

INSPECTION REPORT

Hasbury C.E. Primary School

Halesowen

LEA area: Dudley

Unique reference number: 103840

Headteacher: Mrs J. Willis

Reporting inspector: Mr R.P. Bamber
15064

Dates of inspection: 20th-23rd May 2002

Inspection number: 244656

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 Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Hagley Road Halesowen Birmingham
Postcode:	B63 4QD
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A. O'Connor
Date of previous inspection:	October 1997

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1329	Kevern Oliver	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25461	Joan Walker	Team inspector	Foundation Stage Equality of Opportunities Art and Design Music	
13164	Pauline Allen	Team inspector	Science Information and Communication Technology Design and Technology Religious Education	
27895	Margaret Skinner	Team Inspector	English as an Additional Language English Geography History	How good are curricular and other opportunities offered to pupils?
19096	Brian Bartlett	Team Inspector	Special Educational Needs Speech and Language Unit	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hasbury Primary School serves a mixed residential area consisting of privately owned houses and rented properties. A significant minority of the pupils come from socially disadvantaged backgrounds. There is a larger than average number of pupils on roll, 293 (137 boys and 156 girls). Pupils are of predominantly white UK heritage, but nearly eight per cent of pupils, well above average, use English as an additional language. There are presently 38 children aged under six, organised in two reception classes who enter the school at the beginning of Autumn or Spring term depending on when their fifth birthday falls. Attainment on entry is average. Around 31 per cent of pupils have special educational needs, which is well above average. On site, there is a local education authority unit for pupils with speech and language difficulties. Ten pupils have Statements of Special Educational Needs, including seven in the Speech and Language Unit. This is well above average. The school is on a split site, divided by a public right of way, which restricts the free movement of pupils.

HOW GOOD THE SCHOOL IS

Many aspects of the school's work are effective. Pupils' behaviour is good and there are very good relationships. The school is a calm and positive community in which all pupils' achievements are celebrated. Teaching is good overall. Pupils' moral and social development is very good. Standards are too low in mathematics, and in art and design in Years 5 and 6. Children aged under six do not always make sufficient progress. Assessment information is not always used effectively to help raise standards. Overall the school offers satisfactory value for money.

What the school does well

- Because the quality of teaching in information and communication technology, music, physical education and religious education is good, pupils attain above average standards in these subjects.
- The very positive relationships throughout the school ensure that pupils and adults get on well together and that pupils enjoy their lessons and activities.
- Pupils' social and moral development are very good which contributes significantly to their good behaviour and mature sense of responsibility.
- Because they are well provided for and supported, pupils with special educational needs, including those in the Speech and Language Unit, make good progress in their learning.

What could be improved

- Standards in mathematics.
- Standards in art and design in Years 5 and 6.
- The progress of children aged under six.
- The use of assessment information to improve standards.

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 October 1997. Since then improvement has been satisfactory overall. Governors have largely addressed the key issues identified at that time. As a result, pupils now have more opportunities to use mathematics in other lessons and to design, make and evaluate their own work in design and technology. There is a whole-school sex education policy. Overall, co-ordinators responsibilities are now more evenly spread. Since 1997, the percentage of pupils in Year 2 and in Year 6 reaching the expected level for age has risen in reading and in science. Standards have risen in information and communication technology, music, physical education and religious education especially in Years 3 to 6. There has been insufficient improvement in mathematics. The oldest pupils no longer attain satisfactory standards in art and design. High standards of behaviour and the very good relationships have been maintained. Pupils are still very well cared for.

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	D	C	C
mathematics	C	D	D	E
science	C	C	D	D

Key

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

The information shows that pupils achieved higher standards in English than in mathematics and science, both of which were below average. When compared with schools of a similar type, standards were average in English, below average in science and well below average in mathematics. Whilst the well above average proportion of pupils with special educational needs tends to lower average standards, the relatively lower standards in mathematics represents some unsatisfactory achievement, reflecting the schools failure to identify some of the weaknesses in pupils' mathematical knowledge and understanding. Over time, standards have risen in line with the national trend. Recently set targets for improvements in test results, agreed by the local education authority, have not been challenging enough. In the Year 2 national tests, standards were average in reading, below average in writing and well below average in mathematics. Teachers' assessments indicate that standards in science were well below average. When compared with similar schools standards were average in reading and writing but below average in mathematics.

In Year 6, at present, standards are average in reading but below average in writing, mathematics and science. In Years 2 and 6, over 35 per cent of pupils have special educational needs, which partly explains the lower than average standards. Despite these factors, standards in mathematics are too low in Year 6. Standards in reading reflect the school's effective strategies to improve pupils' attainment, especially that of boys. Year 6 pupils attain above average standards in information and communication technology, music, physical education and religious education, below average standards in art and design and average standards in all other subjects of the National Curriculum. In Year 2, standards in reading and writing are average, but below average in mathematics and science. Standards are above average in information and communication technology, music, physical education and religious education.

Children aged under six do not always achieve what they should in literacy, language and mathematics because literacy and numeracy lessons are sometimes too long. Pupils with special educational needs and those who use English as an additional language generally make good progress in their learning. The achievements of pupils in the Speech and Language Unit are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to lessons, they are keen to learn and work hard. They enjoy school and the activities they are offered.
Behaviour, in and out of classrooms	Good. Both in the classrooms and in the playground at break and lunchtime.
Personal development and relationships	Pupils relate very well to each other. There is very little evidence of any bullying.
Attendance	Unsatisfactory. Absence rates are higher than average.

Pupils' attitudes, behaviour and relationships are a strength of the school. They have very positive attitudes, willingly take on responsibilities and respond extremely well to the many opportunities the school provides for them to participate in activities outside the classroom.

TEACHING AND LEARNING

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

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

Overall the quality of teaching is good. For pupils in Years 3 to 6 it is particularly good in information and communication technology, music and physical education. English teaching is good, particularly of reading. Teachers promote pupils' literacy skills well and their numeracy skills satisfactorily. The teaching of children aged under six is satisfactory overall. Pupils with special educational needs and those who use English as an additional language are taught well and they are very well supported by effective learning support assistants. The quality of teaching in the Speech and Language Unit is good. The main strengths of teaching are good behaviour management resulting in well-ordered lessons, very good deployment of learning support assistants and the good use of information and communication technology in many subjects. Weaknesses include some lack of subject knowledge in mathematics and the lack of challenging teaching of art and design for the oldest pupils. Strengths in pupils' learning are their enthusiasm, their ability to concentrate and work through difficulties and the pride they take in presenting their work well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Statutory requirements are fully met. Arrangements for the teaching of pupils in Years 3 to 6 by one teacher results in above average standards in information and communication technology, music, physical education and religious education. The quality and range of after school activities for pupils in Years 3 to 6 is very good.
Provision for pupils with special educational needs	Good overall. It is very good for pupils in the Speech and Language Unit. Pupils in Years 1 to 6 are well supported and make good progress in achieving targets set for them. Pupils with disabilities and impairment are very well provided for and often achieve well.
Provision for pupils with English as an additional language	Good. They are well supported and make similar progress to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school very successfully encourages pupils' social skills, has a strong moral code and effectively promotes their spiritual and cultural development.
How well the school cares for its pupils	Procedures for child protection are good and minor injuries are dealt with promptly. The school's reward and sanction system successfully promotes good behaviour. Before and after-school clubs contribute very well to pupils' welfare. Assessment information is not always used effectively to help raise standards.

The parents have very positive views of the school. There are good links with the parents, which encourage them to support children's learning, both in and out of school. However, fewer parents than is normally found support their children's reading.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and key staff ensure that many of the aims and values of the school are well reflected in its work. Standards in English, information and communication technology, music, physical education and religious education have risen as a result of the work of the co-ordinators. However, some weaknesses in standards in mathematics and art and design and in the progress made by children aged under six, have not been fully addressed.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors fulfil their statutory responsibilities well. Many visit the school to find out more about its work. Although they monitor aspects of the school's provision well, governors do not have a systematic strategy for evaluating the effectiveness of their spending.
The school's evaluation of its performance	Satisfactory. The school's comprehensive systems for analysing test data and tracking pupils' progress have been successful in highlighting ways of improving standards in reading and in information and communication technology. Weaknesses in mathematics and art and design have not been fully identified. Neither has the insufficient progress made by children aged under six in the reception classes, or some weaker teaching in one of the Year 1 and 2 classes.
The strategic use of resources	Overall the school uses its available funds and resources well. There have been some weaknesses in financial administration, which have now been addressed. Grants for training for staff, to support pupils with special educational needs and for those pupils who use English as an additional language, are used effectively. Financial planning is focused well upon the school's priorities for development.

The school's staffing, accommodation and learning resources support the work of the school well. Good use is made of new technology, particularly that recently introduced to record attendance. The school satisfactorily applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • There are high expectations of pupils. • Children like school and make good progress. • Behaviour is good and their children are helped to become mature and responsible. • They are comfortable approaching the school with any concerns or questions. 	<ul style="list-style-type: none"> • Some parents would like there to be more activities offered to their children outside lessons.

Overall, inspectors agree with the positive views of the parents. However, not all pupils make good progress. The school offers a wider range and a greater number of activities outside lessons than most other schools. Although few activities are organised after school for children in Years 1 and 2, this is the case in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 national tests taken by Year 6 pupils, standards were average in English and below average in mathematics and science. When compared with similar schools, standards were average in English and science and well below average in mathematics.
2. In the national tests taken by Year 2 pupils last year, standards were average in reading, below average in writing and well below average in mathematics. Compared with schools of similar type, standards were average in reading and writing, and below average in mathematics. Teachers' assessments indicate that science standards were well below average.
3. Over the period 1997 to 2001, improvement in Year 6 pupils' average attainment in English, mathematics and science has been broadly in line with the national trend. However, in mathematics, pupils' average attainment has declined and fewer reach higher levels in the national tests than in English and science. Over the period 1999 to 2001, boys have not done as well as girls in English, but their attainment has been broadly similar in mathematics and science. There have been improvements in boys' reading skills as a result of a successful strategy employed by the school to engage them more in reading. In mathematics, the proportion of pupils attaining higher levels in the national tests has not matched their achievement in English and science.
4. In Year 2, over the period 1999 to 2001, boys' performance has lagged considerably behind that of girls in reading and writing. The gap is closing, in reading particularly, as a result of the school's analysis of boys' weaknesses and of the effective action taken to improve boys' attainment.
5. During the period 1999 to 2001, the proportion of pupils in the school with special educational needs has been consistently well above average. This will have tended to lower average attainment. Those pupils in the Speech and Language Unit, all of whom have Statements of Special Educational Needs, are included in the Year 2 test results. This is likely to further depress standards and makes it particularly difficult to compare the school's Year 2 results with similar schools.
6. The targets set for pupils' performance in the Year 6 tests, in English and mathematics, were exceeded by a considerable margin last year and pupils seem likely to exceed this year's targets as well. Whilst attainable, the evidence suggests they are not challenging enough. The school takes effective action to help Year 5 and Year 6 pupils, who are at risk of not reaching the national expectation for their age, raise their attainment by providing extra support and classes for them in English and mathematics.
7. The setting arrangements in Years 3 to 6 are contributing well to improvements in standards in English and science. Because the analysis of pupils' work and of their test papers has not been rigorous enough, some weaknesses in their mathematics attainment have not been fully identified and still remain. In some mathematics lessons, higher attaining pupils are insufficiently challenged.

8. Children enter the school at the age of four with average standards in mathematics, knowledge and understanding of the world and in creative and physical development. Their attainment is below average in personal and social development and in communication, language and literacy skills. At present, the majority is on track to attain the Early Learning Goals set nationally in creative and physical development. In all other areas of their learning, the majority is unlikely to achieve these goals. In relation to mathematical development and knowledge and understanding of the world, their progress has been too slow.

9. In Year 2 and 6, standards are above the national expectation in information and communication technology, music, physical education and religious education. A major factor contributing to these good standards is the school's provision of specialist teaching.

10. Standards in Year 2, in reading and writing are average, but below average in mathematics and science. In all other subjects, standards are in line with the national expectation for age.

11. In Year 6, pupils attain below average standards in English, mathematics and science. Although this represents at least satisfactory achievement in English and science, pupils do not achieve as well as they should in mathematics. Some weaknesses in teaching and in the use of assessment information contribute to the pupils' lower achievements in mathematics. Standards are in line with the national expectation for age in design and technology, history and geography, but below that expectation in art and design.

12. Whilst the attainment of pupils with special educational needs is below expectations for their age, their achievement in relation to the targets in their individual education plans is good. Their progress is best in the development of their understanding of letter sounds and in reading. They make less progress in writing. In lessons, pupils aged seven to 11, develop their understanding of how to use words persuasively in advertisements. In mathematics, they use their knowledge of subtraction well to give change for items in a shop. In science, with the help of a learning support assistant, pupils aged five to seven identify parts of an animal and explain how it moves.

13. Those pupils who have physical disabilities and impairments achieve well because they are fully included in all lessons and activities.

14. Pupils who use English as an additional language make good progress because they are well supported in their learning; those, whose use of English is fluent, achieve well.

Pupils' attitudes, values and personal development

15. Pupils enjoy coming to school, look forward to their work and settle happily into the routines of the day.

16. Pupils get on well with each other, their teachers and helpers. They welcome visitors and warmly offer help and advice on how they may find their way around. Whatever their ability, pupils work hard and enjoy their lessons. A Year 3 English lesson for lower attaining pupils, for example, was a model of concentration and enjoyable effort as everyone prepared their own versions of a *Mr. Man* story. Pupils work together and independently. For example, a Year 6 lesson, on fractions and percentages was a success because of the way in which pupils switched back and forth between collaborating and solving problems on their own.

17. Pupils know, understand and accept the school's code of conduct and behaviour system. They are tolerant of classmates who have difficulties behaving well and do not allow themselves to be distracted from their lessons when problems occasionally arise. Pupils are pleased to see each other succeed. In an upper school assembly, for example, there was loud and generous applause as a visitor, the local vicar, gave out a number of awards. In a Year 3 and 4 mental arithmetic session everyone clapped with delight when one pupil bravely volunteered to recite his nine-times table.

18. There are no racial tensions in the school. Pupils from minority ethnic groups are normally and naturally included in all aspects of school life. Pupils show genuine care and concern for each other. Anyone who, for example, falls over in the playground is immediately surrounded by friends who wish to help and make sure that everything is all right. Pupils have very mature and supportive attitudes towards those who have particular difficulties. Those who have difficulties moving around the school are looked after by their classmates. Physically impaired pupils take part in ball games and friends make sure that they are fully involved in the general hubbub of playground life.

19. The attitudes of pupils with special educational needs are good and sometimes very good. They are attentive when the teacher is talking; they concentrate upon the tasks that they are given and behave well. When given the opportunities to work with other pupils their response is good. In an information and communication technology lesson, one pupil with behavioural difficulties co-operated with another pupil whilst working at a computer; in a Year 4 English lesson, another pupil worked well with his reading partner.

20. During breaks and lunchtimes the three playgrounds hum with activity and there is a very happy atmosphere. A large number of older pupils play fast and furious mixtures of ball games, including football, whilst the younger ones tend to concentrate on running, jumping and chasing. Others, of all ages, choose to stand or sit in small groups and just chat to each other and their supervisors. During the course of the inspection no bad behaviour or bullying were observed. Apart from, however, occasional incidents with pupils who have specific behavioural difficulties.

21. Pupils are encouraged to be responsible for themselves, their actions and each other and to contribute to the day-to-day running of their school. They help teachers to keep their classrooms tidy, and prepare for lessons. They take packed lunch containers to and from the school hall and operate equipment during assemblies. Older pupils learn to care for younger ones through, for example, escorting them around their school site and by helping them with their reading. In Year 6, monitors respond very positively and maturely to a wide range of duties such as answering the telephone at lunchtimes and organising lunchtime games for reception and Years 1 and 2 pupils. Pupils contribute very constructive ideas to the running of the school. Recently a whole-school committee has been involved in selecting a number of murals, which will be put up on the new security fence.

22. Attendance, which was judged to be satisfactory at the time of the previous inspection, is now unsatisfactory because it has fallen below national averages. The principal cause of this is the persistent absence of a small number of pupils. Punctuality is good with all but a few arriving at school in time to settle quickly and comfortably into the daily routines. Lessons start and finish on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. Overall, the quality of teaching is good. During the inspection it ranged from excellent to unsatisfactory. Around two-thirds of lessons observed were good or better and there was very little unsatisfactory teaching.

24. The school generally makes good use of specialist teaching especially in Years 3 to 6. Pupils in Years 3 and 4 are taught by the same teacher for subjects other than English, mathematics and science. For these subjects, pupils in Years 3 to 6 are grouped according to their prior attainment. In Years 5 and 6, all pupils are taught by one of two teachers for English and mathematics. Within these arrangements, where teachers have particularly good subject knowledge and expertise, pupils in Years 3 to 6 attain above average standards. This is the case in information and communication technology, music, physical education and religious education.

25. The quality of teaching is good throughout the school in English and science. It is satisfactory in mathematics, geography and history. Teaching of art and design is good in Years 1 and 2, but older pupils are not sufficiently challenged to produce a wide range of work or to develop their skills progressively.

26. Overall, the quality of teaching for pupils aged under six is satisfactory. It varied from very good to satisfactory in lessons observed. In the best lessons, for instance, in one to promote children's language skills, the teacher and the nursery nurse work well together to provide many opportunities for the children to listen, to respond to questions, to contribute ideas and to increase their vocabulary. Although children's learning is generally satisfactory and sometimes good in individual lessons, there is evidence that over time their pace of learning has been too slow. In some literacy and numeracy sessions, children are required to sit passively for too long on the carpet. As a result, a significant minority of the children, particularly those with special educational needs, eventually becomes restless and the quality of learning becomes unsatisfactory. Weaknesses in teaching contribute to the lack of progress made by children in their mathematical development.

27. The teaching of literacy is good. Reading is taught well and specific strategies employed to improve boys' reading have been successful in raising their standards. Pupils are given a good range of opportunities to write for different purposes in other subjects, for instance, history, science and religious education.

28. In nearly all lessons, teachers create a positive, purposeful atmosphere for learning by managing pupils' behaviour well, planning lessons tightly and keeping the pace of learning brisk.

29. In the best lessons, teachers use their very good subject knowledge to plan interesting and challenging activities, which motivate pupils and ensure their good progress.

30. In an excellent Year 3 information and communication technology lesson, the teacher used the resources available in the information and communication technology suite extremely well to explain how to send and receive e-mail. Because she had such high expectations, but at the same time supported individuals sensitively, pupils successfully completed their tasks and were delighted with the results.

31. Likewise, in an excellent Year 5 dance lesson, the teacher's very good knowledge enabled her to demonstrate complex dance steps and sequences which pupils used as a model for their own very good performances. A feature of this lesson was the excellent way in which a pupil with a physical disability was fully included in all activities, and as a result of the good support of the learning support assistant and classmates, attained good standards.

32. Weaknesses in teaching are linked to inexperience and lack of subject knowledge. This was evident in an English lesson for pupils in Years 1 and 2. Because the teacher tried to teach

too many concepts, conducted the lesson at a slow pace and did not correct pupils' mistakes, the quality of learning was unsatisfactory. Other relative weaknesses observed were the inappropriate use of resources, which hampered pupils' understanding rather than promoting it, and low expectations of pupils' ability to find out information for themselves.

33. Teachers generally mark work satisfactorily. Assessments were used well by teachers in many lessons to enable them to either explain concepts again, where pupils had difficulties, or to push those pupils on who had clearly grasped the ideas well.

34. Homework is used effectively in Years 1 and 2, to help pupils improve their reading particularly. Teachers provide helpful advice to parents on how to support their children's learning at home.

35. During the inspection, there was no evidence to suggest that there was any discrimination relating to race, creed, culture, gender, disability, or ability. Through the teaching of religious education, attention is drawn to the fact that although the school is predominantly white and Christian, there are other cultures and religions that are important and need to be understood and appreciated.

36. The quality of teaching and learning for those pupils with English as an additional language and for pupils from an ethnic minority background is good. Teachers organise lessons to ensure that all pupils have equal opportunity to complete the task. In a Year 6 extended writing lesson, the specialist bi-lingual language teacher closely collaborated with the class teacher to provide appropriate support for a pupil for whom English is an additional language. Careful grouping enabled this pupil to learn from fluent English speakers and at the same time gain the extra input of a specialist teacher. The well-trained learning support assistants implement a carefully organised and structured language programme. This is taught in very small groups focusing on the development of speaking and reading.

37. The teaching of pupils with special educational needs is good overall and sometimes very good. Teachers enable pupils to learn well by providing clear explanations and practical activities that are well matched to their abilities. Good use is made of the strategies suggested in the pupils' individual education plans and the learning support assistants are both well deployed and provide high quality support. A particular strength is the way in which teachers help pupils who have behavioural difficulties to stay on task and complete the work set.

38. Overall the quality of pupils' learning in lessons is good. Most apply themselves well to the tasks they are set. Pupils are capable of sustained concentration and are keen to do well. A feature of their learning is the pride with which they present their work in an organised and legible way. The teachers' high expectation of the presentation of work contributes well to this aspect of pupils' learning. Pupils learn well from each other. This is most evident when they explain strategies for their mental calculations in mathematics and when evaluating each other's performance in physical education.

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

39. The curriculum for pupils aged five to seven and seven to 11 satisfactorily meets statutory requirements to implement the programmes of study of the National Curriculum and the Locally

Agreed Syllabus for religious education. The National Literacy Project has been implemented and is achieving satisfactory results. The provision for personal and social education is a good. There are appropriate arrangements for sex and drug education; this is an improvement since the previous inspection. The National Numeracy Project has been established, but standards have been slow to improve.

40. Overall, the quality of the curriculum is satisfactory. There are strengths in the school's strategy to set by ability in literacy and numeracy for seven to 11-year-olds and to use specialist teachers for the core subjects for this age group. There is now sufficient emphasis on the practical elements of mathematics, science and the design components of design and technology. Since the last inspection, many improvements have been made to the range and quality of the school's provision for information and communication technology. Pupils use information and communication technology across the whole curriculum to conduct research, compose music, and present their work in a variety of attractive and eye-catching ways. As a result, standards have risen considerably.

41. The school has a policy for equal opportunity and actively promotes the inclusion of all pupils. The provision of support for pupils for whom English is an additional language and for those pupils from ethnic minority backgrounds is good. There is a homework club organised by the teacher of English as an additional language. Throughout the school, provision for pupils with special educational needs is good. The use of learning support assistants to ensure that targets are met is well organised, using a computer-based programme for the older pupils. Individual education plans have been broadened; this is an improvement since last inspection. Pupils with emotional and behavioural problems now have sufficient classroom support to allow them to make consistent progress; this is another improvement since the last inspection.

42. The provision of extra-curricular activities for pupils aged seven to 11 is very good. They have the opportunity to attend a wide variety of clubs including dance, rounders, athletics, football and information and communication technology. There is a very successful computer club for pupils aged eight to 11, held before school and at lunchtime. Some of the many members of the orchestra have performed at St. Margaret's Autumn Fayre and other music festivals. Singers attended Dudley Live Music at the Castle. Several of the youngest pupils attend the 'Stay and Play' club after school. There are many visitors to enhance learning, including 'The Glug Road Show' for science and the Church Army. An Arts Week is organised for this summer term. Year 3 and 4 pupils visit Sulgrave Manor as part of their Tudor studies. There are strong links with the local church and the local priest is a very welcome and regular visitor.

43. The school makes good provision to ensure equality of access and opportunity for all pupils. Research showed that boys were not achieving as well as girls, particularly in reading. The school implemented action to increase the range of books more suited to boys and to ensure that all English tasks should be of interest to boys and girls. As a result, the standard of reading attained by 11-year-old boys has now improved. All pupils, including those with long term or temporary disabilities, are given additional support to ensure they achieve as well as possible. This includes lifts for wheelchairs. The whole school community gives particular support to pupils returning to school from special units.

44. Provision for personal, social and health education is good. Drama is used very effectively to reinforce the dangers of drug abuse with Year 6 pupils. All pupils participate in weekly-paired reading with a regular younger partner. The older pupils learn to respect and care for the younger

ones. At the same time, younger boys, particularly, realise that older pupils enjoy and value reading. This has been one of the factors contributing to boys' higher standards in reading. Younger pupils learn to care for the environment by tending class gardens.

45. The school's links with its partners are effective. Visits by teachers to the school and by Year 6 pupils to the secondary school of their choice ensure that pupils are well prepared for the next stage of their education. Very thorough arrangements are made for the transfer of pupils with special educational needs. Students from Newman College, who come for teacher training, are well-mentored and made welcome. In the early years building, there is a pre-school nursery that is included in many of the school's activities and most of the children enter the reception classes. The community room is regularly used for parents and toddler groups.

46. Overall, pupils' spiritual, moral, social and cultural development are good. This is an improvement on the last inspection.

47. Pupils' spiritual development is good. There are appropriate opportunities for reflection and peace in assemblies. There is a New Millennium Garden with a pond, which is a place of tranquillity. Pupils frequently visit the adjoining church and regular services are held there. The older pupils followed the Stations of the Cross before Easter. Teachers of the younger pupils select 'Champions of the Week' where pupils' achievements are celebrated.

48. The provision for pupils' moral development is a very good. There is a strong moral code applied throughout the school. Pupils are taught the difference between right and wrong and take responsibility for their own actions. Older pupils discuss current issues such as the power of advertising, unrest in the Middle East, and the death penalty for murder, noting the morality of different standpoints. There is a clear code of behaviour in classes and throughout the school. Pupils, teachers and all members of the school community show respect for each other.

49. Provision for pupils' social development is very good. In all classes, pupils work co-operatively, collaborating with each other. All staff provide valuable role models for pupils and there is a warm rapport between pupils and teachers. Year 6 pupils take their responsibilities as monitors seriously, conscientiously helping the younger pupils. Older pupils encourage their younger partners and congratulate them with warmth and enthusiasm while the younger ones gain confidence in preparation for moving to the 'juniors'. Pupils are involved in their school and are eager to share their positive views of the community.

50. There is good cultural provision for pupils. They are aware of different cultures both past and present. Attractive displays, including art based upon the Egyptian sun god, develop pupils' awareness of cultural diversity. Geography, music, history and information and communication technology also play an important role. Texts studied in literacy lessons include material from a range of literature. Pupils visit Worcester Cathedral. An Asian week was celebrated, and pupils remembered with excitement the dancing, eating special sweets and making Divali lamps.

51. Pupils with special educational needs are provided with full access to the National Curriculum. Withdrawal sessions for additional support are well organised. Individual education plans contain clear targets for the pupils, although on occasions they try to address a very wide range of areas of need.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. Parents believe that the quality of care and concern which the staff and governors provide for their children is a real strength of the school. The inspection team agrees with this judgement, but considers that the overall arrangements for ensuring pupils' welfare are satisfactory rather than very good. This is because of an aspect of welfare, which is outside the school's control and which the previous inspection team raised in 1997, has still not been fully dealt with.

53. Governors and staff pay great attention to health and safety and there are regular inspections of the whole site. The site manager and other staff are vigilant and deal promptly with any day-to-day problems that arise. Effective risk assessment systems take place. There are at least three members of staff qualified in first aid on site during the school day. Child protection arrangements are good. All staff are well briefed and there are links with all the appropriate local agencies.

54. The school runs both pre- and post-school clubs which provide food for pupils and a safe and secure environment in which they can wait for the start of the school day or for their parents and carers to collect them at the end of the day. The staff who run the clubs ensure that the pupils socialise and relax whilst making good use of their time.

55. Arrangements for monitoring attendance are good. They are based on a recently introduced computer system. However, actual attendance levels are below national averages due mainly to the persistent absence of a small number of pupils and some parents taking pupils on holiday during school terms. Overall, the school is doing all it can to improve attendance, but is not always supported fully by parents or external agencies.

56. The whole-school approach to discipline is very good. 'Behaviour trees' are prominently displayed in every class, alongside a variety of posters, which remind pupils of class rules, how to behave towards each other in circle time, lunchtime rules, safety procedures and how to solve problems. Discipline in class, with very few exceptions, is good. Teachers and learning support assistants deal kindly and firmly with any problems which arise and lessons, as a result, are rarely interrupted. This approach also means that pupils who find it difficult to behave sensibly are included in all aspects of class work. Examples of this were a Year 2 computer lesson and a Year 3 mathematics lesson where such pupils worked calmly and confidently alongside everyone else. Pupils from the Speech and Language Unit are wherever possible brought into mainstream activities and spend their break times with the rest of the school. However, the siting of their classroom limits such opportunities.

57. Teachers and non-teaching staff know their pupils very well. They are aware of individual pupils' learning and personal needs and encourage them to do their best. In lessons, they use a variety of styles and stimuli to help pupils of all abilities to make the best use of things. Teachers ensure that pupils for whom English is an additional language are well catered for. As a result, these pupils make good progress in speaking, listening, reading and writing English.

58. The school makes very good provision for pupils with statements of special educational needs and the annual review procedures comply with the statutory requirements. The special educational needs policy needs to be revised so that it accords with the requirements of Schedule 1 of the current Code of Practice and can be implemented by 1st September 2002. References to, and the provision made for, exceptionally able pupils and those for whom English is an additional

language need to be reviewed. The former do not fall within the definition of special educational needs; and the latter do not necessarily have learning difficulties.

59. Accentuating the positive is a major strength in the school's work. Teachers are well aware that pupils respond positively to praise and encouragement. There is an extensive system of house points, stickers and certificates, which recognise and celebrate achievements in all aspects of school life, from improved behaviour and attendance, through contributions to the school community and academic excellence.

60. The procedures for assessing pupils' attainment and progress are now good. The assessment and tracking of progress for each of the core subjects is systematically developed, especially with the older pupils. This marks an improvement since the previous inspection when assessment was not sufficiently comprehensive. A range of internal and external testing takes place using national and school tests and the school compares pupils' achievements with national data. The school uses data from the National Numeracy Strategy, optional national tests in Years 3, 4 and 5, internal tests in Year 1 as well as test results for seven and 11 year-olds. Procedures for assessment include monitoring achievement of different groups of pupils, the differing results of boys and girls and rates of attendance and their affect on attainment. The core subjects are formally assessed regularly and the data entered into the comprehensive year file.

61. The use of assessment information to guide curriculum planning has been largely ineffective in raising standards until recently, particularly in mathematics. The need for a more systematic analysis of data and how the information can be used to raise standards has been recognised by the school. Over the last four years, pupils' attainment in mathematics has remained consistently low. Much time has been spent hypothesising on the reasons for low attainment at the end of Year 2. The school believed that a focus on vocabulary would help, but this has not made a significant impact. The Year 6 pupils have been given the previous year's test papers in March and the booster group focused on improving their skills in interpreting data.

62. In Years 1 and 2, in English, there has, until recently, been little evidence of assessment being used to raise standards. In Years 3 to 6, assessment procedures are in place and are used well to support the planning for teaching, especially in Years 5 and 6. This has resulted in improving reading skills, and now writing is the focus for teaching. A new system is being trialed in science, using specific tests covering all areas. The analysis provides information which highlights areas of weakness, such as the development of scientific enquiry skills. This is being addressed in planning and teaching and has begun to improve standards. There are effective systems in place for tracking pupils and for placing pupils in sets and in booster and springboard groups.

63. The school uses the planning guidelines of the national schemes in the non-core subjects and much of the formal assessment is built into units of work. This is good where specialists, who know their subjects well, teach all of the pupils from seven to 11-years-old. For example, in music, a computerised system is used to assess pupils' progress and attainment in composing, performing and arranging. In information and communication technology the pupils each have their own files of work which teachers regularly assess.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. Parents are delighted to send their children to this school. They believe that it is a very good, caring school which helps their children, whatever their abilities, to learn and mature. They

admire and respect the staff. Ninety per cent of parents who completed the pre-inspection questionnaire and spoke to the inspection team felt that the school was well led and well managed.

65. Formal documents such as the governors' annual report to parents and the prospectus are well prepared and contain useful information about how the school operates and performs. Notices, regular newsletters and sheets about what pupils learn keep parents in touch with what is going on in all aspects of school life. There is a home-school agreement which 95 per cent of parents have signed.

66. Parents are kept informed about their children's progress through termly meetings which enable parents, pupils and teachers to share successes and concerns and to agree upon targets and future actions. The end of year reports, which are sent home just before the last meeting of the year, are good. They cover the whole curriculum and deal not only with what pupils have achieved but also behaviour and personal development. Although they include some targets for English and mathematics they could usefully be improved by including curriculum targets, which are clearly linked to national standards.

67. There is good involvement of parents. However, the new Code of Practice for special educational needs requires schools to involve parents even further and the school would be advised to make its partnership with parents more explicit within its special educational needs policy.

68. The governors, headteacher and all the other staff firmly believe in working in partnership with parents. They believe that this is the way to ensure that every pupil's needs are as far as possible met. Therefore, alongside the formal communication systems the headteacher operates an open door policy. Parents are always welcome into the school and, at the end of each day, class teachers will always find time to speak to them.

69. At the time of the previous inspection, there was a complaint from some parents that the school did not "always give concerns the attention they deserved". The inspection team came across no evidence at all of this kind of problem. Instead, parents confirmed that queries and problems were dealt with quickly and properly. For example, parents reported how worries about an outbreak of bullying in the playground had been promptly and effectively dealt with. Parents of pupils who have special educational and physical needs praised the care with which the school takes of their children and the way that they are involved in monitoring and planning for their children's progress.

70. Pupils have homework and reading diaries and parents are encouraged to help their children with homework. This is, however, only partially successful. The school has concerns about how well some parents support their children's learning at home. A recent parental survey about reading in Reception and Years 1 and 2 had only a 25 per cent response.

71. Parents are involved in all aspects of school life. A group of more than 20 volunteers regularly come in to listen to pupils read and help with routine tasks around the school. There is never a shortage of volunteers to help with trips and events. Sports' days and Christmas celebrations are well attended and major school productions are a guaranteed sell out.

72. There is a flourishing Parent Teacher Association, which is run by a small and dedicated committee. It organises social events, such as the recent fashion show and raises significant amounts of money for the school. In the last year, it has contributed £1000 towards restocking the library and its next project is to provide further resources for the information and communication technology suite.

73. At the time of the previous inspection, parents were concerned that there were not enough competitive sports, particularly on sports' day. Partly as a result of consultations with parents, the school now runs and takes part in a number of competitive sports, some of which, such as rugby and football, are based on clubs and coaching schemes supported by parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

74. Overall, the quality of leadership and management is satisfactory. At the time of the last inspection, leadership and management were judged to be very good.

75. Many of the strengths identified at the time of the last inspection remain. The headteacher, deputy headteacher and other key staff are united in their determination to improve standards and they work well together as a team. The school is well ordered and learning takes place in a positive atmosphere. Parents think very well of the headteacher and staff and are keen to enrol their children at the school.

76. However, strategies to improve standards in mathematics have not been effective enough. In addition, the monitoring and evaluation of teaching have not been rigorous enough to enable senior management to identify and rectify some weaknesses in teaching and learning.

77. The headteacher provides a good, positive role model for staff and pupils through her enthusiasm and determination to improve the school's standards and provision. The deputy headteacher has worked very hard to improve assessment systems in the school. Information gathered as a result has been used effectively to improve standards in English, especially amongst boys. The recently appointed key stage managers work well together to ensure that when pupils move from the infants to the juniors their pace of learning is maintained and that they have no fears about the move. These same staff also make good contributions to the co-ordination of science and information and communication technology. The co-ordination of music and physical education is also particularly effective.

78. Governors carry out their duties satisfactorily. Many are relatively newly appointed and are still settling into their roles. They endeavour to find out more about the school by visiting when they can and taking responsibility for overseeing areas of the curriculum.

79. Governors are aware of the school's priorities for improvement and take a strong lead in trying to improve the school's accommodation and to solve the problems that arise from the split site. They have ensured that the appropriate arrangements for appraisal and performance management are in place. However, governors' roles as critical friends and in evaluating the impact of their spending is insufficiently rigorous.

80. Overall, the school monitors and evaluates its own performance satisfactorily and has recently started to analyse test data in some depth. As a result, some weaknesses in pupils' attainment in English, mathematics and science have been identified. Whilst this has been effective in improving standards in English and science some weaknesses in pupils' mathematical knowledge, which still impacts upon lower standards, have not been recognised. However, in Year 2, the arrangement to teach mathematics to pupils, who are grouped by their prior attainment, has resulted in higher standards this year.

81. The monitoring and evaluation of the quality of teaching has focused predominantly upon literacy and numeracy. There have been improvements in the teaching of reading, writing and aspects of mathematics as a result of action taken to address relative weaknesses. However, some weaknesses in the teaching of art and design and of younger pupils, which has slowed their progress, have not been identified or addressed.

82. The school has identified attainable targets, but they have been insufficiently challenging. Over the last two years, the school has exceeded its targets in English and mathematics by a considerable margin. There are comprehensive procedures for tracking pupils' progress. As a result, those who seem at risk of not attaining the expected standards in English and mathematics receive extra support to help them improve. This has been effective, but the school's targets do not show this cohort of pupils as being likely to reach expected levels.

83. Budget monitoring is rigorous. The school has operated a tight budget for some years since the number of pupils on roll temporarily fell. Prudent management has enabled the school to increase and maintain its staffing levels and provide a good number of learning support assistants who make a significant contribution in helping pupils behave well, make good progress and to play a full part in the life of the school.

84. The most recent local education authority auditor's report highlighted some deficiencies in financial control. These have been fully addressed by the governing body and systems are now secure.

85. Financial planning is linked well to priorities for development and the headteacher and governing body are proactive in attempting to secure any available funding which might improve the school's provision.

86. When purchasing goods and services, value for money is rigorously sought. Parents are consulted over specific issues, for example, how the annual sports day should be organised. Those parents who have children with special educational needs, in the main body of the school or in the Speech and Language Unit, are fully involved in setting and reviewing targets. There is a good equal opportunities policy, which gives extensive guidelines to teachers on how to identify discrimination of any kind regardless of gender, age, religion, disability (mental or physical), race or cultural background. The school successfully promotes the understanding and mutual respect of all members of society regardless of their differences.

87. The work of the two co-ordinators for special educational needs ensures that the day-to-day organisation, identification of pupils with special educational needs, compilation of individual education plans and the records of progress are all good. However, the school needs to improve its use of assessment data to analyse the aspects and categories of special educational needs with which it is more or less successful. This would enable the school to produce a more evaluative report from the governing body to parents and to generate an action plan for special educational needs which would focus upon the improvement in standards.

88. There are sufficient, appropriately qualified teachers and learning support assistants to meet the needs of the curriculum and ensure that pupils are well looked after. Good use is made of non-teaching staff to support classroom activities and pupils who have behavioural difficulties or special educational needs. All staff have a job description. There is on-going training which is intended to keep staff and the school up to date with educational developments. However, some training needs for teachers in mathematics have not been met. Arrangements for mentoring in the school are satisfactory overall. These have helped a recently appointed experienced teacher to settle quickly into the school, but have been less effective in meeting the particular needs of a recently qualified teacher.

89. The school occupies a large, sprawling site which still has the public right of way, referred to by the previous inspection team, running through the middle of it. The overall standard of accommodation is good, and generally used well.

90. Governors ensure that the internal decorative condition of the school is good. For instance, there is an ongoing programme to upgrade and refurbish areas such as pupils' lavatories. The external condition of the buildings is variable with, for example, much of the woodwork in the lower part of the school being in urgent need of repair or replacement. The classrooms, particularly those in the older parts of the site, are large and airy. There are two well-equipped halls and a community room and many attractive, but small, working spaces such as the reading area outside the Years' 3 and 4 classrooms. Overall, there is sufficient space in which to teach the curriculum. In the present allocation of space, however, the school library has to double up as a Year 6 classroom. This restricts the rest of the school's access. The design and technology area, which the previous inspection judged to be underused, is still underused.

91. There are several hard surface and grassed play areas and a garden. These provide ample space for pupils to socialise, exercise and play a wide range of games.

92. The quality of teaching and learning resources is good overall. Over £1000 has been spent improving the stock of books and drama materials for English. The information and communication technology suite, which has been installed since the last inspection, is very well equipped and the teaching benefits from a school-wide computer network that has access to the local education authority's 'Learning Network'. Music has an extensive range of well-maintained instruments. The school has recognised the need to invest in mathematics games in order to extend pupils' understanding of number, measure and shape and space.

The Speech and Language Unit

93. The Speech and Language Unit makes provision for seven pupils aged five to seven years. These pupils are identified by the local education authority. They come from a wide geographical area and some have to make journeys of up to an hour to reach the school. The current intake consists of one pupil of reception age, four in Year 1 and two in Year 2. All the pupils are included on the school's roll. Since the last inspection the profile of the pupils referred to the Speech and Language Unit has changed. Not only do they have speech and language difficulties, but many also display challenging behaviour.

94. The attainment of the pupils is well below expectations for their age. However, their achievement in lessons and progress over time are good overall and very good in speaking and listening. Some pupils, when they enrol at the Unit, demonstrate echolalia, that is they merely repeat words or phrases spoken by others. By the end of Year 2, they construct some quite complex sentences. The pupils' production of letter sounds improves as does their confidence and their willingness to communicate with others. They learn how to modulate their voice so that they speak in an appropriate tone in different social situations. They use a combination of pictures and words on cards and arrange them to create grammatically accurate sentences such as 'The king is sitting on the chair'.

95. The quality of teaching is always at least good and has many very good qualities. The teacher in charge of the Unit is very skilled and experienced in working with pupils who have speech and language difficulties. Every opportunity, including social settings such as breakfast on arrival and mid-morning drinks, is taken to increase the pupils' abilities in those areas.

96. Lessons are very well planned and have very good pace that maintains the pupils' interest. The methods of presentation are not only imaginative but also very well matched to the needs and interests of the pupils. The use of 'Robert' the puppet to interest and motivate the pupils in a science lesson was particularly good. Very skilful use is made of questioning and specific language to develop the pupils' understanding of interrogative words such as who and why, and positional words such as where, next to, and in front of.

97. Other adults, including the learning support assistant and the speech and language therapist are well deployed and make very good contributions to pupils' learning. Whilst the Unit has made good progress with pupils who have the most challenging behaviour, the staff sometimes use strategies that reinforce or reward undesirable behaviour. Occasionally, particularly in numeracy, the pupils are given too much direction, as they are told what to do rather than being asked to consider how to solve a problem and thus develop their understanding.

98. The pupils respond well to the teaching. They are attentive and make good efforts to complete tasks. They interact well with adults and other pupils and develop the capacity to take responsibility, such as collecting pencils or aprons for other pupils. Whilst the behaviour of the majority is good, some pupils find it difficult to work without close adult supervision.

99. The Unit provides the full range of the National Curriculum subjects and there are opportunities for pupils to integrate into main-school classes as their skills develop. The quality of the individual education plans, the pupils' targets and the procedures for reviewing progress are all very good. Parents are thoroughly involved through the use of home-school diaries, home visits by the teacher in charge of the Unit and meetings at the school. Parental attendance at annual reviews is excellent.

100. The effectiveness of the Speech and Language Unit is impeded by the facilities in which it operates. Recently the Unit was moved from the main school into a mobile classroom. This means that pupils are isolated from the rest of the school, both academically and geographically. The physical siting of the Unit means that pupils cannot access the main school without adult supervision. Not only does this mean that it is not easy for pupils to integrate socially with their peers but also they cannot develop skills of independence such as taking a message to another teacher. The mobile in which the Unit operates is cramped. Although the teacher in charge has maximised the learning opportunities within the space available, there are severe limitations placed upon the Unit's staff to implement in full the strategies such as 'Time Out', for pupils with behavioural difficulties.

101. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Improve standards in mathematics by:

- eliminating weaknesses in teachers' knowledge of some aspects of mathematics;
- using the information collected from the analysis of test results and pupils' work more effectively to identify weaknesses in aspects of their attainment.

(Paragraphs 1, 2, 3, 7, 10, 11, 39, 76, 80, 136, 138-141, 147, 151, 152, 153, 155, 159, 160)

2. Ensure that the oldest pupils' attainment in art and design is at least satisfactory by:

- raising expectations of the standards they should attain;
- being more rigorous in developing their skills systematically so that there is a demonstrable improvement in the quality of their work as they progress through the school;
- instigating more useful assessments which will track pupils' progress better.

(Paragraphs 11, 25, 81, 168, 170, 171, 172, 174, 175, 176)

3. Make sure that all pupils aged under six make at least satisfactory progress by:

- reviewing the arrangements for teaching them literacy and numeracy and the balance of activities offered to them during the day;
- monitoring more carefully the effectiveness of teaching for these children.

(Paragraphs 26, 102, 104, 108, 110, 111, 112, 113)

4. Use assessment information more effectively by:

- identifying more specifically why pupils do not achieve as well as they should in mathematics, in aspects of writing and in the reception classes.

(Paragraphs 61, 62)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	75

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	21	14	2	0	0
Percentage	7	31	35	24	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)		293
Number of full-time pupils known to be eligible for free school meals		41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		10
Number of pupils on the school's special educational needs register		90

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	17	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	13
	Girls	15	14	15
	Total	28	29	28
Percentage of pupils at NC level 2 or above	School	82 (74)	85 (79)	82 (74)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	11
	Girls	15	15	13
	Total	27	28	24
Percentage of pupils at NC level 2 or above	School	79 (74)	82 (71)	71 (76)
	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	16	24	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	18	16	18
	Total	31	29	32
Percentage of pupils at NC level 4 or above	School	78 (79)	73 (67)	80 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	14
	Girls	15	15	19
	Total	24	27	33
Percentage of pupils at NC level 4 or above	School	60 (74)	68 (67)	83 (74)
	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	1
Chinese	1
White	278
Any other minority ethnic group	15

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)	14
Number of pupils per qualified teacher	23
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	271

Recruitment of teachers

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

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	605397
Total expenditure	587148
Expenditure per pupil	2074
Balance brought forward from previous year	464
Balance carried forward to next year	18,713

Results of the survey of parents and carers

Questionnaire return rate 23 per cent

Number of questionnaires sent out	293
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	5	2	0
My child is making good progress in school.	49	46	2	2	2
Behaviour in the school is good.	31	60	6	2	2
My child gets the right amount of work to do at home.	20	71	8	2	0
The teaching is good.	47	50	2	2	0
I am kept well informed about how my child is getting on.	42	47	6	3	2
I would feel comfortable about approaching the school with questions or a problem.	62	30	3	3	2
The school expects my child to work hard and achieve his or her best.	61	36	0	2	2
The school works closely with parents.	33	56	2	6	3
The school is well led and managed.	45	45	2	5	3
The school is helping my child become mature and responsible.	42	52	0	5	2
The school provides an interesting range of activities outside lessons.	39	45	6	6	3

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

102. The overall quality of teaching and learning in the foundation stage is satisfactory. Standards reported in the last inspection stated that some of the children were on target to achieve appropriate standards in relation to their age and that teaching in the reception class was taught to a consistently high standard. Findings from this inspection are that although the overall quality of teaching was at least satisfactory in the lessons observed, there is evidence of weaknesses linked to the pace of learning and the structure of the children's day. As a result, a majority of the children does not achieve the standards that are expected for their age in mathematics, in some aspects of their communication, language and literacy development and in their knowledge and understanding of the world.

103. Attainment on entry is average compared with children of a similar age assessed in accordance with the local education authority's baseline assessment scheme, taken in the autumn or spring term depending on their age. However, the school assesses the children as entering the school with below standards in all communication skills and in their personal and social development and the inspectors support the school in these findings.

104. Inspection evidence indicates that by the end of the reception year, most children are unlikely to achieve the Early Learning Goals in all areas of learning except in their physical and creative development where the majority is on track to do so.

105. At the time of the inspection thirty-seven children attended full-time in the two reception classes. The older children attend full-time from September while the younger children begin in January. There are good induction procedures, which include home and school visits which the parents appreciate. Many children settle well into the class routines. However, for some children they find the literacy and numeracy sessions too long and cannot sustain their concentration and interest throughout these lessons.

106. The personal, social and emotional development of the children are below that expected for their age. Some children are co-operative and get on well with each other and want to do well in all their work. For example, they will share equipment and help to put it away. Others find it difficult to share and often need the support of the teacher or nursery nurse to be persuaded to let others have a go with the equipment when working at table activities or the toys in the outside play area. Children learn from each other as well as from the teachers and the nursery nurse and many will listen to what their peers say. However, there are some children who do not take a full part in listening and speaking sessions in spite of much encouragement from the staff. Some children have the confidence to speak and share their ideas with the rest of the class. Nevertheless, for most pupils, their concentration span is short, and many find difficulty in communicating with others and tend to play alongside rather than with their peers. About half of the children use their initiative by moving to work groups quickly and quietly and get on with the task presented to them. Many children have difficulty in speaking in sentences and tended to use only words or short phrases to explain their answers. The teachers and nursery nurse take every opportunity to reinforce correct technical vocabulary and reply or answer questions in complete sentences. Children know the difference between right and wrong but do not always adhere to the

few rules of the classroom. The teaching in this area is satisfactory. Most children are unlikely to achieve the Early Learning Goals in this area by the time they enter Year 1.

Communication, language and literacy

107. As a result of the satisfactory teaching, children make satisfactory progress over time. However, their attainment is below that expected for children of a similar age. Although the teachers work hard to introduce and consolidate new vocabulary, children do not always retain it. Because children receive most of their experience in speaking and listening in pre-school education or the school itself, teachers are careful to model the use of language for a particular purpose. For example, in a very good lesson in one of the reception classes, the teacher told the story of *The Elves and the Shoemaker* and reinforced such words as shoemaker and asked the children their ideas of what the word meant. She followed this initial discussion with what their shoes were made of, such as leather. Later in the day, the children made slippers using paper and decorated them. The teachers and nursery nurse continuously challenge children to participate in conversation. For example, during an activity session, one child had his hands in coloured *Gloop* (a thick coloured fluid) and with the help of the nursery nurse said 'I feel like an octopus with seaweed round me'.

108. Children's listening skills are below those expected of children of a similar age. Although they sit quietly and listen to short stories, their attention spans are short and many soon become disinterested. This is especially so for children with special educational needs. They will listen for a while, but their behaviour often deteriorates as the story progresses and will occasionally shout out something they want to say.

109. Children have the opportunity to read and look at a good range of books including fiction and non-fiction. However, only a few children can talk about the main events in their favourite stories. Some higher attaining children make attempts at unknown words usually phonetically or by looking at the pictures. Most know and explain what a title is and usually what the illustrator does. By the time they enter Year 1 higher attaining children know a good number of frequently used words and attempt to decode others by using their phonic skills. They read well and predict what might happen next in the story.

110. By the time they enter Year 1, most children write their own name unaided. A few less skilled tend to copy their name from a card. A few higher attaining children write simple words and short sentences with simple words spelled correctly. They make attempts at words they do not know usually phonetically. Most do not shape or form letters correctly.

111. The teaching in this area is satisfactory. In the very good lesson observed, the teacher asked searching questions to assess the children's knowledge and understanding of the text read to them. She made them think carefully about their answers and questioned their reasoning. As a result, these children gained new knowledge and understanding in such a way that they could cope with it. For a significant minority of the children, the time spent sitting in formal literacy sessions is too long.

Mathematical development

112. Overall, attainment in mathematics is below that expected for children of a similar age, although for almost half of the children their attainment is at the expected level for their age. In the best lesson, the quality of teaching and learning was very good and the children's mathematical attainment was at the level expected for their age. During this lesson, they made good progress in understanding ordinal numbers. The teacher had a set of bears ranging from very

small to large. Each bear had a label with a number on it. The teacher used them in an exciting and interesting way by asking the children, with their bears, to order themselves in a circle starting with one and up to twelve. She also explained what zero meant. There were several other activities in which the children used the bears to learn about the first or last bear. In this way, the teacher was able to assess the children's understanding of the learning objective of the lesson. Most children count numbers up to ten and higher attainers count much further. Most children are confident in showing the correct number of fingers up to ten. However, when counting objects to ten they often race ahead and get it wrong. Most children have a satisfactory knowledge of shapes and name squares, rectangles, circles and triangles. Many continue a pattern of three simple shapes; lower attaining children have difficulty and need help to complete the task. Some children know and understand the difference between short and tall, long and tall and big and small. Most children use mathematical terms such as add and subtract. Not all children retain correct mathematical vocabulary although this is introduced and consolidated systematically. The overall quality of teaching observed in lessons was satisfactory, however, too many children have not made sufficient progress over time. Again, as in literacy sessions, children sometimes lose concentration because they have to listen passively for too long and this affects their attainment and progress.

Knowledge and understanding of the world

113. Standards are below expectations in this area of learning by the time children enter Year 1. In the lessons observed, the overall quality of teaching was satisfactory. Nevertheless, there is evidence of some weaknesses in teaching which have contributed to a significant number of children not making the progress they should. In enhancing their surroundings, children plant beans and know of the need for water and light to enable healthy growth. They are taught about the effects of litter on the environment, especially in their classrooms during snack time, when they are careful to put litter in the bin. Many children know the sequence of the days of the week. They are becoming curious and interested in the world around them. Computer skills are taught satisfactorily; thus children gain confidence in controlling the mouse to play simple games. However, most children cannot use the computer to write their names or write text without much support from the staff, especially the few children who do not have access to a computer at home. During the one lesson observed in the information and communication technology suite, children became restless and did not follow the teacher's instructions. They needed much support to write their names and log on to the programme. Children do not have a clear sense of chronology.

Physical development

114. Pupils' attainment in this area is at the expected level for children of this age. Their fine motor control is developing. However, some do not have the ability to form their letters and figures correctly. The children develop control in drawing, painting, modelling with play dough, cutting accurately, use the mouse on the computer appropriately and build using construction apparatus. Children use scissors, glue, paint and pencils with increasing skill. There is an outside play area, which is securely fenced, however, it is small even for one class. As both classes have numeracy and literacy in the mornings these facilities are generally only available to the children in the afternoons and when the nursery nurse is available to oversee the activity. There is also a limited amount of large wheeled toys and climbing apparatus for the children to use. The school has a large hall and it is appropriately equipped for indoor physical activities. This is used regularly and well to develop children's physical development. In a good lesson in the hall, the quality of teaching was good because the teacher reinforced safety, not only about the children moving around the hall, but also the need to warm up their muscles before starting to exercise.

Planning was good and met the needs of all the children. The teacher constantly assessed what the children could and could not do. The theme of the lesson was linked with the story of *The Elves and the Shoemaker* from their literacy lesson. The children pretended to be elves and made jerky and quick movements. The teacher encouraged some children to demonstrate to the rest of the class their good movements. Children's learning was good because they extended their knowledge and understanding of new and revised physical skills. The quality of teaching and learning in this area is good.

Creative development

115. Most children attain what is expected for their age. They enjoy exploring with water, paint and sand. They show increasing dexterity when they model dough by rolling, pulling and squeezing. A wide and varied range of materials is available and used by the children to express and communicate their feelings. The majority know the primary colours. Teachers provide good models to help children sing songs and nursery rhymes and move rhythmically in time to music. At the same time, teachers enhance literacy skills by drawing children's attention to rhyming words. Children understand that different musical instruments make different sounds. The quality of teaching is satisfactory in this area and teachers listen to and value the children's opinions.

116. Accommodation, except for the outside play area, and resources are good. The classrooms are kept tidy and generally provide a stimulating environment for the children. Staff regularly change displays. However, more interesting and stimulating activities could be provided during literacy and numeracy lessons to sustain the children's interest and enthusiasm for learning during these sessions.

ENGLISH

117. The 11-year-olds currently in Year 6, of whom a third have special educational needs, attain average standards in some aspects of English. Standards of reading and listening are at least average and sometimes good. Pupils attain below average standards in writing and speaking, and this affects their progress in other subjects. Most seven-year-olds in Year 2 attain average standards in reading, writing, speaking and listening. Few achieve higher standards and a small, but significant, number achieve lower standards. Since the last inspection, standards remain broadly similar, apart from pupils' speaking skills which have declined.

118. Pupils are attentive listeners. The speaking skills of a significant minority, especially amongst six and seven-year-olds, are under developed. Emphasis is placed upon teaching pupils the correct vocabulary across a range of subjects. In a very good Year 1 lesson, the use of precise vocabulary by the teacher encouraged a pupil to develop, 'it will roll' into 'it's a cylinder so will roll straight towards the window'. Most teachers use good and in some cases excellent questioning techniques, and listen carefully to encourage pupils to feel confident when answering. In a Year 6 religious education lesson, for instance, discussing the bombing of a church in Bethlehem, pupils offered opinions and stated their own reasoned views in this debate.

119. Although drama and spoken-word presentations are an increasing part of the curriculum, the school has recognised that to improve standards further in English there needs to be a more rigorously planned programme for speaking. Pupils' progress in speaking is inconsistent and sometimes unsatisfactory, and standards have declined slightly since the last inspection. Too often, the positive promotion of speaking is due to the skills and dedication of individual teachers, rather than to a whole-school approach. Girls particularly lack confidence when speaking.

120. Standards of reading, in Year 2, are in line with national expectations for their age, with a third achieving above national expectations, and pupils make satisfactory progress. This is the result of a variety of school initiatives, including the use of well-trained support assistants to focus upon reading skills, and parents who act as reading 'buddies'. Older pupils help younger pupils in regular paired-reading sessions that are usually very well organised. These encourage younger

boys to model themselves upon older boys who enjoy books and read fluently. The books, which individual pupils read, are well matched to their level of interest and understanding.

121. Many Year 2 pupils are confident and fluent readers, able to summarise briefly what has happened in the story so far, and predict what might happen next. They distinguish a glossary from a dictionary and know how to use an index. Only about half the pupils share books with their parents at home or read to their parents or carers regularly. This lack of support inevitably slows the pace of their progress in reading. However, they read regularly to an adult in school and this is an improvement since the last inspection. A new, well-organised library has been established in the early years department supporting the development of literacy across the curriculum. It contains many books to extend and enhance the pupils' reading skills and to introduce them to non-fiction information books

122. Standards of reading in Year 6 are average, with some pupils attaining a good standard. Standards have risen steadily over the last three years. Progress is good. Many pupils read poetry, drama, fact and fiction, and enjoy a wide range of authors from the recently updated reading stock, including many books specifically for boys. They usually recognise the importance of punctuation when reading aloud, but do not always read with enough expression. Although the higher attaining Year 6 pupils, for instance, deduce historical facts from the language used in Charles Dickens' 'Oliver Twist', many have difficulties in inferring meaning from texts.

123. Although Year 6 pupils understand the library classification system, few at present are able to practice their research skills because the library is used predominantly as a classroom. However, very good, extensive use has been made of information and communication technology for independent research. Next year the library will be back in use and the co-ordinator plans to reorganise it into an effective research area for all pupils, using the latest information and communication technology.

124. The standard of writing is broadly in line with national expectations for age in Year 2 and just below in Year 6. Very few pupils reach standards above that level. The school is aware that this is a decline upon standards seen for the eleven-year-olds at the last inspection. Various measures, including a presentation policy, more time for extended writing, and a handwriting programme for younger pupils are very well managed by the learning support assistants. Further measures are to be introduced, including more guided writing sessions and carefully planned extended writing lessons. But, these must be linked to the pupils' assessed writing targets for them to be successful in raising writing standards.

125. Most pupils in Year 2 confidently write well-constructed sentences in legible print, but are less sure about the correct use of capital letters and full stops. They write for various purposes, including scientific note taking, instructional writing and story making. In a good Year 2 lesson about using books for research, pupils compiled a book about ships with a contents page and index. Only a few higher attaining pupils plan stories using paragraphs, descriptive phrases such as, 'witches whispered, chattered and talked' and use joined-up handwriting. This year, setting by prior attainment has been introduced in Year 2 for the literacy hour. Progress is generally satisfactory, but the writing progress of some of the lower attaining pupils has been inconsistent because of some low expectations. All pupils follow a spelling scheme, then are tested weekly and their progress is monitored. Pupils make good use of the information and communication technology, for instance, Year 1 pupils made laminated big books for the school library.

126. Pupils in Years 3 to 6 are grouped by prior attainment. All pupils in Years 5 and 6 and the lower attaining pupils in Years 3 and 4 make good progress; the remainder make satisfactory progress. Some lower attaining pupils in Years 3 and 4, who at the start of this school year were only able to write a few words, now write short stories about *Mr Messy* using sentences and spelling simple words correctly. Pupils in Year 6 cover a very wide range including poetry, persuasive and biographical writing. This is an improvement since the last inspection. For instance, all pupils changed a biography of Alan Shearer into autobiographical style and some higher attaining pupils wrote and performed a drama called, *Kidnapped* that was sent to the BBC at Pebble Mill. Year 5 and 6 pupils write interesting poems and examples have been published in a national anthology.

127. The good use of information and communication technology gives pupils opportunities to proof-read, draft and spell-check. Work is generally well presented throughout the school in a neat handwriting style.

128. Pupils with special educational needs and those who use English as an additional language are given an extensive range of help in both their reading and writing, either by their teacher or the very capable learning support assistants. As a result, these pupils make good progress across the school.

129. Pupils have positive attitudes to English. They are well-behaved in lessons in response to the effective and calm management of behaviour by all teachers. In a very good lesson for seven-year-olds, pupils listened with respect, giving time and encouragement, to one with special educational needs while he read his sentence, then rewarded him with spontaneous applause.

130. The quality of teaching observed for pupils in Years 1 and 2 was mostly good with some very good lessons but there was one unsatisfactory lesson. The quality of teaching in Years 3 to 6 was at least good, with some very good and excellent teaching observed. The good lessons are well planned, make good use of well-prepared resources and are carried out at a brisk pace.

131. Teachers have high expectations of pupils, in reading and listening, whatever their ability, and make good use of questioning techniques to assess pupils' understanding, challenge their thinking and move their learning forward, often using humour effectively. Lessons are well balanced, building on pupils' interests, and featuring all parts of the National Literacy Strategy. Learning support assistants are well-briefed before lessons and take a very active part throughout the whole lesson.

132. All these features were demonstrated in a good lesson for ten and 11-year-old pupils with special educational needs, including behaviour-related difficulties. Here, pupils changed statements into questions. The lesson encouraged social co-operation as well as enhancing their literacy skills. All pupils were able to concentrate and work carefully to complete the linked written task, some with the help of the learning support assistants.

133. The unsatisfactory teaching is characterised by low expectations, unclear learning objectives and tasks not well matched to the needs of the pupils.

134. The school has systems in place to assess and track the pupils' progress throughout their school career. Most pupils have specific targets for improving their writing. Other targets are general rather than specific, apart from those in the individual education plans for pupils with

special educational needs. Standards in Years 1 and 2 vary because the good practice of some teachers is not shared in daily lesson planning. Marking throughout the school, although conscientiously performed, does not always relate sufficiently to pupils' needs. This was noted at the last inspection and is still pertinent. The use of regular on-going assessment to help lesson planning is inconsistent throughout the school and is one reason why standards have not risen steadily.

135. The very knowledgeable and inspiring new co-ordinator, who is an excellent practitioner, has observed lessons, monitored planning, met regularly with the Key Stage 1 manager and restocked the school with books, which are sensitive to gender and cultural issues. The co-ordinator is working very hard to introduce systems that will raise standards in English and has a very clear vision of the subject and is aware of the needs in writing and speaking. The impact of homework, which is regularly set, is also to be reviewed. The quality and quantity of resources are only satisfactory because the main library is used as a classroom. A wide selection of books, pictures and artefacts throughout the school support equal opportunities for all pupils.

MATHEMATICS

136. In the 2001 national tests, standards in Year 6 were below average and well below average in Year 2. When compared with schools of a similar type, standards were well below average in Year 6 and below average in Year 2.

137. At present and over recent years, there has been a larger than average proportion of pupils with special educational needs in the school, which has tended to lower average standards. Boys have not performed as well as girls over the same time period.

138. At present, standards in Year 6 and Year 2 are below average. This represents a decline in standards since the time of the last inspection, but factors already referred to in the previous paragraph, partly explain this discrepancy. Throughout the school, pupils' knowledge of place value is a strength. For example, many of the oldest pupils confidently work out that 50 metres is 0.02 kilometres. Pupils in Year 2, correctly identify the value of each digit in a four-digit number.

139. Whilst higher attaining pupils in Year 6 accurately convert fractions to decimals and percentages, too many pupils find this difficult, especially the reverse operation. A weakness of many of the oldest pupils is their inability to use a range of different methods to subtract, multiply and divide. Although many cope well with one method they become confused when presented with alternatives. Pupils often make mistakes when simplifying fractions, failing to reduce a fraction to its simplest form. Too many are confused about how to calculate a percentage.

140. Pupils with lower and average attainment too often make mistakes when calculating mentally, often because their knowledge of basic number facts is insecure. This is particularly evident when they multiply mentally or have to add or subtract numbers which require them to carry over tens. These pupils also frequently measure incorrectly. They often count the starting point on a ruler or other measuring devices as the first unit.

141. Throughout the school, pupils' understanding of how to interpret graphs and tables is a relative weakness. As a result, they find difficulties identifying the information they need to answer specific questions in both mathematics and science.

142. In Year 2, higher attainers confidently combine operations such as addition and subtraction to calculate accurately. They clearly understand simple algebraic form, for instance, identifying the missing number in the sum $10 - ? = 4$. They attain above average standards in their ability in most of their number work.

143. However, average and lower attaining pupils find difficulties rounding numbers up or down to the nearest 10 or 100, estimating with a degree of accuracy or identifying the coins needed to make a money total.

144. Whilst recent national test results indicate that boys do not achieve as well as girls in Year 2 this was not evident during the inspection. Pupils with specific learning difficulties are well supported and make good progress as a result. In a Year 2 lesson, many of these pupils developed a better understanding of which objects, in and out of the classroom, contained right angles and how to measure them.

145. Pupils who have difficulties behaving well are also well managed and as a result often participate fully and sensibly in question and answer sessions. This helps them gain knowledge from their peers. Because their needs are well catered for some attain high standards.

146. The progress of pupils who use English as an additional language is in line with their peers.

147. Overall, the quality of teaching is satisfactory. During the inspection several lessons of good quality were observed. However, evidence gathered from other lessons, discussions with pupils and analysis of pupils' work indicates some weaknesses in teaching.

148. The teaching of number is generally strong throughout the school and as a result, many pupils have an at least satisfactory grasp of basic number facts. Teachers usually employ interesting methods to motivate pupils' interest in mathematics. This was well illustrated in a very good Year 4 lesson in which the teacher used a game to enhance pupils' understanding of points of the compass and to distinguish better between clockwise and anti-clockwise movement. As a result, pupils thoroughly enjoyed the lesson and made good progress.

149. Teachers' warm relationships with pupils contribute significantly to their quality of learning. Because their efforts and successes are praised and celebrated, pupils, particularly those who have more difficulty in learning, persevere with tasks they find hard and often achieve well. Learning support assistants play a key role in supporting pupils through difficulties often prompting, providing further explanations or repeating instructions so that lower attaining pupils participate fully in lessons.

150. In the best lessons, teachers plan work which extends all pupils and have high expectations of the quality and quantity of pupils' work. This was exemplified in a very good Year 5 lesson about the use of formulae to calculate the area of rectangles. Because higher attaining pupils were required to calculate the length of the sides of a cuboid, given their surface area, they worked intensively and enthusiastically applying their existing mathematical knowledge of factors to help them solve the problem. In the same lesson, average and lower attaining pupils tackled their own challenges, calculating the areas of irregular shapes by dividing them up into separate rectangles.

151. There are some weaknesses in the quality of teaching, which in part contribute to pupils' below average standards.

152. Some teachers do not have a sufficiently secure knowledge of the subject to enable them to teach aspects of the National Numeracy Strategy. This is evident in the teaching of the use and interpretation of graphs and tables and in the lack of the promotion of a range of mathematical vocabulary. As a result, many pupils with just below average or lower attainment fail to extrapolate relevant information from data they encounter and become confused when confronted with alternative words which describe mathematical operations. In a few instances, teachers used incorrect vocabulary themselves, for instance to describe what an angle is or when defining a sphere.

153. Teachers do not always anticipate difficulties sufficiently when planning how to explain concepts to pupils. This was evident, in an otherwise satisfactory Year 2 lesson about rectangles when the rectangle 'measurer' pupils were required to make proved an impediment to them identifying right angles accurately.

154. Overall, teachers have implemented the National Numeracy Strategy successfully. Lessons are well structured and paced. Pupils are usually given ample opportunity to reflect upon and identify what they have learned during the latter part of the lesson. This enables them to gain a satisfactory understanding of the progress they make.

155. The last inspection report was critical of the lack of investigative work provided for pupils. Whilst the school has worked hard to improve this aspect of the pupils' curriculum, there is evidence that not all teachers promote pupils' investigative skills fully. For instance, much of the pupils' work in Year 2 is worksheet based. This restricts their ability to develop a range of mathematical language and strategies for calculation.

156. Teachers provide good opportunities for pupils to use information and communication technology to support their work in mathematics. Those pupils in Years 3 to 6 who have been identified as needing

extra support in order to raise their attainment to average levels often work on specially designed programs to reinforce their basic number work. Pupils in some classes store data they collect in physical education or in science lessons on to a spreadsheet in order to compile a record of their performance in athletics or findings from their science experiments.

157. Pupils are taught in groups based on their prior attainment in Year 2 to 6. In Years 5 and 6 all pupils are taught by one of two teachers. The setting arrangements in Year 2 have only been in use since the start of the present academic year. From inspection evidence and the school's own assessments, indications are that average standards have risen as a result.

158. The quality of leadership and management is satisfactory overall. Co-ordination of the subject changed hands at the beginning of the present academic year and improvements have taken place since then. For instance, the analysis of test data has identified weaknesses in certain pupils' attainment. As a result, these pupils particularly in Years 3 to 6 receive extra support to try to raise their attainment and to meet the targets the school has set to improve test results. In Years 3 and 4, pupils are supported by learning support assistants who analyse pupils' work, identify their specific weaknesses and provide intensive practise in those areas in which they need to improve. For instance, the speed and accuracy with which these pupils calculate mentally is now better as a result.

159. However, some weaknesses in pupils' attainment and in the quality of teaching have not been recognised due to a lack of rigorous evaluation of pupils' work and of the monitoring of teaching. This has been acknowledged in the school improvement plan as needing more attention.

160. Overall, the quality of learning resources to support learning is satisfactory and they are generally used effectively. There is a lack of mathematical games to help pupils apply their existing knowledge to new situations and the use of good quality apparatus to support the teaching of shape and space.

SCIENCE

161. In comparison with all schools and similar schools, the results for pupils in Year 6, in the 2001 national tests, indicate their performance to be well below the expected standards for their age. However, over the past five years the upward trend in performance has been in line with that nationally. Boys tend to perform less well than the girls. Teachers' assessments of Year 2 pupils in 2001, showed the proportion of pupils judged to be attaining the expected standards for their age was well below average, especially in their understanding of scientific enquiry, although those reaching the higher level were close to the national average.

162. Pupils in Years 1 and 2 presently attain below average standards. They sort pictures of animals, based on their own criteria, showing keen observation skills and a good understanding of the main characteristics of living things. The Year 2 pupils identify the similarities and differences in their chosen animals, consider ideas and make decisions as to how to record their work. They discuss the different criteria chosen by individuals and develop a good understanding of classification.

163. Year 2 pupils describe the tests that they carried out on materials, how they found the strongest magnet and how they construct electrical circuits to make a bulb light and a buzzer work. The evidence in books indicates that pupils are assessed at the end of each unit of work, that all label diagrams with the correct scientific terms and use the correct scientific vocabulary to explain what they have found out. However, weaknesses in their knowledge of life processes and living things are indicated by their test results and work in their books.

164. The evidence from the analysis of work and from talking to pupils in Years 4 and 6 indicates that they have a satisfactory understanding of all areas of science and enjoy the practical aspects of the work. Key facts and scientific vocabulary are well taught and pupils are confident in their use. Analysis of

pupils' work, however, does indicate little progression in the planning and carrying out of fair-test investigations.

165. The curriculum meets the demands of the National Curriculum fully. However, planning does not fully identify how pupils' skills and knowledge will be systematically built upon. There is also a weakness in the lack of time that pupils spend considering scientific evidence and what it means to them in their everyday world. As a result, pupils' achievements over time do not always match the quality of their learning in lessons.

166. The quality of teaching and learning is good and frequently very good. Teachers have a good, and at times very good understanding of the science knowledge and processes and use a wide range of appropriate activities to meet the needs of the pupils. The introduction to lessons is brisk, learning objectives very clear and referred to at the end of lessons. In a good lesson, pupils rose well to the challenge, set by the teacher, to find how to separate a mixture of different materials such as paper-clips, sand, water, playdough and rice and used their previous knowledge and skills. Such interesting teaching strategies support the learning of all of the pupils well.

167. The quality of leadership and management is good. The new co-ordinator has a good understanding of primary science and the range of activities that pupils need to experience in order to develop their scientific enquiry skills. The curriculum, based on the national scheme of work, is extended through supplementary activities and ideas. Assessment sheets are included, and assessment results are analysed in order to raise standards. A greater emphasis has been placed on the development of enquiry skills across the school and the teaching of science has improved since the last inspection. These strategies, and the setting of pupils in Years 3 to 6 has resulted in higher levels of achievement for the higher attaining pupils and a narrowing of the gap between the achievement of boys and girls. Information and communication technology is used very effectively to research the different characteristics and habitats of plants and animals, the lives of scientists and in the recording of data.

ART AND DESIGN

168. In Year 2, pupils make good progress over time and their attainment in art and design is at the expected level for their age. By Year 6, pupils' progress is unsatisfactory and their attainment is below national expectations. Pupils with special educational needs, those from minority ethnic backgrounds and those who use English as an additional language make similar progress to their peers. Standards have been maintained in Years 1 and 2 but have declined in Years 3 to 6 since the last inspection.

169. Pupils in Years 1 and 2 imaginatively explore the medium of paint and pastels. They mix colours, examine texture and application correctly using a variety of tools, including brushes of varying sizes and shapes, and use their hands and simple shapes for printing. In Year 2, displays indicate pupils have studied the work of Monet and pupils produced some very good paintings in his style. The sketches of the church were also of high quality. Pupils had been introduced to the work of William Morris and had been shown his work in the printing of a floral pattern. Four groups were all printing in different ways. For example, using inks, potato prints, printing blocks that had been made previously and with paint spread onto the table and paper placed on top and using marking tools, to make a pattern. The teacher constantly reinforced the idea of pattern. The plenary session was very good because pupils evaluated their own and other pupils' work. The teacher asked pupils 'Is there anything you could do to improve your pattern the next time or would adding more spoil it? These searching questions made pupils think carefully and what they might do the next time to improve their work. The quality of pupils' learning was good because they were extending their knowledge and understanding of different techniques of printing.

170. In the lessons observed in Years 4 and 6, pupils were helping to paint the designs for the School Lane Project that had already been chosen from other classes. Although the teacher gave individual help to pupils there were missed opportunities to reinforce the learning objectives or painting techniques to the class. The majority of pupils in both classes did not use brushes correctly but tended to 'scrub' the paint on.

171. The teacher, who teaches all classes in Years 3 to 6, provides pupils with opportunities to observe objects and record their observations using pencil crayons, chalk and pastels. However, the range of work is too narrow for most pupils and frequently does not promote adequate development of skills associated with the subject in a systematic and progressive way. In a Year 2 lesson, teaching was good because the teacher shared the learning objectives with pupils, had very good expectations of pupils' work and behaviour and the classroom organisation was good.

172. The quality of teaching at the end of Year 2 is good and is satisfactory in Years 3 and 4 but pupils are insufficiently challenged in Years 5 and 6. In a good lesson in Year 2, the quality of teaching was good because the teacher was confident in her knowledge and understanding of the subject and shared her expertise with the pupils, which helped to stimulate their ideas. The pace of the lesson was lively and pupils were keen to do their best. However, over time in Years 3 to 6 too little emphasis is placed upon teaching of skills, knowledge and understanding of artistic techniques. However, importance is attached to celebrating pupils' achievements by displaying their efforts sensitively and creatively.

173. At the present time, the school is involved in painting large murals for the School Lane Project and, when finished, the large murals will be placed on the fences between the two parts of the school. (The School Lane is a right of way that runs between the two buildings of the school). This project was started by the student teacher at the beginning of the term.

174. Pupils' attitudes to art are good in Year 2. The pupils enjoy art and show pride in having their work praised and admired by the teacher and their peers. They are well motivated, which results in their behaviour being good. They help each other to clear away equipment in a sensible and mature way. Pupils' attitudes to art in Years 4 and 6 are also good. However, they tend to talk too much about other subjects and not about art and therefore they do not always give their full attention to their work, which has a detrimental impact on the quality of their work.

175. Pupils in Year 3 to 6 are provided with satisfactory opportunities to use and apply paint and pastels in a variety of ways. For example, on display were observational drawings in pastels of flowers by Year 4 pupils and these were of good quality. There are good links with mathematics as seen in Year 5 with their Rangoli patterns showing four lines of symmetry. Also the connection between shape and space in pupils cut outs of swans showing reflection and symmetry. There are links with geography in the work of Year 5 and 6 pupils. They made Egyptian birds using very shiny paper to good effect and had previously designed their birds in their sketchbooks. Although clay work has been used in a design and technology task, there was little evidence that the techniques and skills of using clay had been taught progressively in order to raise standards and it is the same in other aspects of art and design. Pupils use information and communication technology to extract famous paintings such as *The Last Supper*. There are satisfactory opportunities to contribute to the spiritual, moral, social and cultural development of pupils.

176. There is a portfolio of pupils' work, but this needs to be annotated and matched to National Curriculum levels. Pupils have their own art portfolio, which shows they have used paint, paper for weaving and completed collage work. The use of assessment does not adequately inform teachers' planning to ensure the work becomes progressively refined as pupils move through the school and gives them breadth and balance of experience. Sketchbooks are not used effectively to develop skills and techniques. There is a need to teach techniques in all areas of art in a systematic and progressive way in order to raise the standards of achievement particularly in Years 3 to 6. The quality and quantity of resources are adequate to meet the needs of the curriculum.

DESIGN AND TECHNOLOGY

177. From the lessons observed, samples of work and photographic evidence, and from talking to pupils and teachers, standards attained are average by the end of Year 2 and Year 6. The design skills of the older pupils have improved since the last inspection. They now design their own products, and evaluate their work appropriately. The quality of learning over time in Years 3 to 6, including for pupils with special educational needs, is good due to the use of specialist teaching. The achievement of younger pupils varies. Where teachers' knowledge is very good, pupils develop a very good understanding of how to make a model of a well with a winding mechanism, using their own designs and selecting materials carefully. However, where the teacher's knowledge is less secure, the quality of learning is unsatisfactory.

178. Skilled teaching in the majority of classes ensures that pupils have a very clear understanding of what they are learning and how the design brief can be used with a variety of materials. Over time, pupils are systematically taught the skills and techniques to use a wide range of materials and tools correctly and safely. From Year 1, pupils are well taught, plan their work with drawings and notes, select suitable materials and discuss their finished work. By the end of Year 6, pupils use a design brief well. They have been successfully taught all the necessary skills needed in order to use a range of materials, including textiles, when making attractive purses and slippers, food preparation for cakes, biscuits and sandwiches, inviting packaging for sweets and constructing large shelters in which they could sit. Pupils are encouraged to evaluate their own work and to consider what they have learned.

179. Pupils enjoy the practical elements of design and technology. They are enthusiastic and concentrate well, especially when given the freedom to develop their own ideas. In the best lessons, pupils work with a good degree of independence, with sufficient support given to those who need it, enabling all to succeed.

180. The school uses and adapts the national guidance successfully. Information and communication technology extends the curriculum through challenging multicultural projects, which encourages many of the older pupils to participate. The subject is monitored through collecting examples of pupils' work. A draft recording sheet is being piloted to record achievement, but, as yet, the co-ordinators have not monitored the quality of teaching and learning in all classes sufficiently to improve standards. The technology room is underused and teaching of the subject frequently takes place in classrooms.

GEOGRAPHY

181. Pupils in Year 6 and in Year 2 attain standards in line with national expectations for their age. This is a similar judgement to that made at the time of the last inspection. Pupils who use English as an additional language and those with special educational needs attain the same satisfactory standards. All pupils make satisfactory progress, as they did at the last inspection.

182. Pupils in Year 2 have covered the syllabus thoroughly. They locate their home and school on an Ordnance Survey map and draw their journey to school. Most pupils compare and contrast the geographical features of Hasbury and the Isle of Struay, noting that Hasbury does not have mountains.

Having located Mexico and Great Britain on a world map, the higher attaining pupils correctly follow a key to place mountains, roads and a church on a Mexican village.

183. As at the time of the last inspection, literacy skills are well developed, with most pupils remembering the rules of presentation. An improvement since the last inspection is that there is evidence of pupils using their numeracy skills well. All pupils develop a tally chart, and then construct a graph on the modes of transport that pupils use to come to school. Walking was the most popular! The higher attaining pupils deduce that no one came by bicycle because the main road was so dangerous. Wall displays in classrooms and corridors indicate that local studies and surveys had been carried out as part of geography topics for six and seven year-olds.

184. Pupils in Year 6 have a satisfactory understanding of the physical features of Pakistan and contrast these well with those of the UK. They know that the fertile plains are used for agriculture. They make an in-depth study of life in the Swat valley in Pakistan and compare it with life in Hasbury. Pupils in Years 3 and 4 study a range of various weather conditions and the influences these have upon pupils' lives. In a good Year 3 lesson, most pupils used the correct vocabulary of equator, rainforest and continent. A pupil of higher attainment knew that it was the Atlantic Ocean that separated Great Britain and the U.S.A.

185. The quality of teaching throughout the school is satisfactory, whereas at the last inspection it was judged to be good. In one lesson observed, the teacher showed good subject knowledge and delivered the lesson at a brisk pace. The lesson, which was about belongings needed for a holiday in various destinations, held pupils' interest well. Pupils used holiday brochures initially, then an atlas or the Internet to check geographical location of destinations. All work is marked regularly, but this does not always inform pupils how to improve their work. This was also noted at the last inspection.

186. The pupils produce well-organised work and complete tasks they are set. There is less reliance on worksheets than there was at the last inspection and this is an improvement. The length of lessons has been shortened to aid pupils' concentration and this is also an improvement since the last inspection. The scheme of work conforms to the curriculum requirements and ensures appropriate coverage and ensures progression throughout the school. Pupils in Years 1 and 2 are taught by their class teacher. Pupils in Years 3 to 6 are taught by a specialist teacher in distinct blocks of work, often separated by at least half a term. This means that pupils do not continuously practise their key geographical skills and pupils sometimes forget these. The subject is taught in two-year cycles, in which Year 3 and Year 4 follow the same course of work as do Year 5 and Year 6.

187. The co-ordination and management of the subject is satisfactory. Although careful records are kept of the attainment and progress of pupils in Years 1 and 2, the co-ordinator acknowledges the need to introduce procedures for monitoring and assessing eight to 11-year-old pupils' progress and attainment to ensure that they develop all the key geographical skills. There are adequate resources of maps, globes and books.

HISTORY

188. Pupils in Year 6 attain standards broadly in line with national expectations for their age. Although this is a decline in standards from those seen at the last inspection, the number of pupils with special educational needs is much greater and this will tend to lower average standards. Pupils in Year 2 attain standards in line with national expectations as they did at the last inspection. Pupils with special educational needs and those who use English as an additional language also attain similar standards to their peers. Evidence is based on lesson observations, the analysis of pupils' work and planning documents and also discussions with the co-ordinator. All pupils make satisfactory progress.

189. Year 2 pupils know that we have Remembrance Sunday to commemorate all the soldiers who died in both World Wars. Pupils' written accounts indicate that most pupils know that the poppy was selected as the emblem because it was likely to be the last flower seen by most soldiers in World War 1. Across the attainment range, pupils show appropriate understanding of why things happened, for example, that the Great Fire of London spread so rapidly because houses were closely packed together and made of wood. Most pupils have a satisfactory understanding of change over time and make effective comparisons between old teddy bears and new ones. All pupils construct a chronological timeline. Higher attaining seven-year-olds describe, in well-formed sentences, the purpose of candleholders, knowing that in Victorian times there was no electricity.

190. Pupils in Years 5 and 6 have a well-developed sense of chronology and link the first Olympic Games and the building of Stonehenge to events in the history of Egypt. Most pupils write a coherent explanation of mummification. They made very good use of the Internet to widen their research into Egyptian history to produce the front covers for the *Egypt Times*. Higher attaining pupils indicate a good understanding of the absolute power of the Pharaoh, some deciding it was a good idea to have one person in charge. All Year 3 and 4 pupils list the groups who invaded Britain including Romans, Saxons, Vikings and Normans. Average and higher attaining pupils understand that some of the reasons for these invasions were the search for land, jewels and iron.

191. Pupils in Years 1 and 2 are taught by their class teacher who keeps careful records of pupils' attainment and progress. Evidence suggests teaching is satisfactory.

192. The quality of teaching for pupils in Years 3 to 6 is satisfactory. The specialist teacher, who teaches all junior classes, has good subject knowledge and plans lessons well, with clear objectives which are shared with the class. In a Year 6 lesson, pupils undertook basic research, using illustrations as evidence and their own historical knowledge, to learn about the type of jobs common in Ancient Egypt. All pupils produced work in an organised form, but higher attaining pupils identified the differences in the practice of workmen, such as stonemasons, then and now. The full value of their research was limited because the library was unavailable and pupils were not required to find information independently. Pupils generally work with interest and co-operation. The teacher showed good behaviour management skills which ensured the lesson proceeded calmly and positively. Pupils' work is marked regularly and sometimes offers advice on what pupils need to do in order to improve their work.

193. For pupils in Years 3 to 6, history is taught in distinct blocks of work often separated by at least half a term, which means that pupils do not continuously practise their key historical skills. As a result, they sometimes forget these skills. History is also taught on a two-year cycle so that Years 3 and 4, then Years 5 and 6 follow the same course. Pupils with special educational needs and those who use English as an additional language make satisfactory progress as reported in the last inspection.

194. The quality of the leadership is satisfactory. The co-ordinator is well qualified in the subject and knows that the lack of systematic assessment of pupils' attainment and progress is a relative weakness in the management of the subject. The co-ordinator has collected a satisfactory range of artefacts to support teaching learning and the quality and quantity of resources are satisfactory

INFORMATION AND COMMUNICATION TECHNOLOGY

195. In Year 2 and Year 6, pupils attain standards above those expected for their age. Standards have improved since the last inspection. This is due to the quality of teaching being always at least good and often very good or excellent. The achievements and quality of learning of all pupils is good. All pupils are fully included in information and communication technology. They have good access to computers in the information and communication technology suite and in classrooms and are well supported by teachers and learning support assistants. An enthusiastic knowledgeable specialist teaches pupils in Years 3 to 6.

196. By the end of Year 2, pupils confidently use the Internet for research. They employ different methods to access information, including the use of a search engine. They use a range of fonts and colours, import pictures, use the mouse and word process to an appropriate standard. Each pupil has their own file in which they access, use and store information.

197. By the end of Year 6, pupils confidently access a wide range of web sites via the Internet. For instance, they research information to answer the challenges in a virtual reality balloon journey, which contributes very effectively to all areas of the curriculum in a stimulating and fascinating way.

198. The oldest pupils confidently set up pages in a variety of display programs, select the best program to allow them to display their poems, make football and Open-Day posters, and carry out research on endangered species. They use paint and draw packages very effectively to research and create artwork in the styles of Kandinsky and Mondrian.

199. All areas of information and communication technology curriculum are covered thoroughly. Pupils use videos and tape recorders and have used the digital camera to record the creation of the new environmental areas. They use control elements to make model traffic lights and burglar alarms by the end of Year 6.

200. The quality of teaching is at least good and at times excellent. The quality of learning is good and sometimes very good because of teacher's high expectations and the presentation and pace of lessons. Teachers skilfully combine the use of information and communication technology with other subjects such as science, literacy and humanities. This contributes to pupils' enthusiasm and keen interest to use the range of programs available. Teachers successfully use real and relevant opportunities for pupils to develop their skills. For example, they have e-mailed the Prime Minister on a number of social debating issues. When new skills are taught, to Year 3 pupils, such as the use of e-mail and attachments, they listen very carefully to the clear instructions. The class see the teacher working as a role model, demonstrating using an over-head projector very well, instilling confidence to try out the new commands. The oldest pupils transfer their drawn plans of the summer fete activities onto the computer, resizing and adding notes, so creating plans of a high quality to be used by the parents.

201. Pupils' learning is promoted by good and sometimes excellent teaching and teachers use computers very well in their work. For example, the school's digital camera is successfully used to record the developing environmental area and the results are displayed in the entrance hall for all to see.

202. The breadth and range of the information and communication technology curriculum is good. The use of it by teachers to support standards in other subjects has had a significant impact and is a strength of the school. Computer programs are used to support pupils with special educational needs, for example, a group of lower attaining Year 3 pupils undergo a diagnostic program of work in mathematics, to raise their standards. The introduction of a local education authority initiative, Challenge 2000, inspires pupils to extend their skills. It has been so successful that pupils willingly work at the challenges during homework sessions and at the breakfast club. There is a good balance between the teaching of skills, knowledge and understanding in information and communication technology and its application across the curriculum.

203. The specialist Key Stage 2 teacher, presently leading and managing the subject, has a very clear picture of the quality of teaching and learning throughout the school. Her monitoring of class and individual pupils' files is rigorous and contributes well to the rapidly rising standards throughout the school. Resources are good and software adequate. The information and communication technology suite is having a significant impact on the quality of pupils learning and computers are well used in classrooms to support work in other subjects.

MUSIC

204. The quality of teaching and provision of music are a strength of the school. Pupils' standards in Years 3 to 6 are above those expected for pupils' of a similar age. Although no lessons were observed in Years 1 and 2, discussions with pupils and listening to their high standards of singing during their assemblies would indicate that standards are also above average in these year groups. Standards have risen well since the last inspection.

205. In each lesson in Years 3 to 6, pupils cover the full range of the curriculum appropriate for their ages. Each lesson contained the opportunity for pupils to compose and perform using a range of instruments, including percussion, orchestral and voices. They respond to music by such composers as the Beatles (the composers for this part of the term). They consider different rhythms, tempos, styles and a range of dynamics in their own and others' work and critically analyse what they hear, including listening for that most difficult of sound to hear, silence. Pupils with special educational needs, those for whom English is an additional language and pupils from minority ethnic backgrounds achieve as well as their peers.

206. Pupils in Years 3 to 6 make good progress in their learning. They acquire new musical knowledge and understanding as well as developing technical skills and expertise. Not only are they learning the practical skills of performance using a range of tuned and untuned instruments, but they are also learning to read and write in standard notation using accurate dynamic marks for tempo, rhythm and key.

207. The enthusiasm and expertise of their teacher motivates them to take part in lessons and as a result, all pupils listen carefully, think about what the teacher is saying and doing and respond in actions, words and movement. They are happy to demonstrate their own compositions and take part in discussions, imitate rhythm patterns and offer opinions with confidence about each other's music.

208. When working practically on their own or group compositions they collaborate, exchange ideas and work together to practice patterns and performance for sharing with others. These activities enhance the development of their social skills. They learn well through building upon previous work, experimenting and practising, being personally involved with their tasks, showing their imagination in composing and appreciating the efforts of others. Their attitudes and behaviour are very good.

209. The quality of teaching and learning is very good. The music specialist who takes all lessons in the subject in Years 3 to 6 is an excellent practitioner. His subject knowledge is matched to the ability to challenge, inspire and support all the pupils. All lessons contain elements of the full curriculum for music and link composition, performance and appreciation, as well as the development of technical skills appropriate to the pupils' age and prior attainment, to support each element to the full.

210. There are clear and high expectations that all pupils will behave. In fact, pupils have no time within the lesson to behave other than well. Pupils' technical language is developed well and he makes good use of practical work to ensure understanding of the nuances of technical terms. Learning objectives are shared with the pupils so that by the end of the lesson they all know where they started what they have achieved and monitor their own progress.

211. Ongoing assessment of pupils' responses to work gives sessions a brisk pace and questions are used well to check knowledge and understanding during work on musical appreciation and listening skills.

212. A range of specialist music teachers from the county music service supports instrumental music. Pupils have lessons on a range of instruments including guitar, brass and woodwind. The school orchestra gives the pupils the opportunity to play together during assemblies, in the church and on other occasions. The specialist music teacher is the co-ordinator for music in Years 3 to 6. The headteacher teaches Years 1 and 2, and is the other co-ordinator, she also teaches recorders to pupils in this age range. The specialist music teacher also takes an after-school orchestra club, which is very well attended. During the inspection 26 pupils attended this club. During this session pupils showed a good sense of rhythm and pitch while playing such tunes as *Messing about on the River* and *Country Gardens*. Assessment procedures are excellent and every aspect of pupils' achievement is recorded on a computer program. There was evidence of information and communication technology being used to support music, for instance, pupils in Years 3 and 4 using a program to compose their own music. The quality and quantity of resources are good.

PHYSICAL EDUCATION

213. Standards in Year 6 are above those nationally expected for age. In Year 2, pupils' standards in gymnastics are above the expectation. Due to timetabling arrangements, it was not possible to make a judgement about Year 2 pupils' standards in games or dance, or an overall judgement about standards in swimming. Pupils' attainment has improved since the last inspection.

214. From Year 3 to 6, pupils' athletics skills are above average. They run and jump with good techniques, speed and distance. For instance, a much higher than average proportion of pupils have mastered the hop, step and jump, with higher attaining pupils achieving very good distances.

215. Pupils in Years 5 and 6 have a good understanding of the need to prepare for physical activity by gently exercising relevant muscles and ligaments and gradually increasing their pulse rate. Notably, they take responsibility for their own individual warm-up based upon the specific activity they know will follow.

216. In dance, pupils move rhythmically and work out complex routines, achieving close synchrony in pairs. As a result, their attainment is above average.

217. Pupils in Year 2 use apparatus to travel in a variety of creative ways. They hop, slide, climb and crawl over, across and under benches and boxes, responding well to instructions to alter the height and speed at which they work. Higher attaining pupils complete their sequence of movements with some grace.

218. The enthusiasm with which pupils participate in their lessons and in the many after-school clubs, contributes significantly to the good standards they attain. They listen carefully to instructions, responding positively, demonstrating a pride in their appearance and a commitment to high standards. They celebrate the successes and performances of their classmates and provide each other with sensitive

and helpful evaluations of demonstrations. In several lessons, pupils were very keen for activities to be repeated or extended.

219. Pupils with physical impairments achieve well as a result of the school's determination to fully include them in lessons. Pupils who use English as an additional language also attain the same standards as other pupils.

220. The quality of teaching is good overall and is often very good. Throughout the school, good use is made of teachers' particular expertise in the subject to provide specialist teaching. This is particularly effective in Years 3 to 6. Because the specialist teacher uses very good subject knowledge and her ability to motivate and enthuse pupils, they attain above average standards.

221. These strengths were exemplified in a Year 6 athletics lesson. The teacher's very good subject knowledge was evident in her demonstration of warm up techniques and in her careful instructions to lower attaining pupils on how to improve their hop, step and jump. Their attainment improved as a result.

222. The school meets the statutory requirement to teach swimming. Pupils in Years 3 and 4 receive tuition from qualified instructors at the local swimming pool. There is a very good range of after-school clubs available to pupils in Years 3 to 6, which boys and girls attend in equally good numbers. The clubs significantly contribute to their achievements and their enthusiasm for the subject.

223. Football and netball teams play fixtures against neighbouring schools and the school regularly performs well in district athletics events. No residential experiences have been offered to pupils in recent years and this limits their opportunity to participate in adventurous pursuits. Overall, the subject contributes very well to pupils' personal, social and moral development, especially in promoting their awareness of the need to follow rules and their sense of fair play.

224. The quality of leadership and management is very good. The experienced co-ordinator provides an excellent personal example through the quality of her teaching and the model for appropriate dress she sets the pupils. Resources are of good quality and managed well. The subject has a high profile in the school as a result of enthusiastic and supportive leadership.

RELIGIOUS EDUCATION

225. Standards in religious education in Years 2 and 6 are above those expected for age and meet the requirements of the locally Agreed syllabus. This is an improvement on the standards found at the time of the last inspection. All pupils, including those with special educational needs, make good progress.

226. Although no teaching was observed for pupils in Years 1 and 2, indications from discussions with pupils and from analysis of their work are that the quality of teaching is at least satisfactory. Pupils discuss the different areas in a church and explain the symbolism, using the correct technical vocabulary.

227. The quality of teaching for pupils in Years 3 to 6 is good. Pupils develop a very good appreciation of the central beliefs and traditions of the main world faiths. They recognise the significance of personal and moral standards and appreciate the consequences of religious conflicts in the wider world. This was well illustrated in a Year 4 lesson, concerned with emotions and feelings. The teacher very effectively used drama to help pupils express their feelings in a sensitive and natural way. As a result, pupils' spiritual and moral development were very well promoted.

228. In a Year 6 lesson about international conflicts, pupils showed a mature insight into the conflict between different religions and the effect that this has on people of different faiths. This lesson, using newspaper cuttings of the siege of a church in Bethlehem, was an example of very good teaching. Through the use of appropriate resources and sensitive presentation, pupils were encouraged to empathise

with both sides of the conflict. This teaching strategy successfully enabled pupils to develop their own values and to form their own perspective on life.

229. The new locally Agreed syllabus is the basis of the draft curriculum plan. The range of activities used across the school is good. However, there are missed opportunities to visit the places of worship of faiths other than Christianity. Opportunities to assess pupils' work are built into units of work and levels of attainment written in child friendly terms are being introduced as a method of assessing how pupils may improve their work. Information and communication technology is used well to support the subject, for instance, pupils research Christian and Muslim festivals on the Internet and design their own prayer mats using a graphics program.