

INSPECTION REPORT

PRIORY CATHOLIC PRIMARY SCHOOL

Eastwood, Nottingham

LEA area: Nottingham

Unique reference number: 122815

Headteacher: Mrs Helen Booton

Reporting inspector: Mrs. Lynne Read
21199

Dates of inspection: November 19th-22nd, 2001

Inspection number: 230478

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Raglan Street Eastwood Nottingham
Postcode:	NG16 3GT
Telephone number:	01773 713731
Fax number:	01773 535154
Appropriate authority:	Governing body
Name of chair of governors:	Mr. Mike Kitching
Date of previous inspection:	November 29 th -30 th , 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21999	L Read	Registered inspector	English Geography History Equal opportunities English as an additional language.	What sort of school is it? School's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9333	K Schofield	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
21910	G Longton	Team inspector	Science Information and Communication technology Design technology Physical education Special education needs	How good are the curricular and other opportunities offered to pupils?
10144	P M Marriott	Team inspector	Mathematics Art and design Music The Foundation Stage	How well does the school care for its pupils?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Priory Catholic Primary School is situated in the urban area of Eastwood in Nottingham. The school serves the wider parish of Our Lady of Good Counsel and pupils come from a varied range of socio-economic circumstances and backgrounds. Families are supportive and make a conscious choice to have their children educated within the Christian ethos of a Catholic school. This means that many pupils travel considerable distances to attend. With 147 pupils on roll, it is smaller than most primary schools. There is no nursery and the pupils are taught in single-age groups except for the mixed age classes in reception and Years one and two. Two pupils speak English as an additional language, a proportion that is slightly higher than average. Just over eight per cent of pupils are entitled to free school meals which is broadly in line with the national average. The number of pupils on the school's register of special educational need is 25 per cent, reflecting the national average. Of these one pupil has a formal statement. Attainment on entry is showing a decline over the years and is presently average. The number of pupils entering and leaving the school part way through their education varies between the year groups but is a significant issue. Of the present Year 6 group, 25 per cent have not been at the school since the reception class. At the last inspection in 1999, the school was removed from special measures in recognition of the improved standards of provision.

HOW GOOD THE SCHOOL IS

This is a very good school where standards of attainment in English, mathematics and science are above average for pupils aged eleven. Teaching is mainly very good and a significant percentage is excellent. Pupils' spiritual, social and moral development is excellent, showing how the school lives out its mission statement. The excellent quality of leadership and management provided by the headteacher, deputy headteacher and governors is firmly focused on constant improvement. The school provides very good value for money.

What the school does well

- In the National Curriculum tests for eleven year olds, attainment in mathematics and science is well above average and in English it is above average. Pupils make very good progress.
- The quality of teaching throughout the school is of a high standard. This has a direct and positive impact on the very good rate of pupils' learning.
- Excellent strategic leadership is provided by the headteacher, deputy headteacher and governing body for all aspects of the school's work. They constantly strive for further improvement.
- Provision for the young children in the reception class is very good. They enjoy a stimulating learning environment and are provided with a wide range of opportunities to develop their academic, personal and social skills.
- The school promotes the highest standards of personal development and excellent relationships. As a result, pupils have excellent standards of behaviour and very positive attitudes to learning.
- There is excellent provision for pupils' spiritual, social and moral development, underpinned by the strong Christian ethos.
- Parents support the school well and are very satisfied with the standard of education it provides. There are established and effective links between home and school.

What could be improved

- Opportunities for pupils to consolidate and extend their skills in information and communication technology when studying other subjects.
- Earlier introduction of higher order writing skills in Years three to six for those pupils capable of higher attainment.
- Contribution to school development planning by the curriculum co-ordinators for subjects other than English, mathematics, science and information and communications technology.

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 last inspected in 1999. Her Majesty's Inspectorate found that attainment, teaching, learning and leadership had improved sufficiently for the school to be removed from special measures. The four key issues from that report have all been addressed and very good improvements made in the intervening two years. Standards in English and mathematics for eleven year olds have risen from below the average for similar schools to above in English and well above in mathematics. Pupils make at least satisfactory progress in their lessons and often, learning is very good due to the improved, high standard of teaching throughout school. Curriculum co-ordinators now have a thorough overview of teaching and learning in their subjects, especially in English, mathematics, science and information and communication technology. This enables them to make changes where needed and the success of their work is seen in the raised standards of attainment. The co-ordination and management of the provision for special educational needs is now very good, ensuring that pupils' needs are fully met and that they have full and equal access to all aspects of school life. The continued high quality of leadership and management in the school has underpinned the very good improvements made.

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	D	A	B	B
mathematics	C	A	A	A
Science	C	A*	A	A

Key	
Very high (in the top 5 per cent in the country)	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children make good progress in the reception class and the vast majority are achieving above what is expected by the time they enter Year 1. There have been substantial improvements to pupils' attainment over the last two years. The table above shows the points score in each subject, taking into consideration the numbers of pupils attaining the expected level 4 and the higher level 5 grade at the end of Year 6. There have been very good improvements since the school was last inspected. An analysis of the English results, together with inspection judgements show that attainment in reading is good but fewer pupils attain the higher level 5 in writing. The school has already begun to take appropriate measures to address the issue. In mathematics, just over a third of pupils attain the higher level 5 and in science a half of pupils achieve the higher grade. Inspection findings indicate that pupils are fully challenged and attaining well in relation to the demanding targets that are set for them. The results for the seven year olds show that the percentage of pupils attaining the expected level 2 in reading and writing is well above national and similar school averages and success in the mathematics tests puts the school in the top 5 per cent in the country. When pupils enter school, their attainment overall is average. The results above combined with inspection findings, show that they make very good progress in reading, mathematics and science with good learning in writing. Trends of attainment are rising faster than the national average. By the age of eleven, pupils' attainment in art and design and in music is above expectations and in all other subjects it is in line. There are strengths in skills of geographical and historical enquiry. Pupils' skills in information and communication technology are soundly developed but they need more opportunities to apply and extend them in other subject studies in order to attain even higher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils thoroughly enjoy coming to school and have very good attitudes to learning. They are extremely well-motivated in their learning and work extremely hard on all their tasks.
Behaviour, in and out of classrooms	The standard of behaviour is excellent, both in lessons and during playtime. Pupils show respect and consideration for others. They collaborate very well, readily sharing ideas and resources.
Personal development and relationships	Relationships are excellent and enable the school to function as a secure, well-ordered community. Personal development is excellent. Pupils have a high standard of self-discipline and confidence.
Attendance	Attendance rates are above average when compared to schools nationally.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school and underpins the very good results achieved by the pupils. In three out of four lessons seen during the inspection, teaching was very good or excellent. Very good lessons were seen in all the age groups with the best teaching in Year 6. Teachers have high expectations and carefully focus on pupils' individual targets for improvement, ensuring good rates of learning. An appropriate emphasis on literacy and numeracy starts early in the foundation stage and is effectively continued throughout school. This ensures that pupils acquire the basic skills well. Teachers tell pupils what they are going to learn, setting a clear purpose for each lesson. At the end of the session, they review pupils' work, congratulating them on their achievements and sorting out problems. In this way, teachers gather useful information that enables them to accurately plan the next steps, building in challenge and support appropriately. Teachers pay great attention to the needs of all groups within the class. They set extended activities for the higher achievers that lead to attainment at the higher levels in reading, mathematics and science. Focused support for pupils who have special educational needs ensures that they meet their individual targets. Those who speak English as an additional language are well catered for. They develop the necessary vocabulary and communication skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of interesting learning opportunities across the curriculum, enhanced by visits to places of interest and an interesting programme of after-school and optional activities.
Provision for pupils with special educational needs	There is very good provision for pupils on the school's register of special educational needs. They have individual education programmes and targets that are agreed with parents and regularly reviewed. All pupils share in the varied opportunities offered by the school.

Provision for pupils with English as an additional language	For those pupils who speak English as an additional language, provision is very good and they attain equally good standards in English, mathematics and science as their peers by age eleven.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, social and moral development is excellent. The strong Christian ethos successfully promotes respect and consideration amongst pupils. They clearly know right from wrong and are polite and helpful. Cultural development is very good. Pupils have a good awareness of local and national heritage and learn about multicultural education through the breadth of the curriculum.
How well the school cares for its pupils	Established routines provide a very good standard of care and safety for pupils. Rigorous systems for assessing progress and setting targets ensure that pupils are challenged and make very good progress. Positive strategies to promote high standards of behaviour are extremely successful.

The school works very well in partnership with parents. They are encouraged to take an active part in their children's learning and kept well informed of their children's progress through termly meetings. They are fully involved in setting learning targets and in reviewing their children's successes. An analysis of parents' returned questionnaires shows that the school is held in very high regard, a sentiment that was strongly endorsed at the parents' pre-inspection meeting.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide excellent leadership and direction for the school, constantly driving towards improvement. The curriculum co-ordinators have a good overview of provision in their subjects and tackle problems effectively. Not all, as yet, are formally involved in school improvement planning.
How well the governors fulfil their responsibilities	The governors use their vast range of expertise and experience to provide excellent leadership and management. They have the interests of the school at heart and are constantly striving to ensure the best provision for their pupils. They are actively involved in improvement planning and evaluation, giving them a very good view of the strengths of the school and a secure awareness of the priorities for development.
The school's evaluation of its performance	Curriculum co-ordinators for English, mathematics, science and information and communication technology take an active role in monitoring teaching and learning in their subjects. They are empowered to take action where appropriate to maintain the high standards. The headteacher, deputy headteacher and governors maintain an accurate overall view of performance. They use the vast amount of the information gathered to direct improvement planning.
The strategic use of resources	The governors and headteacher manage all funds carefully, linking expenditure to agreed priorities within the school improvement plan. Budgeting is carefully targeted within tight margins and accurate projections allow the school to cope well with fluctuating roll numbers.

The school has an appropriate number of staff who, between them, bring a good range of specialisms to the curriculum. A high quality of classroom support for pupils is provided by some very accomplished and experienced teaching assistants. All adults who work in classes know the aims of each lesson and are fully briefed on their tasks. Accommodation is satisfactory and the basic amount of space is very intelligently used to provide areas for practical work, a library and computer suite. Outside areas provide

a good resource for sport, extra-curricular activities and leisure. Governors seek best value in their purchases and when arranging contracts. They routinely evaluate spending in terms of improved provision and learning. Resources are at least satisfactory for teaching and learning in all subjects. Day to day administration is very efficient.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Behaviour in school is good. • The teaching is good. • The school expects their children to work hard. • The school helps children to become mature. • Strong links with the church. 	<ul style="list-style-type: none"> • A quarter of parents who returned the questionnaire felt that they were not well informed about how their child was getting on. In nearly one fifth of replies, parents felt that the school does not work closely with parents. An opposite view was provided at the parents' meeting where communications between home and school were identified as a strength.

The inspection team fully endorses parents' positive views of the school. The information provided for parents through termly meetings, curriculum evenings and written communication is found to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Results of the National Curriculum tests for eleven year olds in 2001 show the number of pupils achieving the expected level 4 in mathematics and science to be both well above the national average and that for similar schools. In science, results put the school in the top 5 per cent in the country. In English, results are above average nationally and well above for schools serving a similar intake. The proportion of pupils achieving the higher level 5 in mathematics and science is well above national and similar school averages. For English, results are average at the higher level 5. Trends over time show fluctuating attainment in English and this is largely due to the differing numbers of pupils attaining the higher grade. Overall, from 1997 to the present, attainment has risen slightly faster the national trend and there was a large improvement from 1999 to 2000 when half of the pupils reached level 5. In mathematics, attainment has risen much faster than the national average and the very good standards of 2000 have been maintained this year with over a third of pupils reaching the higher grade. Trends of attainment in science are also rising faster than national averages. These impressive results represent very good progress in mathematics and science since the last inspection, and good progress in English.

- 2 For seven year olds, the percentage of pupils gaining the expected level 2 in reading, writing and mathematics is well above both the national average and that for similar schools. In mathematics these excellent results put the school in the top 5 per cent in the country. Science, results at level 2 are above average. Attainment at the higher level 3 varies between subjects. It is well above the national and similar school averages in science, above in reading and in line for writing and mathematics. Trends over time show that attainment levels at the school are rising steadily faster than the national average in reading, with a relatively sharp increase in mathematics. For writing, patterns are similar to the national average. There has been very good improvement in reading and satisfactory improvement in writing since the last inspection, with excellent improvement in mathematics. Observations during this inspection and a scrutiny of pupils' work at both key stages indicate that standards are being maintained at this high level and that pupils are making very good progress from the time they enter the reception class to their leaving at the end of Year 6. Some fluctuation in results may be experienced because of the proportion of pupils with special educational needs in any one cohort, or the incidence of pupils leaving and entering the school part way through their education. Both these factors make a significant impact on overall attainment levels. Mobility of the school population is a particularly important issue in the present Year 6, where one quarter of pupils have joined the school after the reception class. The school has exceeded the challenging statutory targets for achievement in English and mathematics in the last two years.

- 3 Children enter the reception class with widely varying levels of prior experience and learning. A number of them are confident speakers and have some prior knowledge of reading and early writing skills. However, many experience some difficulty in discriminating, segmenting and blending letter sounds within words. Attainment on entry for communication, language and literacy is average overall. In mathematical understanding, many can count and some can recognise numbers, but very few have a sound understanding of mathematical concepts. Children enter school with broadly average skills in physical, personal and creative development. Their knowledge of the world is in line with what might be expected at this young age, but again there are

wide variations. Some children's knowledge is relatively limited whilst others have good understanding. Taking into account the skills evident, attainment on entry to school is broadly average. By the age of five, the vast majority of pupils have made very good progress. They attain the early learning goals set for them but also push their skills, knowledge and understanding into the National Curriculum level 1 programme of study. Skills in personal, social and emotional education are especially well developed and contribute to the enthusiastic response to teaching in future years.

- 4 In Years 1 and 2, pupils make very good progress in reading. In writing, pupils make good progress overall, and for mathematics and science, learning is very good. For over 40 per cent of pupils who attain the higher level in science, progress is excellent. By the end of Year 2, pupils have a very useful range of reading strategies that they use effectively to help them tackle unfamiliar texts. Their comprehension is very good and many have advanced skills of inference and deduction and in understanding the writer's intentions. These factors directly account for the advanced levels of achievement. Their writing is well sequenced, and accurately punctuated in most cases. They spell words by splitting them into sounds and know many irregularly spelt key words from memory. In mathematics, pupils compute accurately using pen and paper methods and mental strategies. They achieve good levels of knowledge and understanding in all areas of the science curriculum and use their investigative skills very effectively. In information and communications technology, pupils have good word-processing skills. However, they have had few opportunities to develop their skills when studying other subjects because the school has, in the past, had too few computers to allow for sufficient 'hands on' practice time. By the time pupils are seven years of age, attainment in art and design is above what is expected and they have made very good progress. In all other subjects, skills knowledge and understanding are in line with national expectations and pupils have made at least satisfactory progress. Their skills of speaking and listening and investigation are well developed.
- 5 In Years 3 to 6, pupils continue to make rapid gains in their learning. Pupils' reading becomes fluent and expressive. They enjoy a very wide range of genres and have favourite authors. They investigate a range of story structures and are beginning to experiment with different techniques to improve their own writing. Pupils give their own views about books, justifying them with examples from the text. They examine non-fiction writing, analysing the structure and linguistic features effectively. Grammar and punctuation are both good, but the higher achieving pupils do not, as yet, have the confidence to experiment with extended sentences and the full range of punctuation to produce more sophisticated writing. In mathematics, pupils have a very good understanding of number, including decimal fractions. Their skills of mental computation are excellent and they have a good range of strategies to use when problem solving. In science pupils' skills of scientific enquiry, investigation and fair testing are well developed and applied across the programme of study. Their knowledge and understanding of living processes, materials and physical processes are good. Pupils have sound skills in all areas of information and communications technology. They produce material using word-processing programs, organise and analyse information using a database, explore mathematical models through use of a spreadsheet and control a floor robot. Skills in this area are less well applied to support study in different subjects. By age eleven, pupils' attainment in art and design and music is above expectations and they have made very good progress. In all other subjects of the curriculum, attainment meets national expectations and pupils have made at least satisfactory progress. There are strengths in geographical and historical enquiry and pupils are confident in gathering evidence through fieldwork.

- 6 The high level of pupils' attainment results from very good teaching, based on a thorough analysis and assessment of exactly what they can do and what they need to be taught next. The school's target-setting process is excellent and targets are translated into increasingly challenging tasks that are clearly explained. This helps to drive the pace of learning. Pupils in Years 1 and 2 are taught according to attainment targets that provide maximum opportunities for individual success. This ensures that pupils in the two classes that contain pupils of different ages are very well catered for, in all subjects. Pupils' commitment to hard work is an important factor in their learning.
- 7 Pupils identified as having special educational needs make very good progress in relation to prior learning and abilities. They achieve what their teachers expect through a tailored programme of support based on specific learning targets. Pupils who have particular talents are suitably challenged and have accelerated programmes of learning for their specialist areas. Higher attaining pupils are given suitably challenging work and this leads to very good numbers of pupils who gain advanced levels in mathematics and science. In English, there is no underachievement or lack of challenge for these pupils, but they are not applying their higher order skills in writing as well as they could.
- 8 Very good attendance at a range of extra-curricular and optional activities enhances academic and personal development, especially in music, games skills, information and communication technology, French, dance and science.

Pupils' attitudes, values and personal development

- 9 Pupils have very good attitudes to learning and show great enjoyment of their lessons. Their behaviour both in and out of classrooms is exemplary. Relationships throughout school are excellent and very well supported by the emphasis that teachers place on their pupils' personal development. These factors contribute directly to the positive learning environment that exists and they form a major strength of the school.
- 10 During lessons pupils are well motivated, work hard and respond very positively to encouragement. They share resources readily, listen to each other thoughtfully and offer constructive suggestions. From the early days in the reception class, pupils follow instructions carefully, set to work quickly and usually meet the deadlines set. Very good levels of concentration are evident and pupils persevere enthusiastically with tasks that they find challenging.
- 11 The school's aims and values are clearly reflected in the pupils' behaviour when they are both at work and at play. Relationships amongst all members of the school community, regardless of ethnic or social background, are excellent. They are founded on a combination of mutual respect and trust. Staff, including non-teaching personnel, know each individual very well. As a result, pupils are confident to speak to adults about personal issues or to share any worries they have. Pupils respond very well to the care and consideration they are shown, demonstrating a healthy respect for the rules that exist. For example, when teachers signal that it is time to come into school, they immediately stop playing and line up quickly and quietly, without any need for further prompting by adults. Pupils having an obvious pride in their school and in all they achieve. To their credit, they take very good care of the building, property and resources.

- 12 Pupils have a mature sense of self discipline and this creates a calm, pleasant atmosphere throughout school. When working on group assignments pupils collaborate very effectively, willingly offering help where needed. An example of this was seen in one after-school activity when older pupils almost instinctively went to the aid of the five year olds who found one task very demanding. Teachers have extremely high expectations of pupils' organisational skills. For example, at the end of lessons, they tidy resources away quickly and one member of the group collects completed work. There are no designated monitors so pupils complete the task through negotiation and delegation at the time.
- 13 Older pupils have the opportunity to take responsibility for guiding and supporting the younger ones through the 'playground pals' scheme that is successful in providing benefits for both age groups. Pupils demonstrate that they have a good understanding of the impact that their actions have on others. They consider each other's space when playing boisterous games and make sure that all who want to take part are included. There has been just one exclusion over recent years and this is a further indicator of the high standards of conduct. Attendance rates are above average and punctuality is good.
- 14 The headteacher and staff often receive positive comments about the conduct and friendliness of pupils, both within school and on visits. A recent visitor to the church sent a letter praising the respect and reverence among pupils at a school Mass, and congratulating the members of staff for providing exemplary role models. Parents commend the staff highly for their success in developing very good attitudes in their pupils. In returned questionnaires, 95 per cent agreed that 'their children like coming to school' and that 'behaviour is good'. A total of 97 per cent endorsed the statement that 'the school is helping my child to become mature'. At the meeting, the same agreement was strongly expressed. Many parents told how their children's enthusiasm for school often extends beyond the school day because pupils are eager to join in the good range of extra-curricular activities and most are keen to complete their homework to a good standard. In the written reports about the school, over time, pupils' attitudes and behaviour are consistently praised. They are a credit to the work of their parents and teachers.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 15 During the inspection, 52 lessons or parts of lessons were observed. No unsatisfactory lessons were seen and most of the teaching was of the two highest standards. In one out of five lessons teaching was excellent, in just over one half it was very good; in a further one in five it was good, and in the remaining small proportion it was satisfactory. This represents a vast improvement since the last inspection. The quality of teaching is now a major strength of the school and is directly responsible for the high standards of attainment.
- 16 The foundation stage caters for children up to the age of six and is more commonly referred to as the reception class. Overall, for this age group teaching is mostly very good, with a significant proportion being of the highest standard. In 20 per cent of lessons teaching was excellent; in 70 per cent it was very good, and in 10 per cent it was good. A notable strength of teaching in this class is the range of interesting activities provided for pupils' development across all the recommended areas of learning. Lessons very cleverly consolidate and extend pupils' developing skills, knowledge and understanding, especially in language and literacy and mathematical work. The teacher and nursery nurse work effectively together, paying great attention to establishing routines and to developing confidence and independence in their pupils. This sets a very firm foundation for later learning. In whole-class oral sessions,

the nursery nurse works with a specific group, checking their understanding and clearing any misconceptions. In this way, pupils in the below average group are fully involved in the lesson and are able to keep up with the fast pace of learning.

- 17 The majority of teaching in Years 1 and 2 is very good, with this standard seen in 64 per cent of lessons. In the remaining 36 per cent of lessons, teaching was good. Literacy is taught with flair and imagination. Teachers choose interesting books to share with the pupils that motivate them to learn. Very good teaching of reading strategies uses games sessions to extend pupils' skills in discriminating and blending sounds in the English language. In one lesson, pupils played against each other and the clock to discriminate the number of sounds in each word. They thoroughly enjoyed the activity and worked very hard on skills that are essential for good reading and spelling. The teaching of mathematics is a strong feature with high expectations and careful setting of appropriate tasks. Teachers assess their pupils' progress in lessons and feed the information into plans for the next session to promote good progress. To ensure that pupils remain challenged, teachers set work at different levels in a way that builds carefully on their prior learning, rather than simply relating tasks to age. A good balance of practical and recorded activities provides a rich level of experience.
- 18 In Years 3 to 6, teaching is mostly very good with a high proportion of excellent lessons seen. In detail, in 29 per cent of lessons teaching was excellent; in 45 per cent it was very good, in 19 per cent it was good and in 7 per cent it was satisfactory. The best teaching was seen in Year 6, where all lessons were either excellent or very good. Teachers set challenging learning targets for the pupils, ensuring very good levels of motivation and sustained concentration. They make very good use of exposition and demonstration. Commendable features of teaching for the oldest pupils are the challenging pace of lessons and the development of mental agility. Teaching proceeds at a fast pace and then skills learned are applied through relevant tasks. For example, new work on report writing was introduced on the Monday, and by Wednesday, pupils were using their new knowledge and understanding to begin their own compositions. Homework is very well used in all classes. Tasks set are interesting and usually provide either an introduction to new learning, or reinforcement and extension activities. In one lesson, the pupils had gathered information about instructional texts the night before that provided a very good starting point and set the purpose for learning. The setting of meaningful tasks and the practical use of homework outcomes in lessons ensure that pupils are motivated to complete their assignments. Many actually do more than they are asked because they enjoy it. This fosters some very good habits for later education.
- 19 There are many strengths in the teaching at The Priory school across all age ranges. Teachers establish excellent relationships with the pupils. An industrious atmosphere pervades the school and encourages very good behaviour and enthusiasm for learning. Teachers set clear learning goals for children in the reception class and for pupils in Years 1 to 6. They routinely tell pupils what they are going to learn, thereby providing a clear focus for the lesson. Sessions are usually concluded with a focused session to assess progress, tackle any misconceptions and congratulate individuals on their successes. This encourages pupils to take responsibility for their own work and supports the development of confidence. It also provides very useful information for the teacher that enables the setting of focused tasks to ensure continued progress in the next lesson. Questioning techniques are excellent and all pupils' replies are treated with sensitivity. This creates stimulating discussions and encourages all pupils to 'have a go'. The quality of marking is very good. Teachers use an interactive method in which they write comments in bubbles and pointers for improvement in

boxes. The comments are carefully couched in pupil-friendly language and teachers will often refer to them in subsequent marking, again congratulating pupils on their success in overcoming a difficulty. Teachers work hard on their marking and it pays dividends because it provides a strong motivation for individual pupils to do better through clear, helpful explanations. Teachers' planning is detailed and exemplary. All ages and groups, including those with special educational needs and gifted pupils, are well catered for, and lessons build accurately on prior learning. Lessons strike a very good balance between teachers instructing and explaining, and pupils working on tasks set. This ensures a very good pace to lessons. Teachers encourage pupils to ask questions, investigate and experiment, and provide good opportunities for collaborative work and private study. There is excellent class management. Carefully chosen resources are organised and are readily available; pupils' books and other consumables are always to hand, and classroom routines are well established. The result is that the maximum amount of time is used for learning and this makes a significant contribution to the standards achieved.

- 20 Teachers throughout school have a good understanding of the most effective ways to teach literacy and numeracy and are successful in supporting pupils to develop skills in these areas. Literacy and numeracy lessons are imaginatively delivered and maintain high expectations of class, group and independent working. A rigorous assessment process directly contributes to the setting of future tasks. This has been especially useful for those pupils who were affected by staff changes over recent years. The focused target-setting process ensures that any gaps in learning are rectified and that pupils are on track to achieve what their teachers expect. The success of these procedures is seen in lessons, and also in the improved and more consistent results in the National Curriculum tests for seven year olds. For pupils aged eleven, progress at the higher level 5 in English is relatively slower because they need more time to consolidate and apply their higher-order skills in writing. Teachers' knowledge of information and communications technology has been greatly extended and well used to improve the curriculum for this subject. A greater emphasis on applying these skills across the curriculum is now needed. In the foundation stage, pupils are constantly encouraged to apply their skills in communication, language, literacy and mathematical understanding in all their work. Across all age groups, skills in literacy and numeracy are often used to extend learning in other subject areas. This results in some valuable opportunities for pupils to practise and extend their competence in writing, especially across different kinds of non-fiction.
- 21 The teaching of pupils who have special educational needs or who may be experiencing learning difficulty is very good throughout the school and enables them to make very good gains in learning. The requirements of individual education plans are built into daily activities. Designated teaching and support staff provide targeted and unobtrusive support to meet individual and group needs. This ensures that all pupils are fully integrated into the life of the school community and that all develop good levels of self-confidence. Pupils who require additional help are identified as soon as possible in the reception class or when they begin at the school. The special educational needs co-ordinator, together with the class teacher and the teaching assistant, discuss and develop the pupil's individual education plan. Short-term targets are shared with pupils and this system is very successful in helping them to realise their goals. Teaching assistants are well informed and make a significant contribution to learning. Those pupils who are gifted or show a particular aptitude for a subject are well catered for through focused tasks and additional challenge. The pupils who speak English as an additional language are well supported in attaining the same outcomes as their peers. Teachers place great emphasis on the development of vocabulary and often check on understanding of new subject-specific words during oral sessions.

- 22 Teachers make good use of the school grounds and local environment, especially in the teaching of science, geography, history and physical education. Parents' returned questionnaires show that 93 per cent are of the opinion that 'teaching is good' and that 'the school expects pupils to work hard'. The same opinions were repeated at the parents' meeting.

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

- 23 The school provides a very good range of learning opportunities in a broad and balanced curriculum that fulfils all statutory requirements. The curriculum is very well planned to ensure equality of opportunity for all pupils. This is a major driving force in the school's work. Weaknesses in the curriculum from the previous inspection have been successfully addressed; all subjects now have a policy and a scheme of work which have been updated to bring them in line with the requirements of the most recent version of the National Curriculum. Teachers' planning ensures that learning objectives are clear and are shared with pupils at the beginning of lessons. Provision for pupils with special educational needs is very good. The school is careful to offer all pupils, regardless of attainment or ability, suitable learning opportunities within a very good learning environment and this makes an excellent impact on pupils' spiritual, moral, and social learning.
- 24 Appropriate emphasis is placed on teaching English and mathematics. The National Literacy and Numeracy Strategies have been successfully implemented and this has resulted in better learning and attainment in both subjects. In mathematics, very good attention is now given to the development of mathematical language and mental strategies. In Years 3 to 6, pupils are set into groups that enable teachers to vary the pace of work. In literacy, the school has recognised the need to improve writing and has introduced appropriate innovations to address this. The planning of the curriculum is secure in all other subjects and ensures that pupils' learning is continuous as they move through the school. In Years 5 and 6, pupils have the advantage of specialist sessions where teachers' expertise is used very efficiently in areas such as music or design and technology. Teachers have clearly planned practical activities and tasks to meet the needs of pupils with differing ages and abilities, and have established a range of very effective assessment procedures in English, mathematics and science. There are sound arrangements for pupils' personal, social and health awareness. Sex education is approached sensitively and parents are well informed of the programme. Health education is mostly linked to science topics and covers areas such as exercise and healthy eating. Parents appreciate the Year 6 teaching programme that covers issues such as keeping safe, self esteem, and examines the area of substance and drug abuse. Presented by specially trained members of the police force, this has a very good impact on the pupils, who are well supported in learning how to avoid danger.
- 25 Staff, parents and outside agencies are involved in providing a very good range of extra curricular activities. A comprehensive programme of sporting sessions includes football, netball athletics and rounders. An after school environmental group work hard to improve the school grounds, and a club for information and communication technology provides additional opportunities for pupils to try out their developing skills. Lessons in French and dance are popular and the YMCA provides extra tuition in sport and football skills. Peripatetic music teachers provide brass, woodwind and string instrument tuition that makes a substantial contribution to standards. During the inspection the school band was observed practising successfully for the school's

Christmas concert. Pupils were confident instrumentalists and enjoyed the opportunity to play together. Large numbers of pupils enjoy attending all these activities. Pupils also have the opportunity to participate in music and drama as they present concerts and plays for parents and friends. The school uses educational visits well to enhance the curriculum. These include visits to a farm, The Eureka Experience for science and Bestwood Country Park for geographical and scientific fieldwork.

- 26 The provision for pupils with special educational needs is very good. The individual plans for pupils who learn more slowly than others in literacy and numeracy are detailed, and clearly identify what new skills or concepts should be introduced. There are individual plans to support those pupils who, on occasions, have difficulty in controlling their own emotions and actions. Pupils now have specific targets that make it easier for the supporting teaching assistants to measure their progress.
- 27 Social inclusion is a feature of the school. All staff and governors make strenuous efforts to include pupils of all levels of attainment and backgrounds in every activity. All pupils have equality of access and opportunity. Staff make every effort to involve parents in the life of the school. They regularly attend Mass in the church and help out on trips and with special events.
- 28 There are good links with the local community and very close links with the church. The school has good arrangements in place to ensure that Year 6 pupils make a smooth transition to Year 7. Plans are in place to develop links with the wider community through use of the internet and e-mail facilities.
- 29 The provision for pupils' spiritual, moral and social development is excellent. There are many opportunities for pupils to develop spiritual awareness within the curriculum and through collective worship. Assemblies have a strong Christian content and are held on a variety of themes planned throughout the year. During the inspection, the theme of the week was preparation. Pupils had opportunities to think of words associated with preparing, as the headteacher skilfully involved many pupils in the presentation. The assembly provided all those present with a moment of awe and wonder as they meditated and listened to the music playing quietly as the autumn sun shone across the worship table. The setting of the school buildings, surrounded by mature trees ablaze with colour, helps pupils to focus on the wonders of nature. Religious education lessons make a significant contribution to the pupils' spiritual development. They celebrate Mass and other liturgies in the church. During the Year 6 Eucharist celebration, pupils took a full part in the service with prepared prayers and readings. They had excellent attitudes, exemplary behaviour and participated with great reverence. Pupils are given many opportunities to consider the natural world through visits to local areas of beauty. The school's environmental club works hard to make the grounds attractive with flowers and plants. They take good care of the memorial and butterfly gardens and try to attract a wide range of birds to the grounds, for everyone's benefit. The excellent attention given to artistic display throughout the school contributes well to spirituality.
- 30 The provision for pupils' moral development is excellent and reflected in their exemplary conduct. Teachers ensure that the detailed behaviour policy is consistently put into practice both in lessons and other times of the day. The code of conduct is successfully supported by rules, agreed with pupils and displayed in the classrooms. There is a successful, positive approach to behaviour management. Staff help pupils to understand the difference between right and wrong and to see the consequences of their actions on others. They create an orderly environment and help pupils

become responsible members of the community. All adults in the school set a very good example to pupils and encourage excellent relationships. Collective worship makes a valuable contribution to pupils' moral values and attitudes.

- 31 The provision for pupils' social development is excellent. Social skills are developed successfully during lessons, break and lunch times. The staff have worked hard to build up an awareness of the school as a community where each member is valued and works for the common good. Pupils are expected to care for their surroundings and to take responsibility for classroom equipment. From an early age, pupils tidy away after lessons, with very little prompting by the teacher. Across all age groups, they are encouraged to work in pairs and small groups, and to undertake special responsibilities. From an early age, pupils help their teachers in the classrooms. Many opportunities are provided for pupils to show initiative in dealing with others. Older boys and girls volunteer to help with young ones at lunchtime and gain a sense of responsibility and maturity from the experience. The school arranges a residential visit each year for pupils in Year 6. This provides opportunities to develop independence, together with personal and social skills, through a range of challenging and exciting activities. Over the past eighteen months the school has been very active in raising an impressive sum of money for a range of children's charities, heightening pupils' awareness of those less fortunate.
- 32 The provision for pupils' cultural development is very good. Pupils are presented with many aspects of culture around the world through displays around the school. All are encouraged to celebrate their own culture through appreciating the work of artists and musicians and taking part in cultural events. The school provides a good range of cultural experiences through visits to places of interest. Pupils learn about their local area, which is the birthplace of D.H. Lawrence, and visit Nottingham Castle. The school works hard to promote multi-cultural education. The programme for religious education includes the study of different faiths. In English lessons, pupils are introduced to a range of authors and poets from around the world. They look at the work of famous artists, and are beginning to match styles and patterns to specific countries or areas. Through history lessons pupils study the influence of the Greek civilisation on our language and development. An in-depth study of Indian village life provides pupils with an insight into the developing world and allows them to explore how aspects of culture are shared amongst other peoples. There is a satisfactory selection of books in the library that provides material about local and world-wide cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 33 Over the last two years the school has focused hard on improving the assessment of pupils' work. Systems and procedures are now very good and the information is effectively used to set learning targets and to review the effectiveness of the curriculum. Teachers carefully analyse both the results of the National Curriculum tests in Years 2 and 6 and a series of school-based assessments for all year groups. The headteacher and assessment co-ordinator have established a highly effective method of tracking pupils' progress in English, mathematics and science as they move through the school. Each individual has targets for learning that are translated into simple language that the pupils can easily follow. Teachers regularly check on progress to identify anyone who is performing less well or better than anticipated. This allows teachers to promptly identify those who need extension work and those who need greater support in lessons. Generally, teachers skilfully use all the information they know about pupils' attainment in English, mathematics and science to set them work at a suitable level of difficulty, to question their understanding and to encourage

them to think about what they are learning. This very good use of information about learning, which starts in the foundation stage, ensures that pupils make very good progress in their work. The success of the process is seen in the consistency of attainment that the school has now achieved.

- 34 Procedures for ensuring all aspects of pupils' welfare are very good. There is very good management of child protection, with the designated person having received the appropriate training. All adults in school are up to date with procedures and are clear about their responsibilities. Procedures for accidents and emergencies are very good, with all staff trained in first aid. Fire drills and evacuation exercises are regularly practised and the governors are kept informed through reports from the headteacher. Health and safety reviews, together with risk assessments, are carried out for every aspect of school life, both on and off site. Teachers are constantly active in promoting good safety practice, and a member of the governing body supports the school by conducting an independent risk audit. The school is exceptionally well cared for, with the interior sparklingly clean. All areas are considerably enhanced through good quality displays of pupils' work and achievements.
- 35 The school promotes a healthy and safe life-style with the help of a good range of external healthcare agencies. Pupils learn about personal hygiene and safety and are encouraged to eat a healthy diet. A good range of appetising meals is served in hygienic conditions. Processes for monitoring and improving attendance are very good. The school celebrates good attendance by presenting certificates. Prompt contact is made with parents in case of an unexplained absence and there are effective procedures in place to deal with the rare cases of unauthorised absence.
- 36 Procedures for promoting and monitoring behaviour are very good and reflected in the excellent standards seen. All staff have high expectations of behaviour and adopt a consistent, positive approach that is built largely around pupils taking responsibility for their own actions. The emphasis on social and moral development permeates every aspect of school life. Older pupils can become 'playpals', organising games and activities on the infant playground. There are many opportunities for pupils of all age groups to take responsibility for jobs around school. Both these contribute to their developing maturity well. Teaching assistants are very effective in supporting the small number of pupils who may otherwise drift off task. The result is a very pleasant social atmosphere in lessons and playtimes. All pupils know that bullying will not be tolerated. Lunchtime supervisors and members of staff are continually vigilant and pupils are confident in talking to adults about any problems they may have. There is not an issue in school regarding oppressive behaviour; nevertheless, there are clear guidelines for dealing with any incident that may occur.
- 37 Parents have a very positive view of pupils' conduct. In returned questionnaires, 95 per cent agree that behaviour is good. Parents are well informed about the behaviour policy and support it very strongly, especially the use of 'praise slips' to congratulate pupils on thoughtful actions or hard work. The code of discipline is inspired by the school's mission statement and is successful in meeting its aspirations.
- 38 Since last report, the school has continued to maintain high standards for pupils' care and welfare and made very good improvements to assessment, tracking and target-setting procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 39 The effectiveness of the school's links with parents is very good and has improved considerably over the last four years.
- 40 The impact of parents' involvement in the work of the school is very good. Parents are made welcome in classes and a significant number help enthusiastically in lessons and on trips. They also provide valuable support for activities outside school such as the netball and football clubs. An important feature of learning at The Priory is the very good quality of homework. Parents are very supportive in helping their children and ensuring that tasks are completed. Many parents actively choose the school because of its strong Christian ethos and links with the church. At the meeting they were very happy with the spiritual dimension to learning. Many support this element by attending the weekly Mass that is taken by each class in turn.
- 41 The parent-teacher association regularly organises social events, providing very good community contacts and fund-raising. In the last year, the association has raised a magnificent amount of money to support the refurbishment of the Years 1 and 2 teaching area.
- 42 Parents and governors are active in finding opportunities for sponsorship, especially with the diocese and businesses. Last year, a parent sponsored the cost of the football team's shirts and some local superstores donated materials for design technology. Because the school operates within very tight budget limits, these contacts are very important in providing additional resources.
- 43 The school provides very good quality information for parents. The prospectus and news letters are well presented and informative. Annual written reports provide a good insight into the performance of individual children during the current academic year and refer to pupils' self-assessment. They include comments about personal development and are very detailed, highlighting individual talents and idiosyncrasies. Three consultation evenings provide opportunities for parents to share in a review of their children's progress and to be involved in the setting of new targets. To help parents to understand educational changes and innovations in teaching methods, the school organises curriculum evenings that are well received. Several parents wrote complimentary notes on the questionnaires about the evenings, saying that the information they gathered helps them to support learning at home. Parents are also welcome to visit the school on a more informal basis to discuss any concerns that they might be having about their child's academic or social development. At the parents' meeting, there was unanimous praise for the way that teachers made themselves freely available to ensure that any issues are shared at the earliest opportunity. Parents expressed confidence in the school's ability to sort out concerns quickly. In the returned questionnaires 79 per cent agreed that they were well informed about how their child was getting on and 80 per cent agreed that the school works closely with parents. Although these figures represent good endorsement for the school's work, they are not as high as could be reasonably expected, given the evidence. They may well reflect some historical issues that the school has now overcome.
- 44 Since the last report, the school has continued to maintain very strong links with parents and the parish community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 45 The headteacher provides excellent, visionary leadership, setting very high expectations, continually striving for improvement and driving the school forward. She

is instrumental in maintaining a supportive environment in which staff and pupils feel secure and valued. She is extremely well supported by the deputy headteacher and the governing body, who all share a vision for excellence. They are very successful in promoting an environment where pupils work very hard, enjoy excellent relationships, and show respect for adults and their friends. All staff and governors are firmly committed to the school's aims, that include a strong emphasis on personal as well as academic development. The essence of the school's mission statement is evident in all aspects of its work. The returns from the parents' questionnaires show that 90 per cent are satisfied that the school is well led and managed. This view was strongly endorsed at the parents' meeting itself. There have been excellent improvements in leadership and management over the last four years and very good improvements since the last inspection in 1999.

- 46 The delegation of responsibilities to key staff is effective and efficient. The deputy headteacher shares responsibility for the smooth day-to-day running of the school. Working with the senior managers, he ensures that excellent systems of communication and support are maintained for all staff. Subject co-ordinators have a thorough overview of the quality of teaching and the standards attained. They are conscientious in their approach, regularly monitoring planning, observing classroom practice and scrutinising pupils' work. From a detailed analysis of assessment, the co-ordinators for English, mathematics and science set challenging targets for pupils' performance, constantly monitoring progress and resolving any issues that may arise. The co-ordinators for all subjects have received training to enhance their leadership and management roles. Under the direction of the deputy headteacher, they have developed a corporate style of subject management and are very well supported in their work by link governors who take a keen interest. All have a thorough insight into the teaching and learning in their subjects, and have worked hard to develop resources. They constantly monitor the effectiveness of planning, making changes to schemes, where appropriate. Co-ordinators, other than those for the subjects of English, mathematics, science and information and communication technology, have long-term plans for improvement but do not, as yet, contribute directly to school development planning. This is largely decided upon by the senior management team who use the action plans as guidance. Direct contribution to improvement planning constitutes the next stage in the co-ordinators' development programme that is being implemented by the deputy headteacher. The success of the approach to subject management is evident in the vastly improved attainment at the school. The co-ordinator for special educational needs is knowledgeable and has made very good improvements to the writing of individual education plans and in ensuring that all pupils are included in all areas of school life.
- 47 The governing body, with its valuable range of expertise, is committed to ensuring the highest quality of education for all pupils and works very closely with the headteacher to achieve this objective. Governors know and understand their roles clearly and maintain a successful approach to meeting their statutory responsibilities. The proceedings of the governing body are efficiently conducted and committees are well organised. There is a very positive and productive relationship between the governing body and the school. Governors' high level of effectiveness represents sustained good improvement since the last report.
- 48 The school is staffed by an adequate number of suitably qualified and experienced teachers who are effectively deployed to meet the demands of the curriculum and to support pupils with special educational needs. All the teachers have very high levels of professionalism, dedication and commitment. They plan all their work conscientiously, readily sharing experience and expertise. Experienced teaching

assistants provide very good support for pupils' learning. Between them, they have wide-ranging expertise that allows for very effective group support in all classes from reception to Year 6 and for those pupils who have special educational needs. There are established arrangements for staff development, guided by the agreed priorities of the school. The Priory is very well served by appropriately skilled non-teaching staff, all of whom are totally committed to its aims and policies. Lunchtime supervisors provide a high standard of care at midday and know the pupils well. The caretaker ensures that the buildings, grounds and resources are very well maintained. He also ensures a very high standard of cleanliness and hygiene at all times. Administrative support is very effective and efficient. The secretary and clerk make a significant contribution to the smooth running of the school, discharging a wide and diverse range of responsibilities.

- 49 New procedures for performance management have been successfully implemented. The headteacher and staff all have school and personal targets that are reviewed and assessed on a regular basis.
- 50 The accommodation provides adequate facilities for the teaching of all programmes of study contained in the National Curriculum. Staff make intelligent and efficient use of the space available. At present, the computer suite and junior library are situated in the wide corridor between classes. Although space here is fairly restricted, the resource has easy access and provides good opportunities for pupils to engage in research. It is well used for individual and group work and for the after-school information and communication technology club. The two playgrounds and garden areas provide good facilities for pupils' leisure time, when they may choose to engage in energetic play or quiet discussion. There is a well planned resource area for the youngest children in the foundation stage but they do not have dedicated outside space for physical development. The teacher overcomes the problem by using the hall space but could extend the curriculum further if outside facilities were provided. The hall, playgrounds and games field provide satisfactory accommodation for physical education and for extra-curricular activities.
- 51 Resourcing for teaching and learning across all subjects is at least satisfactory and in mathematics, science, design and technology, art and design, physical education and music it is good. Subject co-ordinators are constantly improving their resources as units of work are covered. The facilities for information and communications technology have recently been improved and, once cabling problems have been resolved, will cater well for all the programmes of study. There is a satisfactory selection of reference and non-fiction books, but some are old and will soon need replacing. All resources are very well organised, labelled and stored, ensuring that they are efficiently used.
- 52 School development planning is thorough and illustrates clear educational purpose. Funding is linked to priorities, with implementation strategies, timescales and success criteria specified. Governors are highly involved in the planning process and in the evaluation of the initiatives taken. The co-ordinators for English, mathematics, science and information and communication technology produce action plans that are fed into the overall scheme of improvement. This shared involvement ensures that the plan is a useful management tool. There is room to extend it further by incorporating the action plans for the remaining subjects.
- 53 The school's finances are very carefully monitored and controlled. Spending is closely linked to the stated priorities. There is a clear, delegated limit to spending and governors exercise their strategic over view of the school's financial planning very

effectively. Members of the finance committee, led by an expert in the field, monitor the budget closely and have a clear plan of projected spending for the future. Best value principles are very well applied to all purchases and contracts. Link governors monitor the impact of spending decisions by checking that new materials and equipment purchased lead directly to improved provision and pupils' learning. The school has systematic procedures in place for the ordering, receipt and payment of goods and services. Procedures for dealing with cash and private funds are safe and effective. Specific grant funding is appropriately allocated and money provided for special needs pupils is very effectively used. Taking into consideration the high quality of provision, pupils' attainment and progress that is often well above national averages, together with the overall costs, the school provides very good value for money.

- 54 The school is very well organised, with established and efficient routines making excellent use of information and communications technology. All statutory requirements are met. The excellent quality of leadership and management is a major factor in securing the vastly improved level of provision and the standards achieved. This area is a major strength of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55 In order to improve even further, the school should:

- (1) Provide opportunities for pupils to consolidate, practise and extend their computer skills through their study and recording in other subjects across the curriculum as identified in the school improvement plan; (paragraphs 4, 5, 20, 77, 88, 103, 108, 116)
- (2) Improve writing skills in Years 3 to 6 for those capable of higher attainment, by teaching some of the programme of study earlier, thereby allowing more time for them to secure and apply their skills, especially in purpose and organisation of writing, spelling and the higher level of grammatical skills; (paragraphs 5, 7, 20, 70, 73, 76)
- (3) Complete the planned programme of development of the curriculum co-ordinator's role in subjects other than English, mathematics, science and information and communication technology, so that it includes direct contribution to school development planning; (paragraphs 46, 52, 100, 105, 109, 119, 126)

In addition, when funding allows, the governing body should consider the following for inclusion in its action plan:

Developing a dedicated outside area to further support the physical development of children in the foundation stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	11	28	11	2	0	0	0
Percentage	21	54	21	4	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 almost 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)	N/A	147
Number of full-time pupils known to be eligible for free school meals	N/A	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.9%

Unauthorised absence

	%
School data	0.3%

National comparative data	5.6%
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National comparative data	0.5%
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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	8	16	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	15	15	16
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (88)	100 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	7
	Girls	15	15	16
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	92 (94)	96 (88)	96 (94)
	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	8	18	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	17	16	18
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	88 (92)	92 (88)	100 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	8
	Girls	17	16	18
	Total	22	22	24
Percentage of pupils at NC level 4 or above	School	85 (88)	84 (88)	100 (92)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	1
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.1
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	77

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.

Financial information

Financial year	2000-2001
	£
Total income	369,150
Total expenditure	368,860
Expenditure per pupil	2,223
Balance brought forward from previous year	2,383
Balance carried forward to next year	2,673

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	148
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	49	4	1	0
My child is making good progress in school.	34	59	4	0	3
Behaviour in the school is good.	44	51	3	1	0
My child gets the right amount of work to do at home.	29	59	7	6	0
The teaching is good.	37	56	3	0	4
I am kept well informed about how my child is getting on.	30	49	16	6	0
I would feel comfortable about approaching the school with questions or a problem.	60	31	4	3	1
The school expects my child to work hard and achieve his or her best.	51	44	3	0	1
The school works closely with parents.	39	41	14	3	3
The school is well led and managed.	43	47	3	3	4
The school is helping my child become mature and responsible.	41	56	1	1	0
The school provides an interesting range of activities outside lessons.	40	47	9	3	1

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

- 56 Since the last inspection, the provision for children in the foundation stage has improved and is now very good. The quality of teaching and learning is very good with examples of excellence. The introduction of base line assessment has helped teachers to identify strengths in the children's achievements and to cater well for specific needs. A very thorough system to track attainment ensures that learning moves forward at a good pace for each individual. The re-organisation of the approved curriculum for children of this young age has resulted in a very good range of learning opportunities. These three initiatives have been major contributory factors in the improvement of provision. Facilities for physical development are restricted. The school is aware of this but, at present, there are insufficient funds to provide an outside dedicated area. The teacher organises and manages the curricular provision for physical development effectively by using the hall space. Because of this, there is no detrimental effect on children's progress but they have fewer chances of using large wheeled and adventure resources. The reception class is very well organised and managed and has good resources to support learning.
- 57 Children enter the reception class at the start of the term in which they are five, for the September intake. Those who enter the class in January are five during the following two terms. Children are invited into the reception class in small groups for two half days, including lunch -time, in the term before they enter school full time. Staff hold an induction meeting for parents during the term prior to entry, where teachers, the school secretary and other personnel are introduced and discuss school routines. This gives children and parents an opportunity to meet the adults in school and familiarise themselves with their new surroundings. Children who enter the school in September spend three terms in the reception class, and those who enter in January spend two terms in the class, before they transfer to Year 1.
- 58 Initial assessment shows that children enter the school with a wide range of skills, knowledge and understanding that, overall, are average. All make very good progress and by the time they enter Year 1, many are working within the early stages of the National Curriculum for English and mathematics. Very good assessment procedures are in place. These enable teachers to plan suitable programmes of work and set targets for improvement for all children, including those with special educational needs and those who are capable of higher attainment.

Personal, social and emotional development.

- 59 The school gives priority to the personal and emotional needs of young children and they achieve well. Most will exceed the early learning goals in this area by the time they leave the reception class. This reflects the school's emphasis on personal development. Children soon learn to follow class room routines such as registration and to care for themselves and their belongings. They respond to the high expectations set for them, managing fastenings effectively. They dress efficiently after physical exercise and organise all their belongings into the correct places. The teacher and nursery nurse provide a welcoming and secure environment. Children gain confidence in choosing what they would like to do from a range of interesting activities. During group discussions, children take turns and listen politely to others. They enjoyed a group performance as they sang and acted out 'Five Little Ducks'. When playing in the sand and water, children collaborate well and share the

equipment without fuss. They know right from wrong and become inquisitive learners. Their behaviour is excellent for young children and most require only a friendly prompt from adults if they stray off task. Teachers place a constant emphasis on the development of initiative and children are encouraged to find solutions to their problems before adults step in to help.

Communication, Language and Literacy.

- 60 Most children make very good gains in their learning and are on course to achieve the early learning goals in communication, language and literacy by the time they leave the reception class. They interact well with each other, voicing their opinions confidently. They listen attentively to stories. After reading 'This is the Bear' together, they confidently re-tell and sequence the story for themselves. They refine and develop their listening skills to identify rhyming words and find the 'same' endings. For example, they identify rhyme 'og' and generate new words like 'tog' or 'gog'. Staff use oral sessions to good effect to develop communication skills. In one role-play session, children acted out a story they had shared together. This was under the direction of the nursery nurse, who took every opportunity to extend the vocabulary they were using. Children handle books appropriately and identify the title page, the author and illustrator. By the time they leave the reception class, the higher attainers are reading simple books confidently. Children develop good control of the pencil and begin to write purposefully, using the many areas provided for them to produce 'notes' and 'letters'. For example they write a card for their favourite bear and take it to the class 'post office'. Many children write their name confidently and copy sentences that they have dictated to the teacher.
- 61 The quality of teaching is very good. This helps children achieve well in communication, reading, writing and handwriting skills. Elements of the Literacy Framework are used to get children get off to an early start. Good comprehension is developed through the use of well known-stories and rhymes when children have opportunities to sequence the plot and investigate aspects of each character. They are encouraged to enjoy books and to make reading a central part of free-choice time.

Mathematical Understanding

- 62 Children make very good progress in developing their mathematical understanding. In relation to their initial assessment, they make very good gains in their learning because of the very good teaching and the range of interesting activities within the curriculum. Children develop mathematical skills through practical activities, number rhymes, games and songs that their teacher provides. They count teddy bears to five and have a secure understanding of 'one more' or 'one less'. They combine sets of numbers, recognising that 5 and 1 more make 6. Using mathematical reasoning, the higher attainers also work out that if you want to take 1 away from 6 you will have 5 left. Children begin to estimate the number of objects in the group, laying down good foundations for later work. They handle money in the class post office, working out bills and change. The teacher imaginatively uses the large hall to reinforce number concepts and introduce activities related to shape and space. Children learn about the properties of 2 and three dimensional shapes in their construction activities. They enjoy exploring capacity through appropriate sand and water activities, becoming more accurate in their estimation of which containers will hold most.
- 63 The quality of teaching is very good. This helps children achieve well in counting, calculating, and in shape, space and measure. Systematic provision allows children to progress in their knowledge, skills and understanding of mathematics. The use of

topic work, stories, games and imaginative play enable children to develop skills in number. Elements of the National Numeracy Strategy are used appropriately for the age group and to very good effect. Adult provision is professional and supportive for all children and praise is frequently used to raise self-esteem and encourage learning. As a result, children become confident in the understanding and application of mathematics.

Knowledge and understanding of the world

- 64 Children make good gains in their learning and achieve the level expected in knowledge and understanding of the world by the time they leave the reception class. Children learn about sources of light and enthusiastically explore torches. Inspired by their teacher's introduction, they went on a 'light hunt' around the school to look for different sources. By the end of the session, children talked knowledgeably about their findings. In some consolidation work, they chose their favourite light source from a range and painted a picture of it. The finished work showed detailed representations of candles, lamps and torches. Children ask probing questions, work collaboratively and investigate well. Good levels of confidence are evident as pupils develop their skills, knowledge and understanding of communication technology. Through well constructed lessons, they learn the correct terminology for parts of the computer. They manipulate the mouse effectively, following on-screen prompts. This was seen when children took a 'pen' for a walk, making lots of wiggly lines. Using the 'flood fill' tool, they developed an understanding of how to colour in spaces. The teacher provided varied opportunities for children to explore the possibilities of the paint package and, as a result, they worked enthusiastically. The support from the nursery nurse was very good as she prompted children to think through their work rather than providing a simple answer to their problems.
- 65 Teaching in this area is very good and impacts positively on standards in exploration and investigation skills. Planning clearly reflects appropriate objectives, based on interesting and purposeful activities. Adults ensure that children remain interested by maintaining a very good pace to the lesson. Resources are good, and effective use is made of the school grounds and locality to enhance learning.

Physical development

- 66 Children are on course to achieve the standards expected of them by the time they leave the reception class. They are acquiring good skills in movement and are developing a sense of space and body awareness. Children find a space of their own and perform a variety of body actions as they listen to a tape of 'firework music'. They mime the actions of fireworks, jumping, bouncing and changing direction with good control. Children use tools with increasing dexterity, following outlines closely when cutting. They take care when working with construction kits and manipulate dough into recognisable structures. Planning shows that there are many opportunities for children to experience work in physical education games and creative activities. However, there is no dedicated outside area for the foundation stage and therefore physical activities cannot form part of free-choice time.
- 67 Teaching is very good. Planning covers all elements of the recommended curriculum and provides opportunities for children to experience a feeling of being healthy and active, together with a positive sense of well being.

Creative development

- 68 Creative skills develop well and children make very good progress. They are on course to meet the expected standard by the time they leave the reception class. The teacher encourages children to express their feelings through exploring media and materials, dance, story making and imaginative play. They have many opportunities to explore colour through painting and crayoning. Children recognise familiar songs, rhymes and jingles, performing with enjoyment. In one session, they all joined in with 'He's got the whole world', as some played untuned instruments. Children develop an early interest in music and confidently explore the possibilities of various instruments. In the 'post office' adults prompt them to experience imaginative play and develop social and negotiating skills. Children have many opportunities to observe and comment on each other's art work, for example by discussing the collage they have made to represent the festivals of light.
- 69 The teacher plans very well for creative development and provides appropriate opportunities for children to explore art. The classroom provides a stimulating environment to trigger the imagination.

ENGLISH

- 70 The results of the 2001 National Curriculum tests for seven year olds show that the percentage of pupils achieving the expected level 2 is well above the national average in reading and writing. The percentage of pupils achieving the higher level 3 is above the national average in reading and average in writing. For the eleven year olds, the percentage gaining the expected level 4 in English in 2001 is above the national average and the percentage gaining the higher level 5 is in line with the average. As a result of a thorough analysis of the results, the school has identified writing as a priority area for improvement over this academic year. Lesson observations during the inspection indicate that high reading standards are maintained and that writing is gradually improving.
- 71 Standards in speaking and listening throughout the school are very high. Pupils express their ideas clearly and listen well to others. All readily engage in conversation about their work. In a Year 1 and 2 reading lesson, pupils talked about the characters, organising their thoughts to focus on exactly what they wanted to say. They listened very carefully to other points of view, extended their ideas through sophisticated exchanges and gave clear reasons for their opinions. In Years 3 to 6 pupils talk at length about a range of topics and respond sensitively to their classmates' ideas. They speak with clarity and assurance. In a Year 6 lesson, for example, pupils showed maturity when discussing the potential effects of road closure on the local population. Their ideas were thought-provoking, relevant and contributed well to the overall level of understanding achieved. Progress for all groups of pupils is very good with the higher achievers able to clarify statements and to handle opposing views with courtesy.
- 72 Pupils' achievement in reading is often very good. Those who have special educational needs achieve standards that are appropriate in relation to prior learning and make equally good progress. Guided reading is used effectively in Years 1 and 2 and there is a good match of texts to pupils' prior attainment and developing expertise. Skills such as the recognition and articulation of letter sounds are well developed and help pupils to tackle unfamiliar text. Most pupils recognise the features of both fiction and non-fiction books and know how to use the contents and index sections to find information. Without exception, pupils take reading books home regularly and are well supported by parents. This makes a good contribution to learning. By the end of Year 2, pupils talk about the plot and characters in a story, often predicting what will happen

next. Higher attainers scan non-fiction texts to locate key information, using subheadings, charts and diagrams effectively. In one lesson, Year 1 and 2 pupils read some poems with good expression and great confidence, fully appreciating the humorous content. By the end of Year 6, pupils read fluently and show very good levels of comprehension. The majority of pupils recall in detail what they have read, and skills of inference and deduction are very well developed. Pupils state their preferences for favourite books and authors, justifying their views. They extend their reading experiences by borrowing from the class libraries and bringing books from home. Pupils are very discriminate when choosing books to read. They have favourite authors and usually check the book description and part of the text to see if it appeals. They understand library classification systems and can locate information effectively and efficiently. Pupils of all abilities make good progress, due to the very good quality of teaching and the positive attitudes fostered by the school.

- 73 In Years 1 and 2, pupils practise writing in logically sequenced sentences. They apply their knowledge of letter sounds effectively when spelling simple words. By the end of Year 2 writing is well structured. Capital letters and full stops are used to demarcate sentences. Many pupils are also using speech, question and exclamation marks correctly. Writing shows a good range of fiction and non-fiction work. Year 1 pupils wrote short monologues for the characters they had studied. Good examples of writing from the higher achievers in Year 2 included some interesting connecting words and longer sentences containing detail. Handwriting is becoming well formed and legible. In Years 3 to 6 pupils write imaginatively in different styles, including poetry. Pupils have a secure grasp of basic punctuation and grammar. Those in Year 3 plan their 'shape' poems, experimenting with specific words and different techniques. More able writers show good awareness of the reader and choose words carefully for greater effect. In Year 5 pupils write instructional texts, paying good attention to the layout and sequence of their work. By Year 6 pupils' writing is often lively and thoughtful. They use simile and metaphor to create effect, and often model their writing on the work of significant writers. In one poem, a pupil wrote 'my mum is lime green' to create a powerful image in the reader's mind. However, in narrative work, there is little use of clauses in writing to add interest and imagery. Many of the older pupils show an awareness of the reader and subject matter in their choice of vocabulary. Higher achievers coped well with the challenge of writing a piece about foxes, maintaining a typical report structure, using formal English and correct technical vocabulary. Most pupils spell accurately, using a range of appropriate strategies. In one Year 5 lesson, pupils investigated how verbs can be changed into nouns by adding a suffix, such as 'ion'. They made very good progress in spelling as they identified how the language rules work. Handwriting is of a high standard. Some pupils develop their own style and pay great attention to the presentation of their work. Higher attaining pupils have a sound knowledge of the more advanced aspects of English writing. However, there is little time for them to secure the skills of higher order grammar, spelling and organisational work, given the current programme of teaching. They would benefit from an earlier introduction to these areas through a review of the English curriculum over time.
- 74 Provision for pupils with special educational needs is very good. Individual programmes of learning are used to plan work and pupils have additional support to help them meet their targets. Pupils who speak English as an additional language attain standards in line with all pupils. Their rate of progress is at least equal to that of their peers and they show levels of competence expected for their ages.
- 75 The literacy hour has been very successfully implemented in the school. Teaching is mainly very good with excellent practice seen in Year 6. The high quality of teaching

positively and directly impacts on pupils' learning, resulting in the high standards of attainment in the school. Teachers demonstrate good subject knowledge and use it very effectively to plan and prepare lessons. Expectations are very high. Consequently pupils are challenged by the pace of learning and the work prepared for them. Careful planning ensures that tasks are matched to pupils' prior learning and are set at appropriately differentiated levels. Excellent relationships are established. As a result pupils are attentive, understand what they have to do and work hard. Resources are used very effectively to support pupils' learning and time is never wasted. During shared writing sessions, teachers demonstrate effective techniques and support pupils in their compositions, extending their thinking and helping them to create the desired effect. There is a strong emphasis on the extension of vocabulary and in developing non-fiction reading and writing skills in subjects such as science, history and geography. Marking is excellent in this subject. Detailed comments point the way forward for pupils and congratulatory remarks are specifically related to pupils' targets so that they know how well they are progressing. There is a good emphasis on self-evaluation and pupils are encouraged to take responsibility for their own learning by reviewing their success at the end of lessons. The information gathered from regular assessments is used to track each individual's progress and to ensure that all are achieving what their teachers expect. Prompt action is taken where necessary.

- 76 The drive towards higher attainment in English is managed very well by the co-ordinator and supported by the link governor. Detailed, accurate analysis of pupils' test results shows what pupils know and what they need to learn next. This enables the focused setting of work that ensures good rates of progress. All pupils have personal targets in English that are shared with parents and are regularly reviewed. The success of the strategy is seen in improvements in the numbers of pupils reaching level 4 over the years. However, there is room to improve attainment at the higher level 5 in writing by accelerating the programme of study from Year 3 to Year 5 in spelling, grammar and organisation of writing. The co-ordinator produces appropriate action plans and tackles issues as they arise. She has an informed action plan for future developments.
- 77 The use of information and communications technology to support learning has historically been restricted but is now developing well, especially in the application of word-processing. Resources for English are adequate overall but there are variations. There is a satisfactory selection of big books and guided reading sets that teachers use within the literacy hour. All are very carefully stored and easily accessed. The quality and range of books in class reading areas in Years 3 to 6 are good and well chosen to meet pupils' tastes. However, some of those in Years 1 and 2 are now worn and will need replacing soon. The range of non-fiction books for the infants is limited and does not cover the full range of reading abilities. The selection and quality of dictionaries and thesauruses, especially for the older pupils are very good. A wide selection of non-fiction and reference material for pupils in Years 3 to 6 is well organised according to the Dewey system, but some of these books are worn or old and the library stock is in need of review. There are few playscripts for pupils to read in class libraries. The co-ordinator is aware of the resourcing issues and has plans to supplement stocks when budget limits allow.

MATHEMATICS

- 78 The 2001 National Curriculum results for Year 2 show that pupils' performance was very high and puts the school in the top 5 per cent in the country. The results for Year 6 pupils were well above the national average. Performance at both key stages in

relation to schools in similar contexts was equally high. Current inspection findings, based on a scrutiny of pupils' work, lesson observations and discussions with the co-ordinator, are that attainment remains very good. Results vary from year to year due to several factors. A number of older pupils have joined the school part way through their education and have not had the same solid grounding in mathematical concepts. This makes them less secure in the test situation. The overall progress made by pupils in both key stages is very good and there is no underachievement. Pupils with special educational needs attain the targets of their individual plans. Those who are capable of higher attainment have demanding tasks and work at advanced levels. Since the last inspection, standards in mathematics have radically improved for all age groups.

- 79 Pupils in Years 1 and 2 have well developed skills in number work and mathematical investigation. The majority count on in 2's, 5's and 10's confidently and recall number facts quickly when working on calculations. They recognise and find halves and quarters of amounts. The majority recognise geometrical shapes, such as cylinder or sphere, and higher attainers talk about their properties. When measuring, pupils are accurate and are beginning to develop sound skills of estimation. Pupils in Years 3 to 6 have very good recall of the multiplication tables, as a result of regular practice in class. This has a very positive impact on their progress in mental computation. Pupils develop good strategies when solving problems in their heads and confidently work on money or real-life problems. Pupils in a Year 3 and 4 lesson, doubled or halved numbers quickly. In one lesson, they confidently used their knowledge to derive division facts, finding remainders and rounding numbers up or down confidently. When given the problem, 'I have 256 pencils. Boxes hold 12 pencils. How many can I fill?' pupils very quickly calculated the answer mentally, checking it against their estimations. Higher attaining Year 5 pupils and those in Year 6, work on fractions, percentages and decimals with accuracy. For example when the teacher pointed to different lengths on a metre rod pupils converted $\frac{1}{3}$ to approximately 30%, to a decimal 0.3 and to a fraction of $\frac{3}{10}$. This mental agility allows them to have a range of methods at their finger tips for more complex problem solving. By the end of Year 6, pupils have a good knowledge of symmetry and basic geometry. They handle data very well and use computer spreadsheets to model and solve mathematical problems.
- 80 The overall progress of pupils, including those with special educational needs, is very good. This results from the very good teaching in Years 1 to 5 and the excellent teaching seen in Year 6. The features that made the best lessons excellent were meticulous planning, with plenty of work to stretch pupils, and the highest of expectations. Learning objectives are clearly explained at the start of lessons and revisited at the end to see how far they have been achieved. Introductions include quick-fire question and answer sessions to get pupils thinking. Teachers set appropriate timed targets for pupils to complete their independent work. This ensures a fast pace to learning. Pupils with special educational needs and those pupils who are more able are given plenty of work specifically designed to challenge their thinking. They make very good progress.
- 81 The response of pupils in lessons is very good in Years 1 and 2 and very good, with examples of excellence in Years 3 to 6. Pupils' behaviour is exemplary. They are enthusiastic learners who concentrate hard and show enjoyment in their mathematical learning.
- 82 Assessment procedures in mathematics are very good and have made a substantial contribution to improved learning and attainment. Pupils are aware of their individual

targets and what they need to do in order to improve their performance. Progress is regularly assessed and carefully tracked in order to maximise learning opportunities. Marking is thorough and includes helpful, diagnostic comments.

- 83 The school has good resources for mathematics and uses them efficiently. The co-ordinator works very hard to maintain the high standards which have been achieved since the last inspection. Her dedication and hard work ensure that all teachers are confident in their mathematics teaching and that all pupils receive the highest possible support for their learning. The national strategy for the teaching of numeracy is very well implemented. Teachers' skills and confidence in the subject have been very well developed and planning is much more targeted to match pupils' prior achievements.

SCIENCE

- 84 For pupils aged seven in 2001, teachers judged that the proportion reaching the expected level 2 was above the national average and well above the average at the higher level 3. Inspection findings indicate that this high level of attainment has been maintained. The majority of pupils in Year 2 are on target to achieve at least the national average by the end of the academic year. For pupils aged eleven in 2001, their performance in the National Curriculum tests was well above the national average and put the school in top 5 per cent in the country. During the inspection pupils' practical and written work showed that they are well placed to achieve similar high standards this year. There have been very good improvements in attainment since the last inspection.
- 85 Pupils move from the reception class with a good knowledge and understanding of the world around them. They build effectively on this knowledge in Years 1 and 2. There are carefully planned opportunities for them to use their investigative skills and to extend their scientific understanding. Pupils in the mixed-age Year 1 and 2 class learn that objects with shiny surfaces can only be seen in the presence of light. In the lesson, the Year 2 pupils planned an experiment to prove the theory using the excellent resources provided by their teacher. They first of all predicted what they think might happen, before conducting the experiment using large black boxes and a selection of torches. They wrote about what they have seen, heard and understood. This made an important link with their literacy development. Year 1 pupils in the same class take a full part in the first section of the lesson, when the teacher was careful to include them in the question and answer session. During the activity session they had their own task, carefully matched to their age and developing skills when they used a variety of materials to construct a mobile with a range of reflective surfaces. They took great pleasure in showing their constructions as they gave a demonstration to the whole class during the exciting plenary session at the end of the lesson. A scrutiny of work shows that Year 2 pupils have a keen interest in life processes and a good knowledge of living things. They identify common materials and understand how their particular properties are used in everyday objects. Higher attaining pupils know that scientific ideas need to be tested with evidence from experiments and observations.
- 86 Pupils continue to make good progress in their learning as they move through Years 3 to 6. They have a structured approach to carrying out investigations and record their findings accurately. Pupils complete a wide range of scientific study that increases in difficulty over time. During the inspection, Year 6 pupils were observed learning how the brightness of a bulb can be changed. They understood the importance of planning an experiment very carefully and of controlling variables. When asked about their work, pupils accurately recalled and applied learning from previous lessons. They

showed that they had a growing scientific vocabulary. Pupils predicted what they were likely to find out and evaluated their projections in light of their findings. During the inspection, Year 5 pupils studied the effect of micro organisms and how they cause food to decay. They realised, through their work, why food should be handled with care. They investigated a rotten apple and concluded that it had been stored too long, identifying the importance of freshness and conservation of food. Their knowledge and understanding of living processes is very well developed and they take a keen interest in environmental issues. Pupils who have special educational needs make good progress in their acquisition of knowledge and understanding of science through good support that is tailored according to their needs in practical or written work. Those pupils capable of higher achievement have additional challenges to move their learning to advanced levels. They have a greater awareness of variables in experimentation and intelligently find ways to control their effects. Overall improvements in science attainment are largely due to the increased opportunities for pupils to find things out for themselves through experimentation and research, and to recognise the impact of scientific discoveries on our everyday lives.

- 87 During the inspection, the quality of teaching and learning was never less than good and in most lessons it was very good. Teachers have good subject knowledge and lessons are carefully prepared to match the requirements of the National Curriculum. The teachers share what is to be learned during the lesson with the pupils. Consequently they understand the purpose and relevance of their work. Skilful questioning is used to check pupils' knowledge, to develop their thinking skills and to extend their understanding of scientific language. Teachers ensure that proper safety measures are in place. The very good teaching has a significant impact on the quality of learning and is reflected in the attitudes of pupils, who are very eager to learn. They handle equipment and resources with care and respect, help each other and take care in the presentation of their work. Pupils demonstrate interest, enthusiasm and excitement when involved in practical activities.
- 88 The policy and scheme of work comply fully with the new National Curriculum guidance. The revised planning scheme is used well and assists teachers in designing lessons that successfully match the learning needs of pupils. However, the use of information and communication technology in science is underdeveloped at present.
- 89 The co-ordination of the subject is very effective. National Curriculum test results have been carefully analysed to indicate areas of weakness in the school's science curriculum so that they can be addressed. A portfolio of pupils' work is being collected to help teachers to set future standards. Good assessment procedures have recently been introduced that are helping to guide future planning.
- 90 The school is in a strong position to maintain its present impressive standards and provision in this subject.

ART AND DESIGN

- 91 During the inspection only two lessons were seen, one in each of the infant and junior departments. Present and previous work was examined and discussion took place with pupils and staff in relation to work undertaken. Inspection evidence shows that attainment is above that expected nationally at the end of both key stages. Standards have improved over the last four years. The school has adopted national initiatives in the subject and this is reflected in the planning. There is a very effective policy document and resources are good.

- 92 By the age of seven, pupils have experienced a range of media, styles and materials. They have a developing knowledge of line, colour and pattern making. Pupils experience and experiment with different materials. They learn to roll, mould and fashion dough, using tools to score the finish. Pupils use a variety of materials to produce collage, showing great attention to detail and effect. Pupils in Year 1 explore different ways of making lines as they develop an intricate mendhi pattern.
- 93 In Years 3 to 6 pupils use their sketch-books to record their ideas and to draft a first attempt. They then consider the visual and tactile elements of their work before beginning composition. Some finished pictures in pastel were of a very good quality and reflected good research and observational skills. In Year 4 pupils discussed the differences between a portrait of Henry V111 and a self-portrait of Picasso, drawing out particular artistic techniques. Using their sketch books and a range of pencils, pupils used this knowledge to explore ways of drawing 'faces' taken from magazines.
- 94 Links with other subjects are well used to extend learning. For example in design and technology, pupils sketched a rag rug using the style of William Morris before making the real thing. They link history into their art work. In Year 4 pupils study the styles of Mondrian, Monet and Salvador Dali. Art work effectively supports cultural education. Pupils learn about artists from around the world and explore traditional pattern making. Year 1 pupils made a diva pot from clay and began to decorate it, using mixed colours of their choice to reflect the festival of Divali.
- 95 Teachers demonstrate very good subject knowledge, and an informed choice of resources. Taking into account planning, completed work and the lessons observed, teaching is very good. Good intervention in learning helps pupils to improve. In one lesson, the teacher worked alongside pupils, suggesting they try a range of sketching pencils to create the desired effect. Constant encouragement engendered a willingness in pupils to change and modify drawings, so that by the end of the task, they enjoyed a sense of achievement. Pupils enjoy art lessons and work hard to improve their artistic skills.
- 96 The subject co-ordinator is enthusiastic and leads the subject well. She is developing a portfolio to record pupils' work. She shares this with teachers to establish a standard for each topic of study. When complete, it will provide both a record of pupils' achievements within the subject to help with assessment, and a resource bank of ideas for teachers. Art work enhances the learning environment of the school and provides some eye-catching displays to inspire pupils.

DESIGN AND TECHNOLOGY

- 97 It was only possible to observe two lessons in design and technology during the inspection. However, by looking at finished products, talking to pupils and teachers and examining photographic evidence, it is clear that attainment is as expected at the ages of seven and eleven. Pupils from an early age are taught the correct design processes. They plan their work, consider materials and adapt their work to overcome problems. Standards have improved over the past two years.
- 98 Pupils in the Years 1 and 2 class use different fastenings, tools and materials when working on the "our homes" topic. They make Diva pots with clay, carefully planning the cultural designs on the basis of research. Year 3 pupils investigated an exciting collection of pneumatic toys provided by their teacher. Using a plastic bottle and a selection of balloons, pupils enjoyed experimenting to find out which was best suited

to creating the force needed. After much deliberation, pupils recorded their findings, making carefully labelled diagrams to help them at the construction stage. The Year 5 and 6 pupils brought their homework to school, and this formed the basis of their plans to construct a moving toy with a cam mechanism to produce vertical as well as horizontal movement. The pupils engaged in a mature debate about the safety of using wood or plastic in making toys for young children. This extended their speaking and listening skills. The ideas put forward showed that the majority of pupils had completed their homework tasks well and were able to make a good contribution to the arguments for and against. Pupils made a rough sketch of the mechanism on their white boards. After further sensible class discussion, they drew their final designs, carefully labelling all the parts and identifying which materials would be best suited for the various sections of the toy they intended to construct at a later date.

- 99 The quality of teaching is good overall. Some obvious strengths of the teaching were the careful planning, and efforts teachers made to include pupils with special educational needs. This enabled pupils to improve their knowledge and also to increase their self-esteem. For example, with very good support from a teaching assistant, one pupil made an excellent model using a construction kit. Evidence shows that teachers link aspects of design and technology work with topics in other subjects. For example, the Diva pottery work in Years 1 and 2 linked well with the pupils' religious education lessons and art. During their studies, pupils have experiences of electrical mechanisms and of food technology. Pupils of all ages and abilities enjoy the subject. Those who find difficulty in reading and formal writing, enjoy designing and the practical experiences.
- 100 The co-ordinator offers very good support to staff in providing ideas and inspiration. The action plan focuses on an audit of resources and further curriculum development for this academic year. It is not formally incorporated into the school improvement plan at present. Good resources are well stored, readily available, and intelligently used. Staff and pupils often supplement resources using their own possessions from home, bringing in an even wider range of materials. The policy and the scheme of work provide continuity in planning throughout the school. There have been good developments in teaching and learning over the past few years.

GEOGRAPHY

- 101 The geography lessons seen during the inspection were in Years 3 to 6. Further evidence from Years 1 and 2 was gathered by speaking to pupils, teachers and the subject co-ordinator. Teachers' planning and work previously completed by the pupils over time were also scrutinised. Standards in the subject are in line with those expected nationally for pupils aged seven and eleven and there are strengths in the skills of geographical enquiry. This represents good improvement over the last few years.
- 102 From their studies, pupils in Years 1 and 2 know about the geographical features of their locality. They confidently talk about the shops, parks, roads and school site. Pupils express likes and dislikes, justifying views using appropriate language. In one study, they compared Eastwood with an island home, comparing and contrasting some of the features. Pupils show skills in simple mapping work and in making room plans. They recollect features of some of the places they have visited on holiday and talk about their journeys, highlighting the difference between localities. Using a world map, they track the adventures of Barnaby Bear and investigate photographs to identify interesting features of his various destinations.

- 103 In Years 3 to 6, the pupils build on their earlier knowledge and skills through their studies. They show a good understanding of settlements and how the physical features of a place influence people's way of life. Younger pupils study a village in India, drawing out similarities and differences between life there and in Britain. They give very good explanations of climate and weather and how these factors affect people's activities. In one interesting lesson, Year 3 pupils discussed some of the facilities in the Indian village, such as mobile clinics and bathing tanks. Higher attaining pupils demonstrated a good understanding of issues relating to a developing country. Throughout Years 3 to 6, the pupils learn to read atlases and to identify different scales. They draw maps using a key to provide detailed information. In Years 5 and 6, pupils express their views on topical geographical issues and have a very good awareness of the impact of environmental changes. They exchange views about proposed local changes, examining the effects on various groups of people. Their discussions showed very good use of fieldwork findings and an understanding that one simple action can have far reaching consequences. Pupils make some use of information technology when presenting graphs, for example, showing weather patterns. Overall, however, use of computers to enhance learning is limited. Pupils' skills in mathematics are effectively consolidated through the subject.
- 104 From the evidence available, it can be judged that the overall quality of teaching is at least good. Planning shows that correct geographical terminology is used and activities are well matched to the differing needs of the pupils. High expectations are set and resources are effectively used. In the lessons seen, there was a good pace to learning and a very good balance of instruction, enquiry and discussion. The subject makes a good contribution to pupils' cultural development as they learn about the ways of life in different countries around the world. Teachers make very good use of the school grounds and local environment in their lessons. An environmental week held this year was successful in heightening pupils' interest and awareness. The after-school environmental club adds an extra dimension to learning, as does the annual residential visit.
- 105 There have been very good improvements in the management of the subject. The co-ordinator has a good overview of learning and standards in the subject. She has developed a portfolio of pupils' work that illustrates full coverage of all programmes of study and shows how pupils' skills, knowledge and understanding are extended as they move through the school. It provides a good resource for the co-ordinator's assessment of pupils' work. The co-ordinator regularly scrutinises planning and completed pupils' work to assess the effectiveness of the curriculum. An action plan for the subject details specific resources needed as progressive units of work are covered but is not part of the overall school improvement plan. At present, resources are satisfactory.

HISTORY

- 106 From the evidence of the one lesson seen, together with a scrutiny of work across all ages and discussions with pupils, it is evident that pupils of ages seven and eleven attain expected standards in history for their ages.
- 107 In Years 1 and 2, pupils develop a clear understanding of how the past is different from the present. Observational skills are well developed. Pupils talk about their visit to a Victorian house, describing the differences in washing, cooking and recreational facilities. They clearly understand how lack of running water made life harder and know how people amused themselves without a television. In these classes, pupils become acquainted with notable figures of British history, such as Guy Fawkes and

Florence Nightingale and are aware of the impact that they made. A sound sense of chronology develops as pupils study the passage of time in their own lives. They have a good knowledge of local history and talk at length about Robin Hood, describing past conflicts between rich and poor.

- 108 In Years 1 to 6, pupils broaden the scope of their work. They find out about the Tudors and engage in historical enquiry, posing some pertinent questions. Pupils in Year 4 successfully used text and photographs to discover how Henry the Eighth was portrayed in his day. They identify the powerful image and explain how this influenced people's opinions of him. In researching some latter day reports of Henry, they also detect differences in the ways that historical events are reported. This work shows a good level of historical interpretation using secondary sources of information. Pupils' work shows a good understanding of chronology. They produce their own time lines, showing major events and changes through history. Higher attainers are also aware that there is usually more than one explanation for events and developments and are beginning to identify bias in reports. They have a thorough understanding of past civilisations and recognise the influence that they have on our modern day lives. For example, pupils learn about the Greek origins of words and appreciate the impact of Victorian architecture. Work is recorded in different ways, using charts, tables and a selection of writing styles. Some use the internet at home to research their studies but, because of cabling difficulties, have not up till now, had this facility in school. Pupils demonstrate a very keen level of interest in the subject and maintain a high level of concentration throughout lessons. They make good progress in the subject, especially in developing skills of historical enquiry, research and interpretation.
- 109 Taking into consideration the full range of evidence, the quality of teaching is good. Teachers enjoy a secure command of subject knowledge and have clear objectives for learning. They make profitable use of a range of resources to help stimulate enquiry and extend thinking. They also question pupils very effectively, especially about the cause and effect relationship. Visits to local museums and places of interest provide valuable, cultural experiences for the pupils, as does the study of people from around the world. The co-ordinator provides good management for the subject and is developing a very useful resource base to support learning. When complete, the portfolio of work will help in setting expected standards for the various topics of study. At present, it already serves as a valuable resource for evaluating the effectiveness of the curriculum. The subject is due to be a focus for development in this academic year but the outline action plan does not show exactly what needs to be done.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 110 There have been significant improvements in information and communication technology in the last two years. Weaknesses identified in the previous report have been addressed successfully. Evidence gathered from observations and discussions with pupils and teachers indicates that pupils' attainment at the age of seven and eleven is broadly in line with national expectations.
- 111 All classes make very good use of the new computer suite. Teachers have devised good strategies for pupils to share the machines very effectively. Pupils thoroughly enjoy their lessons.
- 112 By the time they are seven, pupils are confident in their handling of computers. In the Years 1 and 2 class pupils use a paint program to produce pictures in an abstract style. After looking at source material, pupils draw a face on the computer screen,

learning how to make the lines thicker or thinner as required. Following a demonstration, pupils use the 'flood fill' tool confidently to fill the spaces with lots of colour. Pupils are confident in using the "save as" function on the machines. Year 1 pupils enter words from a word bank and Year 2 pupils use the word processor to write sentences. Pupils with special educational needs are fully included in all activities and receive very good support from teaching assistants.

- 113 Pupils in Years 3 to 6 continue to make good progress. Year 3 pupils improve an invitation to a party by adding colour and reorganising the layout to make it more attractive. Year 4 pupils were observed using information and communication technology very well to support independent learning. Pupils confidently use on-screen prompts to find the thesaurus facility. They go on to use the extended "synonym" category to find the extended list of powerful verbs and use these to create interest and meaning in their writing. The more experienced pupils in Year 4 use the internet to find information about Christmas traditions around the world. The Years 5 and 6 group learn that mathematical models can be explored on a spreadsheet. The teacher gave an excellent introduction with appropriate attention to the development of specialist language. Pupils entered data on to spreadsheets and used the "sum function" effectively to calculate the total for each column of information. Pupils then interrogated the information displayed to answer their questions. Skills in multi-media work are developing well. Pupils control a floor robot by programming a set of instructions to make it travel in a specific way. The computer club is well subscribed and makes a good contribution to learning. Pupils of all ages attended and were very confident using the "typing master" program to process their work. They also used 'Clip Art' very effectively to design attractive text and picture pages. The demand for places in the club has been so great that the school now has a rota system so that all pupils can be included for half a term at a time.
- 114 When pupils are working on computers they have very good attitudes and show obvious enjoyment. Behaviour is consistently excellent as they concentrate on the task in hand. Pupils handle equipment with care, work co-operatively, and are prepared to help each other when required. For example Year 2 pupils help the younger ones, supporting them in handling the equipment. At the same time this is very beneficial to the Year 2 pupils as they reinforce their own knowledge and understanding of what they have learnt.
- 115 Teaching is never less than good and in the Years 5 and 6 group and the Year 4 class it was excellent. In the Year 5 and 6 group, the deputy head teacher shared the lesson very effectively with the teaching assistant who is very knowledgeable and confident in handling both the pupils and the equipment. Dividing the class into two, the teacher used the nearby computer suite while the assistant superintended the other pupils working on the same problems using traditional methods and calculators. The lesson was to be repeated the following week with pupils having an equal opportunity to try both methods. This provides an excellent opportunity for pupils to evaluate the effectiveness of electronic methods and to develop discriminate use of computers. The teaching of the subject has improved well in the last two years. This is due to the teachers' increased knowledge, skills and confidence and the improved resources. The group system in Years 5 and 6 allows pupils to have a specialist input into lessons that benefits their learning.
- 116 The new co-ordinator, who is highly skilled and very enthusiastic, has updated the policy and scheme of work and these have been approved by the governors. Assessing and recording procedures have been introduced and are in the early stages of development. There is a need to develop the use of information and

communication technology across other subjects of the curriculum, in line with the national guidance. This is identified in the school improvement plan. Some opportunities have already been provided for all classes to use computers in their literacy lessons one day per week and the mathematics co-ordinator has begun to link topics with specific programs. Extended use will become easier to achieve as pupils become even more confident in the use of the basic functions and software. Pupils already use the internet to develop independent research skills but the school is now waiting for the system to be upgraded so that the process can be speeded, allowing more pupils to have access. The school is in a very good position to develop the subject further. Effective monitoring and evaluation processes show that pupils are progressing well.

MUSIC

- 117 During the inspection, all the lessons observed were in Years 3 to 6. From evidence gained in discussions with teachers and pupils, by looking at planning, attending assemblies and listening to pupils sing, it is apparent that the school provides a very good programme of work throughout the year. Inspection evidence shows that attainment is above national expectations for pupils aged eleven and in line for pupils aged seven. Since the last inspection, the school has developed a very good scheme of planning to support teaching and learning and this is reflected in the good quality of lessons. A very effective policy document, an action plan and whole-school music plan for the current academic year contribute to the high standards and very good progress seen.
- 118 By the end of Year 2, pupils use their voices expressively when singing. They consider what they could do to improve their performance, for example by developing phrasing. Pupils enjoy listening to music and express their likes and dislikes, using a developing vocabulary of musical terms. Pupils learn to sing simple songs from memory, use their voices confidently in a variety of ways and modify tempo when playing musical instruments. In Years 3 to 6, pupils learn about a range of instruments, exploring different ways to play them and create effect. In Years 3 and 4, pupils use their 'thinking' voice to improve the performance of known songs such as 'Sing a Rainbow', and to develop control of pulse and rhythm. Pupils sing with confidence and enjoyment. They make very good gains in understanding pitch, dynamics and duration, making very good responses to changes in the music. In Years 5 and 6, pupils listen with spellbound attention to the 'Toy Symphony' by Mozart. They interpret the music, listing the 'toys' that they could hear in the composition. Concentration was excellent in this demanding task and outcomes showed good response and appraisal within the mixed-age group. In another Year 5 and 6 follow-up lesson to this, pupils explored, chose and combined musical ideas within a group composition. They learned about Mozart and his family history, providing good links to history and cultural education. Groups of pupils organised themselves into conductor and players to compose their own work. Very good skills of analysis and appraisal were evident as pupils made constructive suggestions for improvement and rehearsed their performance. By the end of Year 6, pupils have developed a good aural memory and are confident in combining musical ideas to create mood and effect. The knowledge and understanding of some pupils who are involved in the optional instrumental tuition far exceed the expected level for their age.
- 119 Teachers have a very good understanding of the subject and teach with confidence. The co-ordinator is a talented musician whose enthusiasm inspires teachers and pupils alike. His skilful planning leads to excellent teaching, not only in his own group but also among colleagues. His lessons have fast pace and include a series of short activities to maintain interest. There are very good opportunities for pupils to share ideas and talents. The clear, detailed scheme of work helps to develop confidence in non-specialist staff and creates a very good balance between listening, composing and performing. Teachers often set open-ended tasks that allow pupils to express themselves imaginatively. Pupils with special educational needs do well in this subject, developing their creative talents and interests. Varied opportunities are given for pupils to experience the works of traditional and modern musicians and music has a high profile in the school. It is played quietly as pupils enter the hall and during registration times in classrooms, creating a calm, thoughtful atmosphere. The curriculum for music supports pupils' spiritual and cultural development very effectively. Resources for the subject are satisfactory. There is a wide selection of instruments but the percussion section is in need of review and enhancement. The

co-ordinator has recognised the issue in the action plan for the subject but this is not part of the overall school improvement plan.

- 120 Peripatetic specialists visit school to provide additional expertise and tuition to those pupils who choose to take part. Some high standards of playing were seen and many of the sessions included a high level of intellectual demand and sustained concentration. The school band provides extra-curricular opportunities for pupils to enhance their skills. During the inspection, they were seen in the early stages of rehearsal for the Christmas concert. They worked very well together, combining individual parts into the overall performance.
- 121 All pupils thoroughly enjoy their music and sing with feeling in assemblies, often uplifting the cultural and spiritual dimension.

PHYSICAL EDUCATION

- 122 During the inspection, pupils were observed in gymnastics and dance and an extra-curricular games session. Together with an analysis of teachers' planning and discussions with pupils and teachers inspection findings indicate that overall, standards of attainment are as expected nationally by the time pupils reach the age of seven and eleven although there are many examples of individuals whose attainment is above average in specific areas. All pupils, including those with special educational needs, make good progress in their learning as they move through the school. Attainment in swimming is good with most pupils being able to swim at least 25 metres by the time they reach the age of eleven. Higher attaining pupils swim much further and in good style.
- 123 In Years 1 and 2, pupils learn that body movements can be used to express feelings. In one lesson, they move like animals, expressing the posture of those they try to represent. Pupils learn to follow instructions and listen well to suggestions for improvement. They enjoy exercising their imagination through the freedom of space and movement. In their gymnastics, Year 1 and 2 pupils develop a sequence of movements that include a jump, a roll, and a balance. Year 2 pupils extend their work to a sequence of five movements while Year 1 pupils concentrate on three. Pupils watch each other perform and, in a supportive way, help by critically suggesting ideas to improve. In Years 3 to 6, pupils continue to make good progress in their physical development. Very good routines have been established to allow all pupils to warm up and cool down at the beginning and end of the lessons and all pupils know why it is essential to do so. Pupils work in pairs practising their stretches, turns, jumps and rolls before arranging them in a sequence. They behave very well, discussing their ideas quietly and sensibly. Pupils learn to effectively evaluate performance through watching demonstrations.
- 124 Pupils' attitudes to their lessons are very good. They all change quickly and quietly and follow safety rules well. They clearly enjoy the opportunity to engage in physical activity and all behave very well, even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. They co-operate sensibly in pairs and small groups and use their initiative and imagination creatively.
- 125 The quality of teaching is good overall throughout the school. Teachers' subject knowledge and understanding are very good and they dress appropriately. There is good attention to safety issues. For example, teachers always insist that pupils carry equipment properly. Planning very effectively builds up skills over a sequence of lessons. Teaching methods are very effective with many practical suggestions for

improving techniques and levels of performance. Years 5 and 6 work together, divided into two mixed-age groups, one working on physical education and the other on information and communication technology. The team teaching works very well, making the best possible use of teachers' expertise and the available space. Classes are very well managed and teachers have high expectations of behaviour. They demand constant effort from all pupils who enjoy the challenges set for them. This effective teaching promotes very good progress in the acquisition of skills and understanding in the different areas of physical education. The subject makes a very good contribution to pupils' moral and social development. Pupils have a well-defined sense of fair play; celebrate each other's strengths, and are willing to support those who need it. Pupils have very good opportunities outside school hours to practise skills in soccer, netball and athletics and to benefit from competitive games. The curriculum is well supported by parents who organise training in football and by an outside agency that provides sporting skill activities. Further opportunities are provided for Year 6 pupils to extend their physical skills during the residential week held in the summer term when they embark on adventure activities.

- 126 The subject is well managed. A policy and a scheme of work provide teachers with an outline for the lessons. As yet there is no formal system of assessment but teachers build assessment strategies into lesson planning and use these to check progress. The subject is scheduled to be a focus for development during the summer term and there is an action plan in place. There are few details, however and no link to the overall school improvement plan. Resources are good in range and quality and are well stored for easy access. There is a plentiful supply of small apparatus, which is well organised and readily available.