study appropriately. In their work on light, for example, pupils can differentiate between natural and man made sources; they study the angle of reflection of a light beam in a mirror and they understand the relationship of light and shadow. They have made progress in their ability to use appropriate vocabulary, using terms such as transparent, translucent and opaque accurately. In their work on the human body, pupils know about the effects of diet and exercise and their importance for keeping healthy. They understand the function of the skeleton and the way the digestive system works. They have studied the effects of exercise on pulse rate and understand the function of the heart, blood and circulation.

100 Pupils of all age groups make satisfactory progress in developing their knowledge and understanding in science. Lower attaining pupils and those with English as an additional language are given good access to all activities through the opportunities to work with others and the support and assistance they receive. Throughout the school pupils are making good progress in their ability to use appropriate scientific vocabulary.

101 The quality of teaching is good. Although it was possible to observe only a small number of lessons during the inspection, evidence from pupils' books and teachers' plans show that teachers have good subject knowledge and provide pupils with interesting and relevant activities to promote their understanding. In some classes, however, pupils have a limited range of opportunities for practical investigations and this slows down their rate of progress. Where such opportunities are provided, pupils demonstrate they have developed appropriate skills; where it is used, the LEA's guidance on a way of working successfully promotes pupils' understanding of scientific investigation, including the importance of prediction and fair testing.

102 From the beginning, pupils' skills in speaking and listening are well developed during science lessons. In a very good lesson with Year 1 pupils, for example, children were engaged in discussion of the classification of some different objects. The teacher made very good use of the opportunity to introduce appropriate vocabulary, with words like observe and she constantly stretched her pupils with focused questions. Pupils were able to provide explanations of why objects should be grouped in a particular way, and they worked effectively in their groups to discuss and agree the criteria which would be used to sort them. By Year 6, pupils engage in discussion attentively. As they reported the outcomes of their investigation into the effect of immersing objects in water on their weight in one lesson observed, pupils listened to each others' comments intently and in their turn were able to express the outcomes of what they had done clearly. In this lesson their ability to explain what they had done was better orally than it was in their written accounts.

103 Most pupils concentrate well throughout their science lessons, especially when they are involved in practical activities. A significant minority of older pupils in Key Stage 2 do not work as effectively or attentively when they are expected to work individually or in small groups as they do when directed as a whole class by their teacher. However, most pupils in both key stages showed good co-operative skills when they had an opportunity to work with others and most had the ability to get their work completed, even when the lesson became noisy. In some lessons the classroom assistants are used well to provide support for less confident pupils and this enables them to participate fully in lessons and helps keep them focused on the task in hand.

104 The co-ordinator provides appropriate leadership in developing the science curriculum and in managing resources, but generally her role in monitoring standards, progress and teaching and learning is underdeveloped. While most teachers are undertaking assessments at the end of each unit pupils study, there is a lack of co-ordination in the tracking of pupils' progress, so the co-ordinator does not yet have a clear view of standards across the school. There is a clear policy for

teaching and learning in science and at times good use is made of LEA guidelines, although a clearly specified and agreed approach to developing pupils' investigative skills is needed to ensure consistency across the school.

ART AND DESIGN

105 The standard of work throughout the school is what you would typically see from pupils of their age. Standards have been maintained since the last inspection. Only a limited number of lessons were observed and the judgement is based on these lessons, evidence from teachers' planning, pupils' work on display and in sketchbooks, and photographs.

106 Pupils are acquiring and consolidating skills and techniques as they move through the school, but this is not monitored or assessed systematically, and so some pupils are not being challenged or supported to maximise their talents.

107 Teachers are good at giving pupils the opportunity to work with a variety of media, tools and techniques to communicate their ideas and feelings. Year 1 pupils were enthralled with the range of sculptures that were collected to initiate a series of sessions, which culminated in pupils making their own 3D sculpture. They are able to make sensible comments about shape and texture and make observational drawings and so begin to understand how to design something of their own. Year 2 pupils work in small groups and are very imaginative while using patterns found around the school. They use these patterns to make clay tiles depicting areas of the school such as the playground and library. In the process they learn how 'slip' is used to bind clay together.

108 Staff present work well and so pupils take a pride in doing their best work and feel valued. Some of the work is above the standard expected.

109 Teachers of the older pupils frequently link art projects with other subjects, for example history. Year 3 pupils copy the designs used by the Ancient Greeks in their pottery. Year 5 pupils make imaginative 3D masks such as those worn by this ancient civilisation when performing. Year 6 pupils research Egyptian headgear before designing and making a 3D head-dress. Year 4 pupils study the works of famous artists and produce vivid pictures using layered wax and inks in the style of Kandinsky. Good use is made of questioning techniques to encourage pupils to evaluate work completed in a lesson. From this they learn how an artist such as Seurat used pointillism effectively to give pictures colour and texture. The evaluation and discussion of the techniques they use enable them to extend their own skill and understanding.

110 Recently, the national guidance has been adopted as the scheme of work but this is not fully in place. Not all staff plan in terms of the learning outcomes for each session and so there are missed opportunities to improve the pupils' skills and knowledge. There are no assessment procedures in place or tracking of the skills pupils have gained. At the time of the inspection the co-ordinator was absent from school but there is no known monitoring of the subject which impacts on standards. The provision has been maintained since the last inspection but the areas highlighted for more rigorous attention have not been implemented.

DESIGN AND TECHNOLOGY

111 Timetable arrangements meant there was only one opportunity to observe a lesson during the inspection. Judgements were made by looking at previous work and teachers' planning and by discussions with staff and pupils.

112 Standards across the school are similar to those expected nationally and have been maintained since the previous inspection. The scheme of work helps to ensure that design and technology tasks become progressively more challenging as pupils move through the school. The

work of pupils in Year 6 shows that they have good recall of the projects they have previously undertaken.

113 Photographs of pupils at work show that they very clearly enjoy a range of activities. It is clear that pupils in all year groups plan their work thoroughly and follow plans carefully in the making stage of their tasks. The design and make tasks are often linked to other areas of the curriculum and this helps to reinforce and consolidate learning. One class had put a great deal of effort and time into planning and making salads which they then ate. Not only did they experience the planning and making cycle, work co-operatively and with great enjoyment, but they also reinforced their science work on healthy foods and diet.

114 There are many examples in school of the outcomes of pupils' work. The Year 4 pupils have done some very good work on designing and making model chairs. This was particularly good work as it was based on a very detailed evaluation of real chairs in which there was consideration of appearance as well as function. Older pupils have made masks and Greek buildings to support their history work.

115 In the lesson seen, the pupils were evaluating puppets and were examining them to find out how they had been manufactured. This was a very good lesson because the teacher made the introduction very lively and amusing, provided a very extensive supply of puppets to be examined and made the task very clear. The pupils who have English as an additional language made very good progress as they were not only supporting in learning about design and manufacture but were also supported in extending their vocabulary of materials.

116 The co-ordinator is new to the subject but is developing good subject knowledge and understanding and is working to monitor and support developments. To date there has been little effective monitoring of standards and this is an area for development.

117 Due regard is taken of health and safety requirements for the safe handling of tools and equipment.

GEOGRAPHY

118 No lessons were seen in Key Stage 1 but by talking to pupils and teachers, and from a scrutiny of past work, standards are judged to be above average. Younger pupils have a good sense of where they live and also of the wider world. This comes from accounts of holidays abroad from the point of view of their adopted toys taken with them. Pupils have more written input into these reports than in many schools. They also have a reasonable command of positional language using near and far, above and below, and left and right when describing their journey to and from school. As they get older they use compass directions and can locate places in their town accurately on a map. Many are confident in using co-ordinates and simple grid references. Their written accounts of journeys are not always clear however because they rely on adjectives and adverbs which are too vague.

119 Teachers sensibly combine the use of work sheets with good opportunities for pupils to write down their own ideas. For instance, they can organise their thoughts for and against the possible closure of a local shop. Some of the more able pupils are able to draw conclusions from maps and diagrams by identifying why land around the town is used for different purposes. They can all write a simple weather report.

120 At the age of eleven standards are also above average. In the older classes pupils take further their study of land-use. The teachers provide good guidance material to help them work out why schools are located where they are. Pupils suggest that they are in busy places where lots of families live. Good questioning by the teacher leads them to consider why commercial, industrial

and leisure facilities are often close to each other. The teacher also provides photographs of places nearby to test their understanding of distance and location. Most pupils are better at giving directions on paper than orally. For instance, they are vague about the direction of their local park when asked to point to it through the window.

121 The quality of teaching is good overall. Work provided for geography is well planned and supplemented by good field trips in the locality. Pupils have benefited from a recent visit to Jodrell Bank. They could talk about their experiences and discuss how technology can help our powers of observation. Classroom assistants give good support to pupils with special educational needs especially for their reading and this ensures that all pupils can take a full part in the lessons.

122 The organisation and co-ordination of the geography curriculum is much better than reported at the time of the last inspection. The subject makes a good contribution to pupils' understanding of different life styles and cultural influences by looking at contrasting places around the world. However the main weakness in both geography and history is the lack of a systematic approach to monitoring the quality of teaching and learning. This results in an insecure picture of the progress of individual pupils. It also means that good practice in teaching is rarely shared.

HISTORY

123 Standards have improved since the last inspection. They are above average at the ages of seven and eleven. Pupils in Year 1 know how to find out about history. In lessons they look at pictures of Queen Victoria and they can recognise features such as the richness of her clothing. Pupils ask if she is going to a meeting. They are sure she is not going out to play. They are also able to put the picture into context - *She is not going to a disco because they were not invented then.*

124 The teaching is well organised to help pupils develop their skills in research using a range of different sources. They visit museums and this brings history to life. Year 2 pupils write extensively about a visit to a nearby castle using words learned in their numeracy lessons like *diagonally*. Teachers also incorporate information and communication technology into the work with scanned photographs from the field trips showing pupils undertaking activities such as attempting mediaeval dances and shaping butter. Pupils produce neat and accurate booklets about their visits including an index and a glossary. This work is often very good.

125 Teaching is good and often demanding. Pupils rise to the challenge. They enjoy the practical nature of much of the work and this helps their writing. They go on walks to the surrounding area to look at buildings to see how they change over time. In their research into Florence Nightingale they study pictures and pose questions of their own to further their knowledge about such things as her clothes and what she must have felt like treating the victims of war. By studying history young children gain a sense of social, cultural and moral issues.

126 As they get older pupils' enthusiasm for history continues. Sometimes they are rather noisy and do not always listen carefully but most are keen and the teachers control classes well, getting the best out of the pupils. In work in Years 5 and 6 on the Ancient Egyptians, pupils showed good note making skills. Their books contained evidence that they regularly use bullet points and web diagrams to plan written pieces. The teachers make pupils think for themselves and when they work in groups they arrive at very interesting conclusions. During their research into the lives of the Egyptians they explored a range of ideas stimulated by pictures and were able to speculate what clothes were made of and how tools could be used. Pupils are learning to weigh up evidence critically and to listen to the views of others.

127 Pupils with special educational needs achieve well in history. They use ICT confidently on their own both to look up ideas on a CD ROM and to compose sentences using a word processor,

albeit rather slowly. Assistants give them good support. Pupils who speak a language additional to English are well integrated into the lessons and achieve at least as well as other pupils

128 Overall the teaching is good. Teachers plan work well, use a range of interesting resources and end lessons with clear summaries to ensure that pupils have understood the main points of the lesson. The co-ordinators of the subject are new but the scheme of work is much more detailed and useful than reported in the last inspection. A good feature is the precise planning of tasks to ensure that pupils from Year 1 through to Year 6 learn progressively.

INFORMATION AND COMMUNICATION TECHNOLOGY

129 The school has made satisfactory progress in this subject since the previous inspection and progress in the last year has been very rapid. The provision has improved considerably but standards nationally are also much higher than they were. There is still some way to go with improvements but these are clearly planned and recent further professional training for the teaching staff has made a very positive impact on the quality of provision. Similarly, the computer suite has become fully operational during this academic year and teaching is now more efficient. Pupils' attainment is now similar to nationally expected levels in all aspects of the subject. The coverage of all the elements of the National Curriculum is satisfactory.

130 One major strength of the provision is the planning of the curriculum. The subject co-ordinator has worked hard to ensure that teachers use ICT to support learning in a wide variety of subjects and there are many example of good work. Pupils in Year 1 have explored the use of control technology to produce art work, both 2 and 3 dimensional, and they have created some very interesting effects by manipulating coloured cubes on screen. In Year 2, pupils have illustrated signs which direct and warn of danger in the environment and have experimented with colour to create effects. Throughout the school there is good use of word processing to support a range of subjects, for example in Year 3 the pupils have recorded their findings about snails. At the time of the inspection many of the classes in the upper half of the school were using a control program 'Logo' to extend their work in mathematics creating regular shapes on screen and rotating them. There are many examples of pupils merging text and graphics to record their research and ideas, for example supporting history by recording their visit to a castle and importing pictures of what they had seen.

131 There are other developing strengths. Pupils are rapidly learning about the potential of ICT to support their work and in the upper part of the school they have begun to rely on the Internet as a source of data for information. There are some examples of pupils using electronic mail. In an effort to accelerate the pace of learning, the co-ordinator has set up a computer club. At the time of the inspection pupils at the club were working on the use of the program 'Power Point' to create multi-media presentations.

132 The main weakness in attainment is the pupils' lack of familiarity with some of the basic instructions which are essential for effective use of ICT. This has a number of causes. Prior to October 2001 access to computers was restricted and the suite was not fully operational. The lack of an effective network meant that the teachers' time was relatively inefficiently used and pupils did not have the regular and intensive access which they now enjoy. Also, the level of staff expertise has only recently been boosted. About half of the staff are currently undergoing nationally funded training and the others were trained in the last three months. Staff are now beginning to work with confidence.

133 There are some pupils who have regular access to computers at home who show a great deal of confidence and ability and one slight weakness in teaching is that these pupils are not being allowed to move forward at a sufficiently rapid pace. This is in part because there is no agreed method for assessing pupils' attainment in ICT so the teachers do not have an accurate overview

of achievement. Despite this, the quality of teaching is always at least satisfactory and most often good. Sometimes it is very good as seen in a lesson on the use and interrogation of databases. It was very good because the teacher's instructions were clear and succinct, pupils got to work on the machines relatively rapidly and were allowed to experiment to find out what the programs could do. This they found enjoyable and motivating. This was possible because of the teacher's good level of knowledge and confidence.

134 All of the pupils appear to enjoy and work productively in ICT. Some of the pupils known to have special educational needs work very hard and because they are paired up effectively with others, they enjoy a great deal of success in their lessons.

135 Many of the pupils who speak English as an additional language show a great deal of expertise in using ICT and make very good use of facilities such as spelling and grammar checkers to support their work. All pupils have good access to learning opportunities.

136 As with other subjects, the monitoring of the quality of teaching and learning has just begun but is already proving useful. The co-ordinator is now able to offer more targeted support to the school as a whole and to individual members of staff. The co-ordinator has already gained a good overview of the quality of teaching and learning and has begun to develop curriculum plans to accelerate learning for those pupils in the upper part of the school who have not had sufficient access to ICT.

137 The school has adequate resources for the subject but some of the computers are quite old and rather slow. The school needs to consider some form of air conditioning for the ICT suite. There is also a difficulty in demonstrating to the pupils because there is only a standard size computer screen and it is difficult to position all pupils so that they can see.

MUSIC

138 Although it was possible to observe only a very small number of music lessons, there was sufficient evidence available to indicate that pupils attain levels in line with national expectations at the end of both key stages. They respond well to their lessons and when they perform in singing or percussion playing, they do so with enthusiasm and enjoyment. Most pupils, including those with special educational needs, acquire and use musical skills satisfactorily. A small number of pupils benefit from the tuition provided by visiting specialists in brass and on violin. Overall, standards have been maintained since the last inspection.

139 Younger pupils learn how to control the sounds they make with their voices and with instruments. In the lesson seen in Key Stage 1, pupils responded well in copying sounds made first by their teacher and then working in pairs to create repeating rhythm patterns as echoes. Pupils worked very well together with a real seriousness of purpose during this activity, showing they were able to listen carefully to what others played and then repeat it. As they learned a new song to reinforce the idea of echo, pupils showed they could sing in tune, varying the volume to accurately represent the echo.

140 In Key Stage 2 pupils build on their understanding of the various aspects of music and there is a clear emphasis on them learning appropriate terms, like pitch, volume and tempo. Pupils show they can use these in their discussion about which elements are changed in various interpretations of a piece of music. Pupils have good opportunities to listen and appraise music at this stage. They learn to play simple rhythm patterns on tuned and untuned percussion instruments, and they use this knowledge in their own compositions. By the end of the key stage, they understand musical terms such as ostinato.

141 The quality of teaching and learning in music is good; some very good teaching was

observed during the inspection. Teachers provide opportunities for pupils to develop the full range of their musical skills and include these in most lessons. In one lesson with Year 4 pupils, for example, the teacher provided an excellent opportunity for pupils to listen and appraise music, in comparing two pieces from Gustav Holst's *The Planets*. Very good teaching during this activity was successful in enabling pupils to develop their musical vocabulary as they were engaged in discussion about the pieces. The teacher skilfully kept reminding her pupils of the objective of the lesson as she encouraged them to use the appropriate terms to describe their responses to what they heard and as a result pupils were enabled to respond thoughtfully. In the second part of this lesson pupils' understanding of rhythms was very successfully extended as they built on their earlier work. They were able to use the rhythm patterns of some space words, like Jupiter, Mercury, Mars and Venus to compose vocal pieces in small groups. The quality of their work in these groups was very good, they co-operated well in their composing and listened attentively as each group perform their piece. Their performances indicated that pupils can keep a steady pulse, some groups using one of the rhythm patterns most effectively to underpin their pieces, while juxtaposing other rhythms. The quality of some of these compositions was high. The teacher very skilfully used this opportunity to comment on each performance and reinforce the use of appropriate terms as pupils appraised each others' work. As a result of such very good teaching, progress in this lesson was very good.

142 Although the co-ordinators are not specialists they nevertheless provide good support for their colleagues. They have a good understanding of the strengths and weaknesses in music across the school and a clear vision for future developments. There has been good support from the LEA advisory service. As yet they have not had opportunities to monitor teaching and learning across the school, but they have evaluated teachers' planning and identified aspects for improvement. The school uses the LEA music scheme, along with other published materials and as a result pupils are provided with a broad and balanced curriculum. These resources are helping teachers who are not musicians to teach all elements of the curriculum. Good use has been made of visiting musicians to provide opportunities for pupils to listen to them perform. Some pupils have benefited from their joint performance in concerts with other schools. Pupils have some opportunities to listen to music at other times of the day than their music lessons, although more could be made of these when they listen to the music playing as they enter and leave assemblies for example.

143 Music has not been high on the list of priorities for the school over the last few years as other initiatives have taken precedence. The co-ordinators are keen to promote music to enrich pupils' learning and to give the curriculum a more appropriate balance. Resources are satisfactory. Many instruments are well worn and some are in need of replacement, but there are sufficient tuned and untuned instruments to support the curriculum. Despite the lack of emphasis on the subject, the school has done well to maintain the standards and quality of teaching and learning found at the time of the last inspection.

PHYSICAL EDUCATION

144 Pupils achieve standards in line with those expected by the end of Key Stage 1. At this stage pupils are making satisfactory progress in developing their skills. There were too few opportunities to observe lessons in physical education in Key Stage 2 during the inspection and consequently there is insufficient evidence to support a judgement about the standards achieved by the time pupils leave the school.

145 Throughout Key Stage 1 pupils experience a balanced range of physical education activities, including gymnastics and games. Younger pupils develop their ability to play games by practising specific skills. They did this very effectively in one lesson observed, in which they developed their ability to move and change direction. Skills of twirling, spinning and balancing were all included as pupils moved with their bean bag or quoit. Pupils demonstrated a good level of

control as they moved, showing they could throw and catch, pass and stop in various paired and individual activities. By the time they are seven, pupils have good control over their movement. Their body awareness is well developed and as a result their movement shows flow, form and control. They work hard in lessons to improve their control, move in different ways and are able to add stretches and curls to alter their body shape, vary levels and move in different direction.

146 In Key Stage 2 pupils also experience an appropriately broad physical education curriculum, although it was possible to observe only two lessons during the inspection. Younger pupils in Key Stage 2 are developing their skills of throwing and catching satisfactorily. They can use these skills in small group games as they practise marking and passing. Although their response is enthusiastic and their throwing and catching skills appropriate, they have not yet fully understood the need to move and look for space during a game. Pupils in Year 4 develop racquet skills, in games of short tennis for example, as a result of some good teaching of this specific skill. Pupils of all ages in this key stage are enthusiastic participants in their physical education lessons. They are interested and well motivated. Pupils listen carefully to instructions and respond well to their teachers. They are able to co-operate in groups and learn well together.

147 The quality of teaching seen was consistently good. Teachers begin their lessons with appropriate warm up exercise and, in the best lessons, teachers took time to make sure pupils understood its importance. Teachers encourage pupils to practise skills or movement, which is helping them develop control and also to evaluate their performance. This was a strong feature of the lesson observed with Year 3 pupils as they thought about ways to improve their throwing, catching and passing game. In this lesson skills were introduced in progressive stages and prior experience effectively built on. Teachers prepare their lessons well, they have good control and have high expectations of what their pupils can achieve.

148 A variety of extra-curricular sports activities is provided. Pupils also have opportunities to participate in some organised team games and this enables them to mix with pupils from other schools. Parents are pleased that the range of such extra-curricular activities has improved recently.

149 The school is sufficiently well resourced for physical education. There is a large playing field and the main hall is also of a good size and well equipped with a range of appropriate apparatus and equipment.

RELIGIOUS EDUCATION

150 Two lessons were seen during the inspection. Scrutiny of work, discussion with pupils and observation of lessons reveals that the standards achieved are significantly higher than described in the locally Agreed Syllabus. Standards have improved since the last inspection when they were described as satisfactory. Pupils reach high standards in their knowledge of Christianity and other religions and in their ability to put religious belief into a social context.

151 Religious education has an appropriately high profile in the school. There is an abundance of written evidence of work that indicates that pupils are studying a range of topics and gaining a good level of understanding. On questioning, the pupils have good knowledge and understanding of aspects of Hinduism, Judaism and Islam. This level of knowledge is encouraged by interesting lessons and the range of ways in which work is recorded; through pictures, diagrams, charts and writing. One reason for the pupils' good knowledge is because they are encouraged to record their learning in their own words and in a variety of ways.

152 The subject makes a positive contribution to pupils' cultural and spiritual development and in particular it is used to reinforce and support pupils from different backgrounds. This is seen for example when the pupils were involved in the celebration of Christmas as celebrated in Serbia.

153 Some very good work Year 2 on 'What is God like?' had prompted pupils to examine their thoughts, feelings and ideas about God. In a good lesson on symbols and their role in religion, pupils showed a very positive spirit of enquiry and demonstrated prior knowledge.

154 The quality of teaching cannot be judged as too little was seen. It is clear however that teachers throughout the school plan to teach the subject regularly and they are imaginative in their approach to this area of work.

155 The school has developed its range of artefacts and other resources well since the time of the last inspection. There are topic boxes available to support the teachers in setting up interesting lessons.

156 The co-ordinator leads the subject well and there has been some monitoring of standards. She encourages and supports her colleagues. The curriculum is based clearly on the Locally Agreed Syllabus.