

INSPECTION REPORT

**ST LUKE'S CHURCH OF ENGLAND (AIDED)
PRIMARY SCHOOL**

Blakenhall, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104372

Headteacher: Mrs D Bennett

Reporting inspector: John Carnaghan
1352

Dates of inspection: 8th – 11th July 2002

Inspection number: 244975

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Bromley Street Blakenhall Wolverhampton West Midlands
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Appropriate authority:	The Governing Body
Name of chair of governors:	Miss Y Fairclough
Date of previous inspection:	Not previously inspected

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1352	J. Carnaghan	Registered inspector	Geography History	Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
19430	T. Hall	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?
27292	J. Calvert	Team inspector	Mathematics Information and communication technology Provision for pupils with special educational needs	
24342	D. Franklin	Team inspector	Art and design Music Areas of learning for children in the Foundation Stage	
14991	A. Hardwicke	Team inspector	Science Design and technology Physical education	
1185	G. Nunn	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
15678	J. Radford	Team inspector	Provision for pupils with English as an additional language Equality of opportunity	

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PART A: SUMMARY OF THE REPORT	

INFORMATION ABOUT THE SCHOOL

St. Luke's Church of England (Aided) Primary School is a school for pupils aged 3-11. It has 328 pupils. 77 pupils are under the age of five. The school is on two sites and is set in a residential area, which has considerable social disadvantages. Pupils are from a wide range of ethnic backgrounds, the largest group is of Indian origin, these make up over forty percent of pupils, and there are sizeable groups of pupils from white European, black Caribbean and Pakistani backgrounds. Over fifty percent of pupils have English as an additional language and nearly half of these pupils are at an early stage of learning English. Thirty-nine percent of pupils have free school meals and this is roughly double the national average. Where comparison is made to similar schools in this report, these are schools where between thirty-five and fifty percent of pupils are eligible for free school meals. The school has average mobility of pupils; eighteen pupils joined school in the last year and twenty-seven left. Thirty per cent of pupils have special educational needs, this is above the national average. Less than one percent of pupils have statements of special educational need and this is below the national average. Twenty pupils require the involvement of outside specialists; about half have moderate learning difficulties and others have emotional and behavioural or physical difficulties. Pupils who enter the school at the age of 3 have levels of attainment that are well below those found nationally. By the time pupils start the National Curriculum their attainment is below national expectations.

HOW GOOD THE SCHOOL IS

St. Luke's Primary school provides a very good standard of education and a warm, loving atmosphere in a deprived area. The school is a close-knit community with a strongly Christian ethos, which cares for all those who work and learn there. It is a school that expects and gets the best from its pupils and they achieve well. It enables pupils to reach standards of attainment which are a considerable improvement on those with which they start school. The school is well placed to maintain and improve these standards. The way that the school encourages pupils to develop their self-confidence and respect for others is very good. Teaching is very good overall; no unsatisfactory lessons were seen. All of these strengths have been promoted by the very good leadership of the head teacher and the powerful and positive sense of teamwork, which is significant in the school. It successfully provides equal opportunities for all of its pupils, regardless of their aptitudes, and goes out of its way to help those who have learning difficulties or who speak English as an additional language. However, some subjects are not equally well managed on both of the school sites. Members of the governing body support the school, but do not sufficiently influence it or guide its future direction. The school spends more money, per pupil, than other schools but pupils achieve well and it provides good value for money.

What the school does well

- The school cares very well for all of its pupils and provides a haven of security and calm. The school provides very good spiritual, moral, social and cultural education.
- Good leadership and management and strong teamwork between all adults ensure that the school continues to improve. The school ensures that pupils achieve well and that they improve their standards of attainment, especially in literacy, numeracy and science.
- Pupils have positive attitudes and behave very well. The very good relationships they have with one another and their teachers have a very beneficial impact on their achievement.
- Teaching is very good. Lessons are very well planned with good challenge for all pupils, whatever their aptitudes or needs.
- There is an excellent range of extra-curricular activities.
- Provision for pupils with special educational needs and those who speak English as an additional language is good and enables these pupils to achieve as well as other pupils.

What could be improved

- More consistent management of subjects to ensure improved continuity and progression in learning.
- The involvement of the governing body in shaping the future direction of the school.

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 established by merging an infant and a junior school in May 2000. It has not been inspected before. Standards achieved in National Curriculum tests in 2001 were broadly similar to those at the time of the merger.

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	N/A	N/A	E	C
mathematics	N/A	N/A	E	C
science	N/A	N/A	E	D

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

Attainment of pupils in national assessments was well below national averages at the end of Year 6 in 2001 in English; mathematics and science. Compared to similar schools, pupils' standards were in line with the averages in English and mathematics and below average in science. The 2002 tests show improved standards in English and science and a slight fall in mathematics. There are currently no national averages to compare with these results. At the end of Year 2 in 2001, standards were well below national averages in reading and mathematics and below average in writing. Compared to similar schools, they were average in reading and mathematics and above average in writing. The 2002 assessments show a slight fall in standards in all three subjects, however the proportion of those reaching higher grades has increased in both writing and mathematics. Again, there are no national averages for comparison. Given that pupils come into the school with generally well below average standards, pupils' achievement in the school is good. In work seen during the inspection, standards were in line with national expectations in English at the end of Year 6, in mathematics at the end of Year 2 and in science at both the ends of Years 2 and 6. In mathematics at the end of Year 6 and in English at the end of Year 2, standards were below expectations. In history, standards were below expectations. Overall standards in other subjects were broadly in line with expectations. Pupils present their work very well and are careful that there is no unfinished work in their books.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their life at school and are cheerful, enthusiastic and industrious.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and out of lessons.
Personal development and relationships	Very good. There are very good relationships throughout the school. Pupils are proud to be given responsibilities, however small.
Attendance	Satisfactory. Attendance has improved in the last two years and is now broadly in line with the national average, but unauthorised absences remain high.

TEACHING AND LEARNING

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

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

Teaching is very good overall. In English and mathematics teaching is very good. Teachers plan lessons very thoroughly and all pupils' needs (including those with special educational needs and those who speak English as an additional language) are met. This is largely because work is well adapted to pupils' learning needs. Pupils are very well managed, particularly in the nursery and reception and in Years 3 to 6 and classrooms have a warm, positive atmosphere. Teachers have consistently high expectations, which pupils strive to meet. Teachers expectations, while good, are less strong in Years 1 and 2. They work very closely with support staff so that pupils can be given the correct degree of assistance. Teachers keep a consistent focus on teaching the basic skills of literacy and numeracy, this is because their subject knowledge in English and mathematics is very good. Teaching of basic skills, such as phonics, is very good in the nursery and reception and good in the rest of the school. There is perceptive questioning of pupils in many lessons to check their learning and reinforce what has been covered. Marking is satisfactory and regularly done but it does not tell pupils enough about their strengths and weaknesses and how to improve their work. Homework is effectively used to extend and consolidate pupils' learning.

Pupils' learning is very good. Teachers have created an attractive, secure environment where the positive relationships with pupils help to stimulate learning. In lessons, teachers are clear in their instructions so that pupils know what to do and how to improve their work. Pupils concentrate well and work at a good pace. The good support that pupils with special educational needs and those who speak English as an additional language receive means that they learn as well as other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils benefit from a broad and balanced curriculum, which has been appropriately adapted to meet their specific needs. There is an excellent range of extra-curricular activities, which many pupils take up with enthusiasm.
Provision for pupils with special educational needs	Good. The curriculum is very well adapted to provide opportunities for pupils with special educational needs and ensure that they make good progress.
Provision for pupils with English as an additional language	Good. Close co-operation between the co-ordinator, teachers and support staff has a positive impact on pupils' achievement and well-being.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a strong Christian ethos and pupils are constantly reminded of their moral and social responsibilities. Provision for cultural development, including multi-cultural development is also very good. The school takes many opportunities to raise and discuss spiritual issues.
How well the school cares for its pupils	Well. Support and guidance for pupils in areas of academic and personal development are good. Assessment procedures for pupils are satisfactory and are beginning to provide the information that the school needs to raise standards. The school's attendance procedures are very good. Strategies for behaviour management and building pupils' self esteem are very good.
How well does the school work in partnership with parents	Parents have positive views of the school and the school maintains good links with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher provides very good leadership and a clear sense of direction for the school. In this she is well supported by, and works closely with, all the other staff. However, some subject co-ordination varies in quality between the two buildings
How well the governors fulfil their responsibilities	Satisfactorily. The governing body is sincerely committed to the school but it does not gather enough information to enable it to shape its future direction. Governors have satisfactory awareness of the schools' strengths and fulfil all their statutory responsibilities.
The school's evaluation of its performance	Good. The close teamwork between all who work at the school assists the self-evaluation process. The assessments that are undertaken mean that the school is developing a range of information to help pupils to reach their full potential.
The strategic use of resources	Good. Financial decisions are linked to the school's identified needs through the thorough school development plan. The school generally spends its money wisely but does not apply all the principles of best value. Accommodation is appropriate to the curriculum; but the school is hampered in its drive to improve by being on two sites. Resources in all subjects are satisfactory and are sensibly used in lessons to support learning. The provision of modern computer suites is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or a problem. • They are kept well informed about their child's progress. • They believe that teaching is good. • Children like school. • The school has high expectations of the children. • They think that their children are making good progress. • Behaviour is good. • They think that the school helps to develop children's maturity and responsibility. • Parents feel that the school is well led and managed. 	<ul style="list-style-type: none"> • A very small minority of parents do not think that the school provides the right amount of work to do at home.

The few parents who returned questionnaires or attended the parent's meeting have very favourable views of the school. Inspection findings support all these positive views. Regarding the area that some parents would like to see improved, the inspection team believe that the amount of homework set is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are 77 children in the nursery and reception; some children attend the nursery part-time and the rest are in two reception classes. Children start the reception classes in either September or January, depending on their birthday, in the school year in which they are five. When children start nursery many have very limited skills, particularly in communication and attainment overall is well below the levels expected for children of this age. This is confirmed by the assessments conducted with the children during their first few weeks in the reception class. All children, including those who have special educational needs or English as an additional language, make very good progress in their learning in the nursery and reception classes because of very good teaching. By the time they enter Year 1 they attain standards which are below average in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Many are achieving the third stepping stone towards the expected standards at the end of the reception year. Attainment in creative development and physical development are as expected for children of this age when they enter Year 1.

2. By the time pupils enter Year 1 their standards are generally below what is found nationally. In national tests at the end of Year 2 in 2001, pupils performed well below the national average in reading and mathematics; in writing they were below average. These standards are broadly in line compared with those of similar schools in reading and mathematics and above them in writing. In the 2001 assessments, reading and mathematics results fell in comparison with those of the previous year. In writing they were broadly similar. There are no earlier results for comparison. A key factor in the lower levels of attainment in 2001, is the nature of the particular group of pupils who sat the tests. This group of pupils contained a larger than usual number who had special educational needs and their overall standards on entry to the school were below what is usually experienced; thus, their results do not represent unsatisfactory progress. There are no significant variations between girls and boys in these results. The 2002, national tests showed a slight fall in the percentage of pupils gaining the average level but an improvement in the numbers who gained higher levels of attainment. There are currently no national averages for comparison.

3. In national tests at the end of Year 6 in 2001, pupils performed well below the national average in English, mathematics and science. Their standards are, however, broadly in line with those of similar schools in English and mathematics and below them in science. As this is a relatively new school, there are no earlier results for comparison. Girls' performance was slightly better than that of boys in these tests. The results of tests in 2002 show marked improvements in overall standards in English and science; in mathematics there was a slight fall, overall, but the proportion of pupils gaining the higher level increased. Again, there are as yet, no national averages for comparison. The school's targets are challenging but realistic. The school was marginally below its target for 2001 in mathematics but comfortably exceeded it in English. This was due to the strong emphasis that the school has placed on raising standards in writing in the last year.

4. These results, in isolation, could be considered an area of concern. However there are three factors which need to be taken into account. Firstly, the strong reaction of the school to the 2001 results, especially in raising standards in writing, is starting to have a positive effect on standards across the school. This was evident in looking at current pupils' work. Secondly, the school expects pupils to work carefully and thoroughly with high regard for presentation. This was a consistent conclusion of the analysis of pupils' work in all school

subjects. The school carefully develops pupils' skills, knowledge and understanding but does not practice sitting tests with the pupils. It is the lack of practice in working in such examination conditions that has held back pupils' attainment in the national tests. A third factor, which holds back the performance to a greater degree at the age of seven, is the very high proportion of pupils at the school who speak English as an additional language. The school is often delighted when these pupils get a relatively low mark in reading and writing in the tests at the end of year 2 – in fact this reflects a considerable achievement for these pupils. However, the quality of teaching for these pupils generally enables them to catch up with their peers the longer they are in school. This means that pupils' results at the age of eleven are not unduly held back by their linguistic origins.

5. During the inspection, pupils' standards were broadly in line with national expectations in science, art and design, design and technology, information and communication technology (ICT) and physical education. They were also in line with expectations in English, geography, history and music at the end of Year 6 and in mathematics at the end of Year 2. Music standards were above what is expected at the end of Year 2. Standards in English, geography and history at the end of Year 2 and in mathematics at the end of Year 6 were below expectations.

6. The school does much to encourage and develop pupils' self-confidence and this is reflected in the way they develop their speaking and listening skills. By the end of Year 6, pupils' speaking and listening skills are broadly in line with national expectations. Pupils are confident and relaxed in the company of adults and explain their ideas and opinions happily, knowing that they will be listened to with respect by teachers and their peers, just as they hear and respect the views of others. At the end of Year 2, standards in speaking and listening are a little below expectations. Given the very high proportion of pupils for whom English is an additional language, this represents good achievement. These young pupils are good listeners and this is beneficial to their learning generally, as it enables them to grasp what teachers expect of them in the classroom. While they are greatly and sympathetically encouraged, a minority of pupils still give mono-syllabic responses to questions but most try hard to meet teachers' expectations of a full answer and of clarity in pronunciation.

7. Pupils' reading standards at the end of Year 6 are broadly in line with the national average. This is because they are well supported in their reading and are given many opportunities to read. The home reading system, is helping to raise standards. Pupils know the work of a wide variety of writers and are able to compare their styles and techniques. Limitations in the library restrict the development of pupils' skills in utilising non-fiction books and many have only limited research skills. Standards of pupils' reading at the end of Year 2 are below average. However, they have made good gains over their first two years of the National Curriculum. While many can only express the simplest opinions of what they have read, some pupils can read with understanding and expression. However, pupils willingly attempt to read words that they find difficult and have plenty of opportunities to do so. They achieve well.

8. Writing standards at the end of Year 6 are broadly average. Pupils write clearly, communicating meaning well and in sufficient depth to compose an interesting story. Those of average or above average aptitude organise their writing effectively so it meets a particular purpose. They write complex sentences, choosing appropriate vocabulary carefully. Punctuation and spelling are generally accurate and the presentation of work from all pupils is careful and neat. Year 2 pupils' writing is marginally below average; all pupils form and orientate letters accurately and make an attempt to use full stops and capital letters. Spelling is generally plausible, with increasing accuracy evident. Those pupils of average and above average aptitude construct logical and varied sentences and most pupils present work well.

9. In mathematics, standards seen on inspection at the end of Year 6 were below the national average. Pupils at the age of eleven understand fractions, decimals and percentages. They use a variety of strategies to work out mental calculations. They can all write six-figure numbers numerically and in words and know how to round numbers to the nearest ten, hundred or thousand. However, most pupils experience difficulty in applying what they know to problem-solving. Standards at the end of Year 2 are broadly average. All pupils can make a series of measurements and draw appropriate deductions, such as ‘ I have grown seven centimetres’. They can read scales and know place value to a hundred. Those of average aptitudes and above can tell the time with both digital and analogue clocks and are able add and multiply two digit numbers with accuracy.

10. Standards in science were in line with the national averages at the ends of both Year 6 and Year 2. Pupils in Year 6 are aware of the principles of fair testing and can successfully carry out experiments. They collect data with accuracy and explain in their own words, what they have found out. They use scientific language well, for example when they were working on whether substances dissolved or not they wrote the words ‘soluble’ and ‘insoluble’. At the end of Year 2 pupils are familiar with some of the properties of a range of different household materials. They are properly observant in making investigations and understand life cycles of sunflowers, butterflies and frogs, recognising that living things grow and reproduce.

11. Pupils with special educational needs make very good progress in relation to their prior learning and achieve as well as their peers. Personal targets are outlined within pupils’ individual education plans, which are well matched to pupils needs and are reviewed termly. Therefore, at the time of a review, the realistically achievable targets are usually reached. The school’s early identification procedures recognise a pupil’s needs upon entry to either the nursery or reception class. The school operates a successful home-visit policy.

12. In art and design, pupils’ standards are broadly in line with national expectations at the end of both Year 6 and Year 2. Pupils mix colours to gain required effects. They use textiles in a colourful way to represent fairy stories like ‘Little Red Riding Hood’. They use their knowledge of materials and processes to communicate ideas and meaning. They compare and analyse their work and then adapt and improve it in the search for a good quality final product. Pupils have good knowledge of the work of a number of famous artists, such as Picasso and Kandinsky. At the end of Year 2, pupils can paint in the style of famous artists. For example, Year 2 pupils created some effective paintings of sunflowers in the style of Van Gogh. They can use computers to outline basic shapes and print them off. Standards in design and technology are in line with expectations at the end of both Year 6 and Year 2. Pupils in Year 6 understand the process of designing, making and evaluating products, they use resources well in activities such as making slippers to their own designs. Year 2 pupils have designed, made and fully evaluated hand puppets; they understand the simple design process and use simple tools and materials appropriately.

13. In geography, standards are broadly in line with national expectations throughout the school. Pupils at the end of Year 6 can use atlases in locating places. They know the main physical features of rivers and can offer explanations why they may be polluted. They know about variations in environments and that climate affects the way people live, contrasting Wolverhampton and St. Lucia. At the end of Year 2, pupils can recognise and work on a simple map of the school’s environs and know a little about local land use. Work is neatly presented and well organised. In history, standards at the end of Year 6 are in line with national expectations. Pupils show a good understanding of the social history of some significant peoples from the past, like Celts and Saxons. They have a good grasp of chronology and many can understand how events can influence subsequent history. Year 2 pupils’ standards in history are below expectations. Pupils understand some of the

differences between the past and present, for example when studying childhood in Victorian times. However, there is a lack of continuity in the study of history, so pupils are unable to make links between the few topics that they have studied.

14. Standards in ICT across the school are broadly in line with what is expected nationally. Pupils at the end of Year 6 are able to use the internet with proficiency. They can assemble and present information using standard templates. They word process effectively, and undertake desk-top publishing. Pupils know about spreadsheets and are able to prepare graphs using a range of data. At the end of Year 2 pupils can classify and sort objects on a diagram on screen. In science, they used computers to put pictures of stages in the life cycle of a bean in the right order. At all ages, pupils' ICT work is colourful and well presented.

15. In music, pupils reach expected standards at the end of Year 6. They can plan and create an operatic scene and sing tunefully. At the end of Year 2 standards are better than expected; pupils sing tunefully a wide range of songs and all participate enthusiastically in creating a class composition on the theme of a scene at the seaside. In physical education, pupils' standards at the end of both Year 6 and Year 2 are in line with what is expected. Year 6 pupils show good ball control and are familiar with the required skills in a wide range of sports. Most can swim twenty-five metres, unaided. Year 2 pupils understand simple tactics in a number of games like rounders and work well with partners and in teams.

16. The way in which pupils achieve in the school is good. This is because teaching is very good overall. Pupils are encouraged to show a serious attitude to learning, and even the youngest pupils start to take responsibility for their own learning. As they grow, pupils show a stronger commitment to their studies. This is encouraged, through the level of challenge and the nature of support for pupils, which is carefully adapted to the wide range of needs found in all classes. Owing to the good support that they receive, children from ethnic minorities and those who have English as an additional language achieve well. Attitudes and relationships are generally very good and these contribute powerfully to the level of pupils' achievement in the school.

Pupils' attitudes, values and personal development

17. Pupils' attitudes to school and their learning are very good. Parents believe their children enjoy school and make good progress. Pupils are enthusiastic and purposeful in their studies. This is a direct result of very good teaching and interesting lessons. Pupils listen well and work hard, maintaining concentration well throughout the school day. They work well together in pairs or in groups, sharing ideas and equipment good naturedly. When asked, they freely explain what their lesson activity is about and cheerfully correct any mistakes. Pupils contribute positively to the short dialogues in lessons and appreciate one another's comments. For example, a Year 6 literacy lesson concluded by pupils entering very effectively into role play to illustrate the characters they had created. In this, pupils highlighted some important social and moral issues. The attitudes and behaviour of the children in the nursery and reception are generally very good. Children in the nursery enjoy having small responsibilities of giving out the milk and older children in the reception classes are very proud to take the registers to the office and help the teachers with little jobs in the classroom.

18. Behaviour is very good. This view is also strongly held by parents. Pupils have a keen sense of self discipline and display very good patterns of social behaviour. The school is an orderly place. Pupils are familiar with the codes of conduct, their own class rules and the expectations of their behaviour in and out of school. A very few pupils in some classes have personal behavioural problems. However, mainly due to interesting lessons and the skilful management of teachers, this does not cause undue interruption to the flow of lessons. Pupils are courteous to adults and to one another. They are tidy and respectful of property.

For example, they tidy up during lessons, as a natural discipline. Pupils soon develop mature attitudes to their work and play. Most play is very good natured and often exuberant. Co-operation with the lunch-time supervisors is good. Pupils show good initiative, for example, in looking after any who have fallen at play. A very few pupils are occasionally boisterous and not always aware of those around them. Where there are lapses of conduct, pupils know how seriously this is viewed. They know that bad behaviour or bullying is very wrong and are familiar with the systems of rewards and sanctions. There are a very few instances of oppressive behaviour. There are no exclusions.

19. Personal development is very good. Pupils enjoy the daily routines and the many other opportunities provided. For example, preparing for lessons and assisting in activities and assemblies. They have healthy respect and critical acclaim for one another's achievements. Good work and endeavour is exemplified at the end of lessons when all the class may sum up whether their learning objectives have been achieved. Pupils are extremely quiet and respectful at assemblies. They appreciate the visitors who share in them. For example, representatives of the Inland Revenue who, having spent considerable time hearing pupils read, came in to present certificates. Many other achievements for good work and endeavour, for example, outside achievements in sport are celebrated. Pupils applaud these successes with enthusiasm. They enjoy the friendly competition for house points. Older pupils develop more independent skills in preparation for secondary education. Pupils share positively in weekly curricular and social class targets. These are earnestly reviewed. However, individual targets are not sufficiently well introduced. Consequently pupils do not have their own goals. Nevertheless pupils value their records of achievement and have an increasingly mature view of what they are trying to achieve. This was very evident in talking to Year 6 pupils, about to leave the school. They think they have learnt a lot, looking back over their time at this school. They appreciate that teachers have encouraged them very well and look forward to the next stage of education.

20. Relationships are very good throughout the school. The pupils are content in their environment. They are lively, smile readily and often speak first on meeting. They confidently share their thoughts with staff. Consequently, a very good rapport is evident between pupils, and between pupils and adults in school. This reflects very well in their work and play.

21. Attendance is satisfactory and shows a continuing improvement over the last two years. The school promotes good attitudes to regular attendance and punctuality at every opportunity. For example, during registration and through assemblies, with the awarding of personal certificates and the class attendance cup. All these efforts are slowly bringing about significantly lower levels of absence. Consequently, attendance in the current year is now broadly in line with the national average. Nonetheless, unauthorised absence remains high and whilst there is respect for the needs of families occasionally returning to their country of origin, holidays during term time are still too common. The school earnestly asks parents to understand that this has a direct and long-term impact in lowering standards for all pupils. Notwithstanding, pupils clearly enjoy school. The majority attend very well and lateness is minimal. Most are early. They form their own lines at the beginning of the day in anticipation of teachers calling them into school. Pupils enter classrooms eagerly looking forward to lessons and greet their teachers cheerfully. Registration conforms to requirements and is prompt and effective. This makes good start to the day.

HOW WELL ARE PUPILS TAUGHT?

22. The standard of teaching is very good overall and no unsatisfactory teaching was seen. There is considerable consistency in teachers' methods; this is largely because of the cohesiveness of the school as a whole and the staff in particular. 82 percent of the lessons seen were good or better; 42 per cent were very good or excellent. The remaining 18 per cent

of lessons were satisfactory. The best teaching seen was characterised by thorough planning, excellent management of pupils and clear co-operation between teachers and classroom assistants to improve learning opportunities.

23. The quality of teaching and learning in the nursery and reception is very good and all children achieve well. The teachers and nursery nurses plan their lessons in detail and use the nursery and reception curriculum effectively to plan activities to meet the children's needs. Together with the support assistants, all staff work very well together as a team. All adults are extremely skilled at targeting their questions effectively to support children's learning. For example, in a mathematics lesson the teacher asked individuals to name some two dimensional shapes, giving the higher attaining children more difficult shapes to identify. Higher expectations of presentation of work and the value given to the children's achievement by staff, encourage them to take a pride in their work and this has a positive impact on their learning. Behaviour management is very good and, as a result, children quickly learn what is expected of them. Consequently, they are polite and interested in their activities. At the end of lessons, adults question very effectively to assess knowledge and understanding gained in the lesson, reinforcing key teaching points. This impacts very well on children's learning. For example, in a literacy lesson the teacher asked the children to explain the main features of a fairy story and in the nursery the nursery nurse asked the children to match some of the names of mini-beasts with their pictures.

24. Teachers have very good subject knowledge. Literacy and numeracy are very well taught in English and mathematics lessons, and opportunities to develop these areas across all the subjects of the curriculum are regularly taken. In a very good science lesson to Year 2 pupils working on habitats of small creatures, the teacher took the opportunity to develop pupils' language skills when encouraging them to describe and give the correct names to the mini-beasts they had found. In the closing session, when the captive creatures were counted, the teacher modelled completion of a tally chart for pupils, explaining the advantages over a tick chart and developing pupils' skills in data handling. Questioning is often carefully adapted to enable all pupils, whatever their attainment, to take part. Across the school, work is generally well planned to meet the requirements of the National Curriculum and to develop pupils' knowledge of each subject progressively.

25. Teaching of phonics and other basic skills is generally good; it is very good in the nursery and reception. Teachers and classroom assistants have an appropriate knowledge of phonics and the school takes opportunities to stress its development. In many subjects, teachers use and emphasise key words and work to develop a subject specific vocabulary. The teaching objectives for the National Literacy Strategy have been adopted; lessons are well adapted with a good balance between the various elements. Pupils enter the school with very low standards of literacy; the quality of teaching enables them to achieve well. Reading and writing in literacy lessons build satisfactorily on skills developed in speaking and listening.

26. Lessons are generally very well planned. Because the planning is so thorough, most lessons proceed with little wasted time. Planning usually displays clear learning objectives, which are carefully explained. Teachers invariably return to the objectives in the closing sessions of lessons to consolidate learning and as a method of informal assessment. Usually, lessons have a good variety of activities; this maintains pupils' interest and enthusiasm and maintains their very good rate of learning. The quality of planning means strong pace, focused teaching and a corresponding response from pupils, who are then able to work with good productivity throughout sessions. There are careful arrangements to ensure that work is of the correct degree of challenge for pupils with special educational needs and those who speak English as an additional language. Support staff are well prepared for lessons; they are briefed about lesson plans and participate seamlessly in all aspects of lessons, providing effective support for pupils' learning, whatever their specific needs. This means that the school takes very good account of inclusion issues in its teaching.

27. Teachers' expectations are generally very good. Teachers know pupils very well and are sensitive to each individual's needs; hence the behavioural and academic expectations set for individuals are appropriate. Teachers invariably praise pupils warmly, engendering positive attitudes. As a result, relationships throughout the school are very good. The teacher's expectations of Year 4 pupils in a very good physical education lesson where pupils were developing their skills at the swimming pool were consistently high. Despite their evident enthusiasm, pupils listened carefully to their teachers and did their best to take their advice into account, as they practised their strokes. With six adults with the class, groups were divided into ability levels so that all had the appropriate degree of challenge and strove to achieve their learning objectives. All staff expected very good attitudes and behaviour and, in consequence, pupils responded very well. This response is ensured because there is great trust between teachers and pupils.

28. Lessons usually start with lively expositions and discussions; pupils generally enjoy this and work hard, joining in discussions. Teaching usually involves a variety of brief stimulating activities, which maintain interest. In a very good history lesson to Year 5 pupils, the class all showed considerable interest in their work on evacuees during the Second World War. Pupils were absorbed in enacting the roles of evacuees and potential foster parents, showing great sensitivity and growing understanding. Their strong focus was engendered both by the teacher, who made it clear what they were learning and by their encouragingly rapid rate of progress. This method was both relevant to pupils' needs and great fun so pupils were excited, stimulated and fascinated by what they were doing. Naturally, they learnt very well.

29. Teachers' management of pupils is very good, overall. Teachers are calm; they rarely raise their voices and exercise their authority courteously at all times. This develops warm and constructive relationships. As a result, pupils develop good independence and concentration very early on. In the Reception class children were keen to 'have a go' at their various activities and this impacted positively on their learning. These children, like others in the school, support each other very well and know and respond to classroom routines, all of which helps their learning. Pupils usually behave very well and respond well to teachers and other adults. Teachers are usually successful in engaging pupils of all ages and abilities in lessons by questioning and challenging them. All pupils' contributions are greatly valued by teachers.

30. The pace of lessons is invariably good. A very good English lesson to Year 4 pupils was typical. The resources were well deployed because planning and preparation had been so efficient; the support assistant had been involved in planning the lesson so was able to participate fully in all elements of the lesson. These factors enabled pupils to 'attack' their

tasks with the minimum of delay, thus meeting the teacher's expectations. The way in which the school uses support staff is very good. Teachers and support staff work together closely. There is effective briefing so that, in the course of lessons, support staff know what is expected of them. The support that groups of pupils receive from support assistants is well adapted to their needs. As a result all pupils are able to participate fully in all elements of the lessons. The contributions they make to pupils' learning are a strong contributory element in the quality of teaching in the school. The use of ICT in lessons is generally satisfactory; there is evidence of ICT being used in a number of subjects. For example, it was used in English for one group of pupils to prepare a flyer for a local tourist attraction. In a Year 2 mathematics lesson, pupils ably used a computer to sort information to the same criteria as the rest of the class.

31. Teachers undertake informal assessment in lessons through perceptive, focused questioning, particularly in the introduction and conclusion to sessions. Marking of books is generally satisfactory, regular and consistent. It provides some comments about pupils' work but it sometimes does too little to develop clear dialogue with pupils or tell them clearly what they should do to improve or what is the next step in their learning. Appropriate homework is set regularly from the children's first days in school and becomes part of their learning routine. Homework is usefully set to reinforce learning, such as spellings for a test or to lead in to the next area of study. .

32. Teaching for pupils with special educational needs is very good, overall. The quality of support, that usually takes place in class, is very good. Teaching assistants make an integral contribution to pupils' learning through planning, teaching, assessment and reviewing progress. Pupils are fully integrated in activities in class. The organisation, groupings, general provision and support have a positive impact upon learning. Provision for pupils with special educational needs is good and enables these pupils to achieve as well as their peers.

33. The way that pupils learn is very good. They relate very well to one another and their teachers and show a strong work ethic, concentrating well. Teachers and assistants work hard with all groups of pupils to ensure that they make strong efforts in all phases of lessons. Teachers ensure that pupils have a very good knowledge of their own learning, through clear explanation of learning objectives at the outset of lessons and checking if they have been met in the closing sessions. Pupils enjoy working in small groups and in pairs; they often like the social opportunities that such sessions afford and are genuinely helpful and supportive of one another's' efforts in the classroom.

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

34. The quality and range of learning opportunities are good throughout the school. The school has developed a well-structured and appropriate curriculum embracing all statutory requirements and providing much more besides. The wide range of good learning opportunities meets the interests, aptitudes and particular needs of all pupils, including those with special educational needs, pupils with English as an additional language and, on most occasions, the most able.

35. The quality and range of learning opportunities for children in the nursery and reception are good. Stimulating and interesting environments, which support learning well, have been created for the children both in the nursery and reception classes. Planning is comprehensive and follows the nationally recommended curriculum. The curriculum is enhanced with visits to places of interest. For example the children in the nursery have recently visited The Severn Valley Railway and taken part in a sponsored event at Dudley Zoo. Regular visitors to the Foundation Stage include the local police, nurse, dentist and

representatives from the local water authority. Opportunities for physical development are planned outdoors so that children can use the equipment such as bikes, climbing frame and balls but this is very much dependent on the weather because there is no covered area outside. The way the reception classes are organised at present means there is also no outdoor area leading directly from the classrooms, which can be used to extend their development in all areas of learning. The provision for children with special educational needs is good, teachers use the assessment procedures well to identify children who find learning or conforming to the school's expected behaviour policy difficult. Good support is provided for these children. Support for children who speak English as an additional language is also good. A specialist nursery nurse is based in the nursery and there is also a nursery nurse who is able to talk to the children and parents in Punjabi. This provision enables children to settle into the nursery routines and to ensure that the necessary support is available to develop their command of English.

36. The curriculum for pupils in Years 1 to 6 is good. There are opportunities for pupils to take part in a most interesting range of activities. The school has adopted the nationally available schemes of work in all subjects. In many subjects, teachers have worked hard to refine these schemes of work so that they are specific to the needs of the school and its pupils. The school has rightly prioritised additional time to be devoted to the teaching of literacy, based on the particular needs of its pupils. It recognises also that this is reducing the time available to some other subjects, such as history and geography. Nevertheless, pupils still receive a broad and balanced curriculum, based on their particular learning needs.

37. The National Literacy and Numeracy Strategies have been well introduced and are carefully implemented. This is reflected, particularly in literacy, in the good progress pupils make. Both literacy and numeracy are used well to support learning in other subjects of the curriculum. For example in the work seen in Year 3 where pupils were writing in journalistic style when putting together their "Viking Times" as part of their work in history.

38. Teachers' planning at all levels is of a good quality and thorough. All plans fit well together and pupils' learning in one subject will often reinforce and practise what they have learnt in another. ICT, for example, is often used to support and extend learning in other subjects. Planning often includes a good evaluation of what was done last, in order to build on the successes that have been achieved in pupils' learning.

39. The special educational needs policy makes positive statements and clear definitions about provision and procedures within the framework of the National Curriculum. Pupils with these needs have full access to the curriculum and their learning is carefully planned and structured. A strength of the provision for special educational needs is its positive attitude towards inclusion when, as a very caring school, it openly welcomes all pupils and integrates them fully. The school enjoys a good reputation for special educational needs provision and receives good support from the local authority. It liaises closely with a neighbouring special school. Overall planning for special educational needs is very good.

40. All pupils have very good opportunities to access the full range of the curriculum. Opportunities are available for all to acquire the necessary skills and knowledge they need to continue their learning at a level that is appropriate to their current levels of attainment. Literacy support, for example, is consistently good. Tasks are well planned to meet individual pupils' needs. The school recognises individual pupils' strengths.

41. Extra-curricular provision is excellent. There is a very good range of activities available which include cricket, choir, computers, rounders, art and design, cookery, drama, netball and a homework club for pupils in Years 3 to 6. In addition there is a very successful and effective after-school club which includes pupils from the Foundation Stage and Years 1 and 2. These are very well supported by the pupils. The school also makes very good use of visits and visitors to support the curriculum, for example, the visits to Oak House as part of their work on the Tudors and the Foundation Stage visit to the Severn Valley railway. Visits to the school by Afro-Caribbean poets and a theatre group all help to reinforce pupils' learning and as a result the progress they make.

42. There is very good provision made for pupils' personal, social and health education, including sex and drugs awareness education. There is a clear policy and this includes a strong awareness of citizenship. Personal, social and health education lessons are used well to share thoughts and concerns and to build self-esteem. Pupils are encouraged to consider the feelings of others and respect the values and beliefs of other people. The use and misuse of drugs is very clearly and thoughtfully taught, using a local organisation that visits annually.

43. The school maintains good links with the local community and again this contributes significantly to pupils' learning. Police and fire representatives visit school to talk about their work and the hazards that can be found in the local community. Visits are made to the local temple and a Muslim parent visits to talk to the pupils about Islam. At Christmas the pupils visit the local senior citizens' home to sing carols and visits to the church are made on a regular basis. The school has good links with local industry with help being provided for reading by the Inland Revenue department. In addition, the school has an effective link with a local aerospace company. Links are also well established with the local cluster of schools and with the local secondary schools to which Year 6 pupils transfer. Visits are made to these schools and some of the teachers from them also visit the school to talk to Year 6 pupils.

44. The school's strong Christian ethos underpins the promotion of equal opportunities for all, and, as a result, provision is very good. The curriculum is inclusive, and careful planning ensures that all pupils (both boys and girls) can benefit from a wide variety of opportunities for personal and academic development and make their own contributions to school life. For example, pupils learn more about the diverse cultures represented in the school through "focus" days, in which members of the school and the local community join together in traditional festivities. Another strength of the provision is the close cooperation between teachers and support staff. This enables pupils with English as an additional language and those with special educational needs, to benefit from individual attention and work that is carefully tailored to their requirements. As a result, pupils gain in confidence and build steadily on their own success.

45. The overall provision for pupils' spiritual development is very good. Acts of collective worship make a significant contribution to raising pupils' spiritual awareness. In addition, at the end of the day and before lunch, pupils pray for the food they are about to receive and for others less fortunate than themselves. At the end of the day they give thanks for what they have learnt. Pupils take turns to confidently lead these prayers in some classes while in others they are led by teachers or lunchtime assistants. The school provides some knowledge and insight into different faiths and religions. Forgiveness, sharing and caring are explored fully in many lessons and assemblies. Awe and wonder are developed through planned and spontaneous activities in such subjects as English, science and art and design. Such activities fuel the imaginations of the pupils and stimulate them to pause, reflect and ask questions.

46. There is also very good provision made for moral development. Teaching and support staff provide very good role models for pupils. Adults encourage pupils to behave responsibly because they want them to succeed. Pupils of all ages have a clear understanding of right and wrong. The structure for rewarding good behaviour and effort, including celebration assemblies, makes a strong contribution towards promoting good behaviour. Moral development is firmly underpinned by the school's code of behaviour. Pupils' self-esteem and confidence are enhanced by positive praise and encouragement. This supportive approach is successful in helping pupils to become self-disciplined. The positive ethos of the school encourages pupils to think about the world in which they live and to care for others and the environment. In their lessons, such as in English, pupils are encouraged to discuss emotions and how these need to be controlled in a lawful society.

47. The provision for pupils' social development is very good. The very good quality relationships that exist are at the heart of the school's success. Pupils undertake an increasing range of responsibilities in the classroom and about the school. They initiate fund raising activities including support for National Children's Homes. Extra-curricular activities are used well to extend social skills, and group work in many lessons frequently highlights the good level of co-operation. There are many opportunities provided for pupils to take responsibility and make decisions. Personal and social education lessons focus often on care for each other, sharing and friendship. Pupils play and work together with care and consideration. Educational visits also support pupils in their personal development.

48. Provision for pupils' cultural development is also very good. Pupils learn about other faiths and cultural traditions through literacy, history, geography, art and design and music. Displays around the school heighten pupils' aesthetic awareness and knowledge of their own and other cultures. Visits to the local temple, a talk from a Muslim parent about Islam, a Caribbean Carnival and an English Garden Party all help to raise pupils' awareness of the differences and similarities of customs and beliefs between different peoples and cultures. A particularly successful event was the Asian Day, where all dressed in the appropriate costume for the day. A visit from a group of Bangra dancers, with their drums, further enhanced the success of this event.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. Procedures for child protection and for ensuring pupils' welfare are very good. The pupils are secure in a warm, clean and purposeful environment. Staff know the pupils very well, are very caring and support the pupils' welfare at all times. All adults are aware of the criteria for child protection. There are no health and safety concerns within the general framework of the school day. The health and safety provision for those on school trips and visits is very well structured. Lunchtime supervision is unobtrusive but effective. Supervisors know the pupils well and stimulate some good interactive play, particularly with the younger pupils. The school cares sensitively for any pupils who are unwell.

50. The promotion and monitoring of attendance are very thorough. Any unexplained absence is chased up promptly. Parents are constantly reminded of the importance of regular attendance and punctuality as essential for their children's development and virtues to be fostered for the future. The school takes a firm stance on unauthorised absence. Pupils' annual reports carry comment and statistics of personal attendance and punctuality. This has all had a very good impact on attendance levels, which are now in line with the national averages.

51. Procedures for monitoring and promoting self-discipline are very good. Policies and strategies are very well structured. They are conscientiously and consistently applied. Teachers have high expectations of self discipline. All pupils are strongly encouraged to have

a responsible approach to their work. Where pupils have individual behavioural problems, this is the constant concern of staff. Pastoral care of these situations is constantly reviewed, generally with improving results. Procedures for monitoring and eliminating oppressive behaviour are very good. Bad behaviour is viewed very seriously and parental co-operation is earnestly sought. Tendencies towards bullying or oppressive behaviour are dealt with swiftly and effectively. Parents of all those involved are fully informed, and their co-operation is invited.

52. Class teachers are responsible for ensuring work is set at the appropriate level to enable pupils with special educational needs to meet their targets. Respective class teachers, in consultation with the co-ordinator for special educational needs, write individual education plans. Teaching assistants also play an important part in this process. Pupils are involved in setting their targets and have knowledge of their learning. The co-ordinator and class teacher liaise closely with outside agencies wherever it is possible for the school to do so. There is an established assessment system and identification procedure for pupils as they enter the school.

53. The assessment of pupils' attainment and progress is satisfactory overall. Within the last two years the school has established effective systems for assessing English, mathematics and science. Formal procedures are also in place to assess pupils' attainment and progress in ICT. In these subjects, assessment is now an integral part of planning. Assessment in other subjects has yet to be developed across the school in a consistent way so that pupils' assessment information is recorded using the same format. Although pupils in Years 3 to 6 are involved in the setting of personal learning targets in English and mathematics, there is currently no system in place that includes written targets for individual pupils during each school year. Science assessments are matched closely to the National Curriculum Programmes of Study, but as yet pupils do not have individual targets. In Year 6, pupils are aware of what they need to do to get to the expected level in English, mathematics and science. Year 2 pupils know and look forward to what they are to learn each day. However, other than baseline tests and statutory national tests at the end of Year 2, no other formal assessments take place in Years 1 and 2. A computerised system managed by the assessment co-ordinator provides useful information about the progress made each year by groups and individuals.

54. Assessment procedures for children in the nursery and reception are good. The nursery staff keep comprehensive records of individual children's attainment using the stepping-stones for the nationally recommended curriculum from which both progress and standards can be measured. They also keep careful notes relating to individual children's progress. In reception, the teachers effectively use the baseline assessment procedures recommended by the local authority. Assessment information is recorded in individual assessment profiles and used to set targets in literacy and mathematical development and to plan activities to meet the needs of all children. A tracking procedure from nursery through reception onto the next stage of education is being developed but the school is appropriately awaiting new national guidelines for assessment in the foundation stage.

55. The use of day-to-day assessment to secure what pupils need to do is generally effective, although there is a lack of consistency throughout the school in how teachers convey this to pupils in written comments. In the best examples, marking is used to tell pupils how well they have done in relation to the learning objective and what they need to do to further improve, but this is rare. The school has become more focused recently in its use of assessment information to support pupils' progress and guide curriculum planning. It fully complies with arrangements to administer statutory tests at the end of each key stage and in addition uses the national non-statutory tests in Years 3 to 5. Results of these annual tests within the juniors are used to enable the school to predict and show trends. New National

Curriculum target levels are set but they are not reviewed within the subsequent twelve months. Target groups of pupils are formed in English and mathematics with the aim of providing structured opportunities for those individuals to make improved progress. No substantive tracking of pupils' progress takes place in Years 1 and 2. The use of assessment information to guide curricular planning is currently satisfactory.

56. The procedures to monitor and support pupils' academic progress are good, overall. Teachers are responsible for keeping the records of all pupils in their care. Although records do not contain samples of work from different year groups, test results and targets are included. In English, there is a good system, which records pupils' reading, and the school has recently introduced procedures to record pupils' attainment and progress in their spelling. Learning support staff make a most useful contribution to assessment of individuals throughout the school, for example where the support is very good for pupils with special educational needs or where pupils speak English as an additional language. As the monitoring of an individual's progress is becoming more consistent, it provides information to teachers, raising their awareness and adjusting expectations in order that they can raise standards.

57. Procedures for pupils' personal development are very good. All adults in school set fine examples for the pupils and have naturally good relationships with them. Teachers provide a wide range of opportunities. They know the pupil's capabilities and support the pupils' individual needs very well. There is a caring, inclusive atmosphere. This is evident by all staff practising the good routines of the school. They work diligently with the pupils as well as teaching them. Consequently, pupils follow their lead very well. Parents appreciate this and feel teachers get the best out of their children. They are pleased the school helps their children to mature. Lunchtime supervision is good. The mid-day assistants stimulate good interactive play, particularly with the younger pupils. A wide range of daily opportunities is created for pupils to take initiative and responsibility. The personal, social and educational programmes are very well used to promote good attitudes. Good work and effort are fairly appraised at the end of lessons and in assemblies, especially when significant personal achievements in learning are made. Assemblies are very well used to promote responsible attitudes to work, behaviour, relationships and decision-making. Parents acknowledge that staff are very approachable and freely available to share any concerns. They feel they are listened to and matters are dealt with appropriately.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Parents are pleased with what the school provides and achieves. This is evident from comments made by parents spoken to during the inspection and at the parent's meeting and the extremely positive return of questionnaires. However, attendance at the parent's meeting and returns of questionnaires for the inspection were very low and it is evident that a number of parents are not actively involved in their children's learning. Nevertheless, the school has good and effective links with parents. There are regular newsletters and memos on school events. There is a comprehensive school prospectus and a good annual report on the school for the governors' annual meeting. However, this annual report could be improved by fuller comment on areas the governors have discussed at their meetings, the decisions made and how they affect the school. Parental attendance at the annual meeting is very good.

59. Good induction procedures ensure that the youngest children quickly settle into the routines of school. Home visits are made for children starting in the nursery and booklets are provided for both parents and children so that they know how the nursery is organised. In the Reception class, children and their parents are invited to visit the class before their child starts. This ensures good links have been established and children are well prepared for

school. Further consultation meetings are held during the year so that parents can find out about their child's progress. An annual report is sent to parents at the end of the school year.

60. Parents appreciate the high quality of information on their children's progress. Annual written reports are individual to the pupil, although they lack clear evaluation, levelling and indications for future development. However, much detail on progress and targets for the future is discussed at the termly consultation evenings, which are very well attended. The daily opportunities to talk to teachers throughout the year are also very well used.

61. Parents are invited to special educational needs review meetings and are included in the process. Good relationships enable unplanned meetings to take place when necessary to support pupils' learning.

62. The impact of parents' involvement on the work of the school is satisfactory. The school warmly invites parents to contribute to their children's learning at home and in school. The home/school agreement, although sensitively negotiated with parents, has had limited response. A number of parents, particularly in the younger age groups, hear their children read at home. However, not all parents support their children's work at home. Much homework is not returned. Notwithstanding, a very few parents express concerns regarding levels of homework set. The inspection team found levels of homework set are consistent with that of other schools. There is no parents association. There is no regular parental help in school during the day. Nevertheless, parents willingly help at the wide range of events, for example sports days and trips. They turn up in large numbers for special assemblies, concerts and the major festivals of the church year. A good number of parents enjoy the parent/toddler group, where their children can engage in purposeful play. This provides a very good early parental link with school and builds up the confidence of young children in the school surroundings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership of the school is very good and its management is good. The head teacher has a very good understanding of the strengths and weaknesses of the school. She is careful to balance her time between the two sites equitably; she is a positive presence in both of the school buildings and the strong personal care and commitment she has for children pervades the school. Since the school was established, the head teacher has worked hard to remove divisions between the two former schools. In this she has been very successful. She has a clear vision for the future of the school and this is shared by the staff; the tangible evidence of this lies in the good school development plan which takes account of a wide range of information, such as national assessment results, before identifying appropriate priorities. There are extensive staff and governor consultation procedures for confirming priorities and drawing up the final document. The plan indicates who is responsible for delivery of each identified area, what the timescales are and the resource implications. The plan for 2002-03 had not been finalised at the time of the inspection in order to take account of the report's findings. The priorities for the previous year were appropriate and the impact of work done on them was evident during the inspection. The development plan is important in day-to-day life at the school; for example development of literacy was a priority and most teaching seen showed strong emphasis on developing pupils' literacy skills. This demonstrates the strong sense of shared commitment amongst all adults who work at the school.

64. The structure of the senior management team appropriately reflects this two-site school, as there are at least two senior teachers in each building. However, the nature of the school timetable means that only the head teacher regularly moves between the sites. This means that it is difficult for teachers to see the 'whole picture', particularly as the whole staff meet rarely. In effect, this means that co-ordination of subjects is inconsistent. A number of co-ordinators have too little information about the implementation of their subject in the building in which they are not based. They do not monitor teaching beyond their site and many do not see sufficient planning documentation or scrutinise pupils' books. This lack of awareness means that a number of subjects are well run in one part of the school but are not sufficiently developed in the other part. Subjects regularly use the Qualifications and Curriculum Authority suggested schemes of work but, in the areas where their management is less effective, these are not modified to meet the school's particular circumstances. This can lead to minor imbalances in the curriculum. For example, much more geography than history is recorded in their books by pupils in Years 1 and 2. The school was unaware of this and so could not explain this variation.

65. Leadership and management of the nursery and reception are good. The co-ordinator monitors provision effectively and ensures that there are good links with the nursery staff. Long and medium-term planning is also monitored to ensure there is continuity and progression of skills, knowledge and understanding of the nationally recommended curriculum for all children. Management of special educational needs is good and the provision for the large number of pupils is very well managed in the circumstances surrounding such an unusual split site, with the limited support provided from external sources. The two co-ordinators, one of whom is the head teacher, work well together. They plan to develop closer links with outside agencies to enable the school to further improve the quality of support for pupils with special educational needs, including those with statements.

66. The school has experienced some difficulty in recruiting appropriately qualified and committed governors. Currently, the chairperson is a temporary appointment until someone who has more time to commit to the post can be found. However, she works hard with a small group of committed governors to support the school. Governors fulfil all their statutory responsibilities. Training is offered to governors but few take the opportunities available to them. As a result, many governors lack sufficient information about the school and do too little to find out for themselves. Attendance at governing body meetings is often low and only two governors attended the inspection feedback. The head teacher and the school work hard to keep governors informed, but governors generally lack the required knowledge and independence to be able to work as an equal partner with the senior management team of the school. As a result of this lack of shared commitment on the part of the governing body as a whole, the head teacher and her senior colleagues have to shoulder too much of the burden of leading and managing the school.

67. Given the difficulties of being on two sites, the school monitors teaching well. Lessons are monitored and recorded in a standard format and are used to develop teachers' strengths and eliminate areas of concern. The result is a strong consistency in the delivery of lessons; teachers agree what is good practice and all adopt similar procedures in, for example, managing pupils or setting homework. Teachers all have high expectations of behaviour and academic performance. This has a positive effect on pupils' feelings of security in the school and is very beneficial to their achievement. The school met its targets in national tests in 2001 and, through the vigorous action it has taken, is likely to meet its more ambitious targets in 2002.

68. The head teacher has had considerable success in obtaining funds for the school from various charities and other bodies. For example, assistance from one body enabled a considerable boost to literacy funding, from another it has allowed a kitchen to be built in the

nursery. The school spends its money wisely, in accordance with the school development plan, but is unaware of the principles of best value and does not compare its patterns of expenditure with other, similar schools. The school makes use of new technology wherever possible. For instance, assessment information is increasingly being recorded electronically and budgetary planning uses a recognised electronic format. However, the school is hampered in the development of these areas because there are no electronic links between the two sites. As a result administrative staff have to travel between sites when working on school administration and accounts and this is unsatisfactory.

69. The school has sufficient teachers and other staff to meet the needs of the curriculum. They are generally appropriately qualified and experienced. The school's strategy for performance management has enabled its rapid introduction and the very thorough procedures are widely felt to be beneficial. Staff targets are sensibly linked to the school development plan. A programme of in-service training has been provided in accordance with the requirements of the school development plan. There are thorough procedures for the induction of newly qualified teachers, and for other new members of staff. A named mentor is provided for newly qualified teachers, but all staff contribute by giving advice and support in their day to day work. The support provided by the local education authority through courses and meetings for newly qualified teachers also makes a valuable contribution. Given the very large proportion of pupils who speak English as an additional language, the one specialist teacher has a great deal to do.

70. Overall the school's accommodation is satisfactory. Classrooms are generally large enough for all activities and other areas such as halls and playgrounds are of good size and quality. The school's site manager and cleaning staff keep the building in good order and their efforts make a good contribution to the quality of the working environment for all who work in the school. The fact that the school occupies two sites, which are a considerable distance apart, makes some aspects of management more difficult. Those working on one site find it difficult to be familiar with the other and there is no non-teaching room on either site which is big enough to accommodate the whole staff. The release of teachers with management responsibilities is more difficult and this can have a negative impact on the effectiveness of management overall.

71. Resources for learning are satisfactory overall. Those for mathematics are very good, and those for physical education are good. In all other subjects they are satisfactory. In English, although resources are satisfactory overall, the library in the building where Years 3 to 6 are taught is unsatisfactory. There are insufficient books for the number of pupils, and the room where the library is located is too small.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. St. Luke's is a good and improving school. In order to continue to move forward the school should:

- (1) Develop more consistent management of subjects across both of the school's sites to ensure improved continuity and progression in learning.
(Paragraphs: 64, 109, 116, 134, 148)
- (2) Through training and encouragement, ensure greater involvement of the governing body in shaping the future direction of the school.
(Paragraph 66)

Minor issues that the governing body may like to consider are:

- Improve the quality of written comments in marking of pupils' work so that they are clearly aware of what they need to do to improve their standards.
(Paragraphs 31, 107, 130)
- Developing the library as a stimulating resource by increasing the quantity and quality of books and providing a more appropriate room.
(Paragraphs 71, 91)

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

73. There are 174 pupils with English as an additional language. The main home languages are Punjabi, Gujarati, Urdu and Hindi. Despite very low attainment on entering the school, these pupils achieve as well as other groups of pupils at the ages of seven and eleven. This is because they are very well supported by teachers and classroom assistants, who are experienced in meeting their needs. Pupils entering the school at different ages with little or no knowledge of English make good progress in understanding and in expressing themselves in English as a result of effective specialist support.

74. Most pupils with English as an additional language have positive attitudes to school. In lessons and extra support sessions, they respond well to the help they receive. They have very good relationships with their teachers and fellow pupils. They enjoy the range of activities that the school provides, especially in sport and after school clubs, and they appreciate the opportunities to make friends with children from many different cultural backgrounds.

75. Pupils with English as an additional language are very well taught because work and teaching methods are carefully tailored to their needs. In most lessons teachers plan effectively to ensure that all pupils are able to join in the discussions and learning activities. Building confidence is a key feature of the most successful lessons, and the quality of teaching is considerably enhanced by the good quality of support that pupils receive, and the effective rapport between staff. For example, in a Year 3 English class, the lesson planning for pupils with English as an additional language was done jointly by the class teacher and the specialist teacher who was present in a supporting role. Pupils gained confidence from the quiet help they were given, and this enabled them to join in the activities successfully. Similarly, the effective support from a specialist assistant in a Year 2 music lesson, ensured that pupils with English as an additional language had the same opportunities as the rest of the class. Pupils are usually willing learners because of the very good relationships that teachers have developed in the classroom

76. The school makes good curricular provision for pupils who speak English as an additional language. The curriculum is accessible to all pupils because the specialist teacher,

who is funded through the ethnic minority achievement grant, works in partnership with classroom teachers, planning lessons and activities. These ensure access to the curriculum and maximise opportunities for language learning. There is a wide range of extra help available. For example, pupils are enabled to improve their language skills through support in group work from specialist staff and from bi-lingual support. These pupils also benefit from the excellent provision for extra-curricular activities, such as the homework club. However, although a specialist from the local education authority provides help for Indian pupils at an early stage of English language acquisition, there is no bi-lingual support for pupils with African home languages.

77. The school gives very good support to pupils with English as an additional language and this enables them to gain the confidence to enjoy school life and achieve well. Pupils have access to bi-lingual support during the lunch hour and so they know to whom they can go, in case of any problems. The arrangements for monitoring pupils in need of extra help are very effective, as for example in the detailed records of pupils' progress kept by support staff. This monitoring is used well in identifying areas where support can be targeted. For example, support from the specialist teacher is presently focused on improving literacy and numeracy in Years 3 and 4. The aim of this is to provide pupils with a firm foundation on which to build their work in Years 5 and 6. There are well-established systems for identifying individual pupils in need of extra help, and for tracking the progress of different ethnic groups. However, although records of progress are kept efficiently by support staff and class teachers, they are not easy to access for information and analysis, as they are not held centrally. There are good relationships between the school and the local education services, and this close co-operation enables the school to be in the forefront of initiatives to raise standards and pupil self-esteem.

78. The school has a good partnership with parents of pupils with English as an additional language. It has very effective ways of providing information about school matters. For example, the head teacher and other staff visit parents at home, and bi-lingual staff are available in school for consultation on day to day concerns. Parents of these pupils are pleased with their children's attitudes to school, and are grateful to the staff for the time given to discussing their children's progress and general well-being.

79. Management of support for pupils with English as additional language is good. There is very clear educational direction and the whole school successfully builds on pupils' home languages to develop their competence in English. The close links between the specialist teacher and the school staff ensure a whole school approach, with a very strong commitment to improvement, clear identification of pupils' needs, and appropriate priorities for development. Daily routines run smoothly because of good co-ordination. The language requirements of pupils within the subjects of the curriculum are well met through the good match of teachers and support staff. In-service training is carried out effectively, as for example in the programme for support of Afro-Caribbean pupils. The specific grant for ethnic minority achievement is used effectively for its designated purposes, and pupils also benefit from involvement in local confidence-building initiatives. However, there is one aspect of the provision that can be improved, namely the time allocated for specialist provision. There is too much work for one specialist teacher to do. This is because of the very high percentage of pupils coming into the school with English as an additional language and at an early stage of English language acquisition, and also because of the need to commute between the two sites.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	23	23	10	0	0	0
Percentage	2	40	40	18	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents approximately 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)	38	290
Number of full-time pupils known to be eligible for free school meals	12	95

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	23	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	174

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	6.1

Unauthorised absence

	%
School data	0.6

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	25	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	17	18
	Girls	24	24	24
	Total	35	41	42
Percentage of pupils at NC level 2 or above	School	74 (83)	87 (88)	89 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	18	20
	Girls	24	24	24
	Total	35	42	44
Percentage of pupils at NC level 2 or above	School	74 (85)	89 (90)	94 (88)
	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	14	19	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	10
	Girls	14	13	15
	Total	21	20	25
Percentage of pupils at NC level 4 or above	School	64 (N/A)	61 (N/A)	76 (N/A)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	14	13	15
	Total	21	21	24
Percentage of pupils at NC level 4 or above	School	64 (N/A)	64 (N/A)	73 (N/A)
	National	72 (70)	74 (72)	82 (89)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	26
Black – African heritage	4
Black – other	0
Indian	103
Pakistani	21
Bangladeshi	0
Chinese	0
White	46
Any other minority ethnic group	41

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	22.3
Average class size	26.5

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	338

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	36
Total number of education support staff	4
Total aggregate hours worked per week	92
Number of pupils per FTE adult	7.3

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	670 667
Total expenditure	683 663
Expenditure per pupil	2 310
Balance brought forward from previous year	56 251
Balance carried forward to next year	43 255

Recruitment of teachers

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

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	307
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	69	28	0	0	5
My child gets the right amount of work to do at home.	47	34	17	2	0
The teaching is good.	66	32	2	0	0
I am kept well informed about how my child is getting on.	66	27	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	75	20	3	2	0
The school expects my child to work hard and achieve his or her best.	78	20	0	0	2
The school works closely with parents.	63	31	2	3	2
The school is well led and managed.	66	29	5	0	0
The school is helping my child become mature and responsible.	66	31	2	0	2
The school provides an interesting range of activities outside lessons.	62	28	5	3	2

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

Personal, social and emotional development

80. All children, including those with special educational needs and those for whom English is an additional language make good progress in personal, social and emotional development. However, the majority do not achieve the final progressive step or stepping stone in the nationally recommended curriculum by Year 1. Most are at the third stepping stone. In most lessons children show interest in the activities. They are beginning to share equipment and to wait for their turn. For example, children in the reception know how many children are allowed in the sand and role-play areas. Nursery children are able to take turns to talk during snack time and enjoy having responsibility of giving out the milk and straws. They know the routines for tidying equipment away at the end of a lesson and are usually willing to help each other. Most children in the nursery and reception respond well to the stimulating environment and are developing an ability to concentrate for a suitable length of time. Good support from classroom assistants and nursery nurses enables children to understand the need to sit quietly when adults are talking to them and they respond well. The quality of teaching for this area of learning is good; this enables the children to know the difference between right and wrong and they are beginning to acquire good attitudes to learning.

Communication, language and literacy

81. All children, including those with special educational needs and for whom English is an additional language, make very good progress in communication, language and literacy in the nursery and reception. However, despite very good teaching overall, they are still below national expectations by the time that they start Year 1 of the National Curriculum. Most children achieve the third stepping stone by the end of reception. Many children still use single words or short phrases in conversation. In the nursery, a group of children for whom English is an additional language, talked reasonably confidently to the nursery nurse about their families. Another group of children began to describe what the snails were doing and, with support from an adult, explained whether the snails prefer to move across smooth or rough surfaces. In reception, many children can explain briefly the plot of a story and describe the pictures in the storybook. Higher attaining children can describe and explain in some detail but the majority are less confident without adult support. Higher attaining children read simple text accurately and with expression. They talk confidently about the books that they enjoy reading, particularly those read with adults at home. Average attaining children use single words and short phrases to describe the pictures and read very simple text with some accuracy. Lower attaining children point to the words and read some key words accurately. They use their knowledge of letter sounds to try to read unfamiliar words and are beginning to self-correct. However, few children in either of these groups are able to talk about any books other than their current reading book.

82. Children in the nursery are beginning to recognise their name and higher attaining children can write their name with support. They trace over an adult's writing with reasonable accuracy and are beginning to form some letters correctly. They use familiar letters to convey their meaning and can tell an adult what they have written. Both average and lower attaining children are beginning to trace over an adult's writing but not yet accurately. They can copy some of the letters in their name correctly. In reception higher achievers write a simple sentence and use a full stop at the end. They are beginning to understand when to use capital letters. Average attaining children use recognisable letters to convey their meaning. For example, some children write the ingredients needed to make some cakes.

Lower attaining children are beginning to copy a sentence under the teacher's writing but only some of the letters are formed correctly. Teaching is very good overall. All adults have a very good understanding of the needs of the children and are continually developing the children's vocabulary very effectively. The appropriate parts of the literacy strategy have been introduced in the reception classes. This impacts very well on children's learning and enables them all to make very good progress.

Mathematical development

83. By the time the children start Year 1 of the National Curriculum most of them have made very good progress in their mathematical development. Very few children achieve the final stage in the nationally recommended curriculum, but most achieve the third stepping stone. By the end of nursery, many children can count to five and are beginning to write some of these numbers correctly. Higher achievers can count to ten. Many can recognise simple shapes such as circle and rectangle. Higher attaining children understand the mathematical language of tall and short and make a repeated pattern accurately. By the end of reception, higher and average attaining children can add numbers to ten mainly accurately and can sort three-dimensional shapes into those that will or will not roll. They recognise the value of some coins and the higher achievers can add two coins to make ten pence. Most children can sort objects according to their size. Lower attaining children can sort into groups of larger and smaller objects. Many can recognise and name some two-dimensional shapes such as circle, oblong, triangle and square. Teaching of this area of learning is very good and as a result all children make very good progress in their learning. Explanations are very clear and a very good range of activities is provided for children to reinforce key teaching points. This has a very positive impact on children's learning.

Knowledge and understanding of the world

84. All children, including those with special educational needs and those for whom English is an additional language make good progress in this area of learning and they achieve well. By the time they start in Year 1, many are achieving the third stepping stone. Many children in the nursery can name some creatures in the garden. They describe the snails using short phrases or single words. For example, one child explained 'mine's coming out' and others talk about the snail's head and shell. They are beginning to talk about the different surfaces which the snails prefer to move along, using vocabulary such as 'rough' and 'smooth'. Reception children know where to look outside for mini-beasts and can identify beetles, worms and wood-lice. They investigate objects and materials using their senses effectively to observe and identify features of the natural world. Evidence from children's work and photographs indicate that they have experience of the world around them. Children in Reception, compare what they might see in the countryside with what might be seen in a town and can name some objects that are magnetic. They know that seeds need earth, sun and water to grow and can sequence the life cycle of a butterfly accurately with support. In the nursery, children enjoyed a sample of a Chinese meal using chopsticks and joined the children in the reception class for an India Day. All children make good progress in developing computer skills. In the nursery children use the mouse to draw patterns but need a lot of adult support and encouragement. In reception children show more confidence in using the mouse to control and move objects around the screen. They use a colouring programme to design patterns and snail pictures. The quality of teaching and learning is good. Adults have secure subject knowledge and this impacts well on children's learning. A good range of practical experiences is provided and this supports learning well. However, in some lessons, not all adults are fully involved in the lesson from the start and the teacher is not sufficiently supported to ensure all are focused on the initial teaching session. As a result, children can be over-excited, the pace of the lesson is slowed and learning is impeded.

Physical development

85. By the time the children start the National Curriculum in Year 1 most are achieving the national standards for physical development. All children make good progress in their learning because teaching is good overall. Planning is good and objectives are clear. Adults use individual children effectively to demonstrate expectations and this has a positive impact on children's learning. By the end of the nursery and reception most children show awareness of space and of each other. They can confidently skip, walk and hop around the hall, stopping and starting to command. They begin to work on forward rolls and by the end of the lesson all children are able to perform a basic forward roll. In nursery all children make good attempts at finding different ways of moving. For example, some children crawl, others walk and some slide along the floor. Good support from nursery nurses enables all children to participate well in the lesson. They are beginning to handle tools such as paintbrushes correctly, when an adult reminds them. Planning indicates that opportunities are provided to use bikes, scooters, climbing frames and other outdoor equipment but no observations could be made during the inspection because of the weather. There is also no outdoor area leading directly from the reception classes, which can be used to extend pupils' physical development throughout the day.

Creative development

86. All children are making very good progress in their learning and by the time they enter Year 1 most have achieved the national standards in this area of learning. Children are exceeding these standards in music. The children in the nursery confidently join in singing a number of songs linked to topic work about mini-beasts. Some children who speak English as an additional language are well able to follow an adult and join in with the actions. They keep time with the music, using instruments and are beginning to identify the different sounds made by the instruments. Reception children are able to sing songs in two parts and can adapt their voices appropriately singing loudly or softly. They are able to choose the appropriate instruments to match the mini-beast. Children are able to use pencils, felt tips crayons and paints appropriately. They are able to mix colours to paint attractive pictures based on the styles of Van Gogh and Monet. They use glitter to make snail trails and paint symmetrical patterns on paintings of butterflies. In the nursery, children are able to use a range of media very effectively, with adult support. This contributes to attractive collage work, linked to topic work about mini-beasts and also the children's recent visit to the countryside. They make patterns using pasta shapes and collages using natural materials. The quality of teaching and learning is very good, particularly in music, and children are achieving well. Teachers have good subject knowledge and provide a very good range of activities to enable the children to develop their skills. Behaviour management is very good and as a result children have a very positive attitude to learning.

ENGLISH

87. The 2001 National Curriculum tests results at the end of Year 6 show that the proportions of pupils attaining both the national average and the higher level are well below average. In comparison with similar schools the proportions are broadly similar. During recent years the school's results have fluctuated but overall they have risen at a rate that is similar to the national rise in standards. Early indications from the 2002 test results, which inspection findings confirm, are that pupils' standards have risen considerably this year. This is attributable to a variety of factors. Firstly the successful implementation and bedding down of the National Literacy Strategy. Secondly the high proportion of good and very good teaching that pupils receive. In addition the recognition by the school over a year ago, that spelling and writing standards were not good enough. In response the school prioritised these two areas in its development plan and put in place structured assessment procedures.

Additional resources were purchased, further in-service training for teachers took place and targets for improvement were set.

88. The results of the 2001 national tests at the end of Year 2, show that the proportion of pupils who attained the national average and indeed, the proportion who attained the higher level 3, is well below the proportions who do so nationally in reading and below those proportions in writing. However, when compared to similar schools, results are broadly similar in reading but above average in writing. Trends over the last few years show that pupils' standards have fallen slightly. This is largely due to the fact that the 2001 cohort of pupils contained a high proportion of pupils with special educational needs, including three pupils with statements to that effect. Initial indications from the 2002 national tests and also the findings of the inspection, are that pupils' standards have risen this year, with a higher percentage of pupils attaining Level 2 that did so last year. Many of the reasons for this rise in standards are similar to the ones that influenced the rise in pupils' standards at the end of Year 6.

89. Pupils throughout the school learn at a good rate. Their achievement is good. Pupils with special educational needs make the progress that can be expected of them. Where they have individual plans, targets are clear and tasks planned in lessons are organised to meet them. Many of these pupils benefit from the opportunities to work in small groups, either with their teachers, additional teachers, or their very skilled and well trained support assistants. Pupils with English as an additional language, are also given good support, carefully targeted to meet their needs. They too, make the progress of which they are capable.

90. By the end of Year 6, pupils' speaking and listening skills have continued to improve well and standards are broadly in line with national expectations. Most pupils are talking and listening confidently. They are thoughtful and clear in their descriptions of events or when giving opinions. Many are good at questioning, in a polite way, the opinions expressed by others in discussion. Opportunities for pupils to talk through their ideas and opinions are monitored closely. Much is done, both within lessons and through special events, to develop opportunities for pupils to speak and listen. For example, with older pupils there are occasional formal debates and many lessons throughout the school include opportunities to develop pupils' listening and speaking skills methodically. This was seen in a very good Year 4 lesson, where pupils were required to read out individually, or as a group, their letters home describing life as an evacuee child in World War II. Such opportunities greatly help to develop pupils' speaking skills. In addition, in nearly all lessons seen, pupils were required to pay attention to instructions and to what their classmates were saying. Class assemblies also provide further opportunities for pupils to speak to the whole school.

91. By the end of Year 6, standards in reading are broadly in line with national averages. However, pupils' knowledge and use of information books is a relative weakness. This is largely due to the lack of adequate library facilities in the school. There is a very limited space available for pupils to go and select information books in order to develop their own knowledge. This has an adverse effect on the development of pupils' research skills. In addition, the quantity of suitable books for pupils in Years 3 to 6 is very limited. Most Year 6 pupils have a satisfactory understanding of the most important ideas, themes, events or characters in the stories they read. Some make reference to the text when explaining their views about these things. They have a good understanding of the contents and index pages of information books. All pupils are well supported in their individual reading. They are given many opportunities to read and adults often listen to them. Pupils enjoy this, try hard and make good progress. Pupils have a good knowledge of a wide variety of authors as seen in the Year 6 work comparing the different writing styles of Michael Morpurgo and Jacqueline Wilson. In their literacy lessons pupils experience a wide variety and range of authors.

92. By the end of Year 6, standards in writing are in line with national averages and pupils have made good progress in Years 3 to 6. Most pupils know that a story is written in sentences and that sentences are grouped in paragraphs. They understand that a paragraph is used to start a new part of a story. They can explain why. Most know the advantages of planning a story and how a story can be structured. They often have good ideas about how characters can be introduced. They know that work is improved by drafting and editing, and that the computer is particularly beneficial when doing this. Very good accounts were written by pupils using paragraphs and chapters in their "Quest " adventure stories in Year 6. Teachers very good use of the National Literacy Strategy, means that pupils are given a good range of writing opportunities that cover a wide range of genre. In particular they are skilled in writing mystery stories.

93. By the end of Year 2, pupils' standards in speaking and listening are a little below the national average. However, pupils achieve well, making good progress from the low standards they had reached when they entered Year 1. Most pupils listen carefully and show this in the way that they respond. Many are confident when talking to their friends, their teacher or another member of staff. Some can explain their thoughts carefully and clearly. However, a minority offer responses that are minimal, possibly a word or two or a brief sentence. Overall pupils make good progress in Years 1 and 2, where their teachers regularly and consistently challenge them to do better. There are very high expectations that they will pronounce words carefully and accurately, and that they will attempt to give more than a word or two in answer to questions or when expressing their views or opinions. This is very beneficial to their rate of progress.

94. By the end of Year 2, standards in reading are below national averages. Some pupils read with understanding, while a few struggle to express anything beyond very simple opinions concerning the main events or characters in the stories that they read. Most pupils, when they come across a word they do not know, use a limited range of methods to try to read the word. If their chosen method fails, many struggle to succeed. Even so, phonic knowledge and awareness are developing well. Pupils achieve well for several reasons. Firstly pupils are interested in reading and most of those who struggle are willing to have a go at words they do not know. Secondly, they are given lots of opportunities to practise their reading skills. Thirdly, the good use made of the reading element of the National Strategy is beneficial. Finally both teachers and learning assistants have good levels of expertise and give pupils the guidance and support they need.

95. By the end of Year 2, standards in writing are just below national averages. The emphasis given to writing in the recent past is making a positive difference and pupils' progress is now good. The National Literacy Strategy is used well by teachers, particularly to widen the range of writing that pupils undertake. Writing skills are frequently and methodically practised in other subjects. More able pupils use interesting vocabulary when they write, although other pupils use a more limited vocabulary. Pupils have all made good progress since they entered the school, about four-fifths are working at the level expected. Most pupils can write well in sentences with capital letters and full stops, many use question marks accurately.

96. Good use is beginning to be made of pupils' literacy skills in other areas of the curriculum. The good work in Year 3, following a theme related the newspaper offices of the Express and Star, resulted in pupils writing articles in journalistic style for the "Viking Times" as part of their work in history. This was typical of many opportunities taken by the school to successfully transfer pupils' skills learnt in their literacy lessons to other areas of the curriculum.

97. Throughout the school, pupils and staff share very good relationships. Pupils are keen and eager to please their teachers, particularly when the latter's expectations are challenging but achievable. In older classes, teachers and pupils share a very good sense of humour, which sets an excellent climate for learning without impinging on the progress being made. Pupils have particularly positive attitudes to reading and they are keen to share verbally the results of their reading and writing. All have a particular love of poetry, which has a high profile in the school. The enjoyment and utter delight shown by Year 1 pupils in their poems about animals was a particularly good example of the pleasure pupils get from their literacy lessons.

98. The high proportion of good and very good teaching that pupils receive throughout the school contributes to the standards pupils attain and the good progress they make. The overall quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. Lessons usually start at a brisk pace, generally with a brief recap of the previous lesson. This is quickly followed by the main theme of the lesson. Teachers' questioning skills are particularly good and challenge pupils to produce better vocabulary than they might otherwise have used. This was evident in an excellent Year 5 lesson, where pupils were being taught about persuasive writing. They were designing a poster to persuade people to visit "Sea World" and, as a result of very good questioning, one pupil responded with "Caribbean colourful fish – they will dazzle you and remind you of the sweet sun." All teachers have a very good knowledge and understanding of the National Literacy Strategy, and are proficient at teaching the basic skills associated with it. In lessons, teaching meets the needs of pupils across the range of abilities within the class and in most a variation of material or teaching method is used to cater for pupils with differing abilities. On occasions, the needs of higher attaining pupils were insufficiently addressed, when, for example, they were given work that was more difficult than that given to others but was still not matched to their capabilities. The work of learning support assistants, when working with pupils who have special educational needs and those who speak who have English as an additional language, is good and greatly helps them to make good progress. For the latter, very good in-class support helps them to achieve a great deal given their limited language skills. Teachers plan lessons well and pupils are well aware of what they are required to achieve and learn. The best lessons are well structured and pupils are encouraged to complete their work at a brisk pace. Teachers have high expectations of what their pupils can achieve. They manage pupils well, expect good levels of behaviour and use resources very well to enhance pupils' learning.

99. A further reason why pupils achieve a great deal during their time at the school is because the curriculum is well planned with many opportunities for pupils to experience the complete range of the subject. The National Literacy Strategy is used very effectively. Teachers offer a variety of opportunities in other subject areas, for example in art and design, where pupils had written accounts called "Talking Textiles" to describe their work in the subject. Such good planning ensures the continuous development of pupils' understanding and appreciation of all aspects of the subject.

100. As a result of its analysis of National Curriculum tests, the school realised that spelling standards were insufficiently high. A programme was introduced to improve the situation. External help was used to provide in-service training for teachers. Spellings well-matched to pupils' differing prior attainment levels were identified, and spelling tests are administered regularly. As a result, there has been a marked improvement in pupils' spelling standards across the school. Handwriting has also been addressed and, particularly in Years 3 to 6, this has improved considerably as has the presentation of their work.

101. The leadership and management of the subject are good, overall. The school perceives the need for two subject co-ordinators as a result of its split site. Care needs to be taken to ensure the progressive development of pupils' learning, particularly from Year 2 to Year 3. Due to the long term absence of the junior school co-ordinator, discussions took place with the infant co-ordinator and headteacher. From this it is apparent that they have a thorough and complete understanding of the subject and how pupils acquire speaking, listening, reading and writing skills. They offer very effective support and guidance to their colleagues. Training is well planned for staff. Where staff are new to the school they are given additional guidance. This ensures that the high quality of the teaching of English is maintained.

MATHEMATICS

102. In the 2001 national tests for pupils at the end of Year 6, standards were well below the national average. However, the results matched closely those results found in similar schools. In the 2002 tests, the proportion reaching the expected level fell but the proportion reaching the higher level was significantly improved. National comparisons are not yet available but they are unlikely to indicate any significant overall improvement.

103. Results for pupils at the end of Year 2 show a similar picture. In the 2001 national tests, standards were very low compared with the national average, although the Year 2 group contained a high proportion of pupils with special educational needs. In comparison with similar schools standards were in line with the average. The current Year 2 group has a significant proportion of new pupils who have only recently entered the school from Asia. In 2002 the proportion of pupils reaching the expected level fell slightly although the proportion reaching the higher level almost doubled. Again, national comparisons are not available for 2002.

104. Judgements on standards during the inspection are based upon observation of mathematics lessons, extensive analysis of pupils' work during the past year and meetings with staff and pupils. Standards are currently improving, for several reasons. Firstly, work is much more closely matched to pupils' ability now. This is particularly true for the most and least able pupils. Pupils who speak English as an additional language and those with special educational needs are very well supported and make good progress. Teachers consistently encourage all pupils to organise and present work in a careful orderly way resulting in pupils taking time and effort to produce work of a high standard with an emphasis on accuracy and careful thought. Groups are identified and targeted throughout the juniors for additional mathematics support. Homework is used well to support teaching and learning. There is no marked difference in the work of girls and boys. As the level of challenge for pupils is much more appropriate now, they are beginning to make better progress. The curriculum, too, is carefully planned by teachers and the National Numeracy Strategy well understood and effectively used. Consequently most pupils are making better progress over time and overall pupils achieve well compared to their prior attainment. This is not directly reflected in the results of National Curriculum tests where Year 6 pupils who have only spent two years in the school, can currently find working quickly to complete assessments a disadvantage.

105. Standards seen during the inspection in Year 2 are close to the average for pupils of their age in numeracy and all areas of mathematics. Currently, because of the very good teaching, pupils learn very well in lessons. By the end of Year 2, pupils have a sound knowledge of place value to 100 and most pupils can read scales up to 900 grams. Most pupils have a sound understanding of telling the time to half past and quarter to the hour and most recent work demonstrates their knowledge and understanding of a half as a fraction and higher attaining pupils confidently place a quarter and three quarters on a number line.

106. Standards of pupils' work seen in Year 6 are below the average for pupils of their age. By the end of Year 6, pupils understand fractions, decimals and percentages and are developing measuring skills and the ability to use and interpret a range of diagrams and charts. Recently, pupils' mathematical thinking and understanding have improved as a clear emphasis on mental agility is helping pupils to increase their ability to use a variety of strategies to answer questions in their number work, by working out calculations in their head more quickly. However, recent assessment analysis has confirmed that a vast majority of pupils have difficulty applying their knowledge and understanding to solving problems. The school is setting more work, which will provide extended opportunities involving real life problems, as a regular feature of all units of study. It also intends to develop the use of ICT in the subject to support teaching and learning.

107. The quality of teaching and learning overall throughout the school is very good. Teachers consistently demonstrate good knowledge and understanding of mathematics and have very high expectations of all their pupils. Through very effective planning and employing very good teaching methods they teach basic mathematical skills very well. Management of pupils is very good, relationships are very good and teachers work very closely with very capable teaching assistants. Together they use time and resources to very good effect, enabling pupils to enjoy their involvement in mathematical activities. Pupils have a very good attitude and are given opportunities to work independently, with partners or in small groups. Although pupils are suitably challenged to match their ability and meet their needs, they are secure within the healthy working environment created by their teachers. As a result, they learn very well in lessons and achieve well over time. Pupils support each other's learning and share ideas, answers and methods with increasing confidence. Throughout the school, teachers do not inform pupils sufficiently regularly, in written comments, about how successful they have been in reaching the stated learning objective or what they need to do to move on to the next stage of learning.

108. There are opportunities for pupils to apply their mathematics skills regularly in other subjects but the use of display to celebrate pupils' achievement or to show what is possible is limited. The school fully implements the National Numeracy Strategy and the well-planned curriculum, which is broad, balanced and relevant, offers a good quality and range of learning opportunities.

109. The subject is well led and managed by an enthusiastic, committed and knowledgeable co-ordinator who is based at the junior site. Unfortunately this, in addition to a full teaching responsibility, restricts the development of the co-ordinator's role and limits opportunities to liaise more closely with teachers on the infant school site. The co-ordinator has a clear view of the subject's strengths and the mathematics action plan identifies specific targets for further improvement. For example it is recognised that opportunities for staff to meet to discuss pupils' work and agree upon relevant National Curriculum levels will be a most worthwhile element of assessing and monitoring pupils' performance in the subject. Teachers use observations and regular mental tests to assess pupils' attainment. The school uses non-statutory test material and results are used to track pupils' progress from year to year. Results are analysed to identify pupils making insufficient progress and pinpoint areas of the curriculum with which pupils have learning difficulties. Individual National Curriculum targets are reviewed annually but teachers do not as yet combine other assessment information to enable them to monitor a pupil's progress more readily during each school year. Pupils currently do not have individual written learning targets in mathematics, although pupils overall show a very good understanding of their learning. Resources for the subject are very good. The school is now well placed to develop initiatives within the mathematics action plan so as to build upon its efforts and achievements of the last two years.

SCIENCE

110. In the 2001 national tests Year 6 pupils' attainment was well below the national average and it was below average when compared to similar schools. The results of the 2002 national tests show a considerable improvement, but there are no national averages yet available against which to judge them. Over the last four years the trend in the test results of Year 6 pupils has fluctuated, with results for the year 2000 particularly low. Since then there has been an upward trend, and the latest results show that this is continuing. At the end of Year 2, teachers assessments indicate that pupils standards are broadly average.

111. Work seen during the inspection shows that standards at the ends of both Year 6 and Year 2 are in line with expectations overall, and that pupils achieve well between the time they start school, when their standards are below average, and the age of seven. In Years 3 to 6 pupils achieve satisfactorily. The improvement in standards over the 2001 national test results is reflected in the increased percentage of pupils attaining Level 4 and above in the 2002 tests for 11 year olds.

112. Pupils in Year 6 learn about the different wildlife habitats around the school. They understand that they will learn more about the needs of different creatures by thinking of their own scientific questions. In a good lesson continuing environmental investigations, Year 6 pupils, when working outside, discovered that more creatures live underneath leaves than on top, and this led to very good discussions about why this should be. Carefully guided by their teacher, who constantly re-focussed their observations onto the habitat of the creatures that they had found, they made good gains in their learning and reinforced their understanding that all scientific ideas must be based on evidence.

113. By the end of Year 2, pupils have developed their understanding of the differences and similarities between animals and plants. They can sort them into sets according to their characteristics, and know that they must observe carefully and handle living things with care. They discuss what they see sensibly, and use correct scientific language.

114. Teaching is good throughout the school, and during the inspection some very good teaching was seen. Teachers are good at planning interesting activities, which are well matched to the abilities and interests of their pupils. They manage their pupils well, and expect them to work hard and behave themselves. Teachers generally have good knowledge of the subject, and this enables them to give clear explanations and help all their pupils to understand the work. Teachers of pupils in Years 1 and 2 focus well on the development of scientific enquiry and this is a significant factor in pupils' good achievement at this stage. Teachers are also good at using correct scientific vocabulary and they expect their pupils to do the same. This approach makes a good contribution to pupils' language development. When recording results of investigations pupils often use tally charts, graphs and calculations, which all help to develop their numeracy skills. The time available for science is used well, and support staff are well used to ensure that all pupils are fully included in the work. Good use is made of resources to support the work. A very good lesson to Year 5 pupils, which continued investigations into evaporation exemplified many of the strengths evident in teaching. Very careful planning meant that the work undertaken built on previous knowledge and that pupils were able to move from task to task with the minimum of delay. The teacher's effective management of the class ensured a good working atmosphere. Pupils' evident interest and the businesslike manner with which they worked, both individually and in groups, contributed to the very good learning.

115. The result of the good teaching is that pupils generally learn well. They work hard and concentrate well. As they get older they learn to work responsibly and become increasingly independent. They learn new skills and develop their understanding of science well. Pupils with special educational needs and those for whom English is an additional language are well supported and make good progress overall. Pupils generally have very positive attitudes towards science, and this has a good impact on their achievement. When the work is presented in interesting, practical ways pupils respond very well, and teachers are good at communicating their own enthusiasm. In a few lessons in Years 3 to 6 classes, there is too much emphasis on formal recording of activities, so that writing up experiments becomes too dominant. A more flexible approach to recording the results of research would allow more time for genuine investigation. Pupils' behaviour in lessons is very good. They are attentive and usually keen to do their best.

116. The subject is satisfactorily managed, and the subject leader has a clear overview of the work, particularly on the junior site. The fact that the school's accommodation on two widely separated sites has a negative impact on management, and therefore on the promotion of high standards. The monitoring of teaching and learning is under-developed, and there is too little contact between the infant and junior parts of the school. Assessment procedures are developing but do not currently ensure that all pupils know what they need to do next to improve. Resources for science are adequate, and are well organised so as to be accessible. Due attention is paid to safety.

ART AND DESIGN

117. The standards reached by pupils by the end of both Year 6 and Year 2 are as expected of pupils of their age. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in their learning. No lessons were observed during the inspection because of the nature of the school's timetable, so no judgement can be made on the overall quality of teaching. Judgements on pupils' attainment have been made from looking at samples of pupils' work, mainly on display, and from talking to some pupils.

118. By the end of Year 2 most pupils are able to use a variety of materials to communicate their ideas and meanings. Their achievement over Years 1 and 2 is satisfactory. They are able to make positive comments about each other's work and are beginning to improve their techniques. In Year 1, pupils use tissue paper and paints effectively to create pictures of trees with blossom. They can use a range of media such as pastels, paints felt tips and wax crayons to make pictures of observations made outdoors using a viewfinder. For example, some pupils drew leaves on the fence. They also used different types of paper to make a collage based on their topic work, 'In the Garden'. Pupils in Year 2 use a 'quick brush stroke method' to paint pictures of 'Sunflowers' in the style of Van Gogh. They use dough to make models of their pets. Some pupils design and make interesting animal masks and paint pictures of wild animals. Attractive rainbow fish, made with sugar paper in two colours, are displayed between the two classrooms.

119. By the end of Year 6 most pupils can explore ideas and collect information to help them develop their work. They are confident to use a range of materials and processes in their work. They are well able to comment on their work and make suggestions of how it can be improved. Pupils in Year 3 can use 'blown paint' technique to create pictures based on observational drawings outside. They design and make Viking style shields and swords. In Year 4 pupils base their work on the styles of Picasso and Kandinsky and use a range of media effectively to create pictures of imaginative journeys. Older pupils in Year 5 and 6 effectively employ a wide range of techniques to create 'talking textiles'. Examples of techniques used in their work are batik, screen painting, fabric painting and sewing. They

create interesting pictures of popular fairy stories such as 'Little Red Riding Hood' and 'Beauty and the Beast'. Pupils evaluate their work well and make some suggestions of how they could improve it. Over Years 3 to 6 pupils show satisfactory achievement.

120. There are good cross-curricular links between art and design and literacy and art and design and history. For example younger pupils paint pictures of gardens linked to their literacy work and the talking textiles created by older pupils retell popular fairy stories. Links with history were observed in work related to the Vikings. ICT is used effectively by pupils. For example, in Year 2, pupils used a program to create pictures based on the work of Jackson Pollock and they designed solid shapes using the computer in work linked to mathematics.

121. Management of art and design is satisfactory. The art and design policy has recently been reviewed and the school is gradually introducing the nationally recommended guidelines for the teaching of art and design. This is having a positive impact on standards. The co-ordinator has monitored planning effectively but there are very few opportunities for her to monitor teaching across the whole school in order to ensure consistency of good practice or to monitor standards. She gives good support to colleagues. There are no formal assessment procedures in place and no record of individual pupil's progress in skills, knowledge and understanding. Sketch-books are in use in some classes but there is no consistent format for using the books. As a result, only some are marked but there is little evidence in marking of what the pupil need to do to improve his/her work. Resources have improved and there are now more opportunities for teachers to use a wide range of materials with the pupils.

DESIGN AND TECHNOLOGY

122. By the ends of both Years 2 and 6 pupils reach standards which are broadly in line with those found nationally, and their achievement is satisfactory.

123. By the end of Year 6 pupils have had a series of worthwhile experiences in design and technology, so that they can choose and work with a variety of tools and materials. They can plan and make a variety of products and can distinguish between what works well and what could be improved. Most pupils can discuss their work with an understanding of how to match designs to their purpose, but are less sure about the importance of evaluation. In a Year 5 lesson, for example, pupils were making moving toys. They incorporated a cam mechanism into their design and could modify and develop their work in response to group discussion and sharing ideas. However, when the teacher asked them about the meaning of 'evaluation' and why it is important, most were unable to discuss this area.

124. By the end of Year 2 pupils have learnt basic skills, such as using the right tools to assemble, join and combine materials. Teachers give them appropriate support so that they learn to use tools safely. For example, in a Year 2 lesson, pupils continued their work making glove puppets of different insects. They learnt to join fabric pieces by stitching, and most used their own ideas to produce their puppets, using techniques and materials appropriately, with support from their teacher.

125. The teaching of design and technology is good, overall. Teachers are good at communicating their enthusiasm to pupils; they manage their classes well, and have high expectations. Procedures for assessing pupils' understanding, and using this information to plan next steps in learning, are largely informal at present and assessment does not do enough to provide better continuity in the progress of pupils of all abilities. Good links are made with other subjects, such as through the teaching of design and technology as part of cross-curricular topics. The good teaching which pupils receive enables them to learn well in lessons, although the lack of continuity at some stages means that learning over the longer

term is not as good as it might be. This has a particular impact on the development of skills, where regular opportunities for practice are necessary. At present such opportunities are too infrequent.

126. Pupils' attitudes towards design and technology are good overall and their behaviour is very good. Pupils of all abilities find the practical nature of the work enjoyable, and they develop their independence and responsibility well. When they work in groups, pupils are good at taking turns and listening to the opinions of others, and such activities make a good contribution to pupils' personal and social education.

127. Much of the work in this subject is done as part of cross-curricular topics, and this sometimes means that coverage of design and technology is inconsistent. Due to staff changes there is, at present, no subject leader. The role is being undertaken by the head teacher. While this is satisfactory on a temporary basis, there is currently too little long term development and planning. The school has adequate resources for the teaching of the subject, which are well organised and readily available. Tools and materials are used safely, and pupils are taught to handle them properly. The school's accommodation is satisfactory overall, although being on two sites makes some aspects of management more difficult.

GEOGRAPHY

128. Due to the timetable, only one geography lesson was seen. Analysis of pupils' work and teachers' planning indicate that standards at the end of Year 6 are broadly in line with the expected level. Pupils in Year 6 can use atlases and maps at various scales competently and are able to locate places quickly on a world map. They have satisfactory awareness of local issues and draw effective contrasts with life in a different environment, such as St. Lucia. They know what can pollute rivers and the effects that this has on wildlife.

129. By the end of Year 2 standards are also in line with what is expected; pupils know about simple patterns in local land use and are aware of variations and types of traffic in the vicinity of the school. In the lesson seen, Year 1 pupils could indicate important buildings that they had seen on a recent local walk by placing them in the correct place on a simple street map. Year 2 pupils can compare housing in an Indian village with that in their own home area, in explaining the contrasts they show that they know about some of the differences in climate and other environmental factors. This study is appropriate, given many of the pupils' family origins are in the Indian sub-continent. Older pupils benefit from clear guidance for their writing, with outlines and sub-headings being provided. Across the school pupils' presentation in their geography books is of a high standard.

130. Teaching standards cannot be judged. Teachers' plan well. Work is well adapted to pupil's particular learning needs. In the work seen, pupils make gains in knowledge and understanding progressively, because planning is systematic. Some of what is done in exercise books is linked to work done in literacy, to the benefit of pupils' learning. Geography is used well to develop writing skills and, as a result, work in books is well presented. Teachers also develop numeracy through geography; pupils in Year 2 drew simple graphs to illustrate the findings of their traffic survey. Marking of books is satisfactory but there is little written guidance given on how to improve.

131. Co-ordination of geography is satisfactory. The head teacher currently co-ordinates the subject but plans are in place for another teacher to take over when she has completed her newly qualified year in September 2002. Schemes of work adopt the guidance from Qualification and Curriculum Authority and use their suggested assessment activities. Because the head teacher regularly works on each of the school's sites there are no differences between the quality of management of the subject for each age group. Teaching

has been monitored and there is a portfolio of work to help teachers' consistency when they assess pupils' work.

HISTORY

132. Due to the nature of the school timetable it was only possible to observe three history lessons during the inspection week. Judgements are based on these lessons and the analysis of exercise books, displays and other documents and discussion with pupils. At the end of Year 6, attainment is in line with national expectations. Pupils have satisfactory knowledge of the major topics they have covered and can describe in detail topics they have studied, such as the roles of members of society amongst the Vikings. Pupils have a satisfactory knowledge of chronology. They know about the main events of the Second World War and can describe some of the changes on 'the home front' in this era. Pupils' books in Years 3 to 6 are very neatly presented and show good accuracy in their use of English. However, pupils lack the expected level of research skills and know too little of bias in historical records. At the end of Year 2, pupils' standards are below what is expected. Pupils record very little of their work, as a result they have too few opportunities to consolidate what they have studied and lack appropriate recall of the areas which they have studied.

133. Due to limited opportunities for observation of lessons it is not possible to judge the quality of teaching of history for pupils in Years 1 and 2. Teachers make appropriate links with literacy and other subjects such as design and technology where the gunpowder plot was linked to the design of rockets. In Years 3 to 6 teaching is satisfactory. Lessons are well planned with varied activities to help maintain interest. Teachers have good subject knowledge and manage pupils effectively and this promotes good learning. Pupils' mature attitudes also help their learning. For example, pupils in Year 5 studying the era of World War 2 showed great sensitivity when working in role as evacuees meeting their host families for the first time. This had a powerful impact on developing their understanding of the social upheavals of this period. Marking is satisfactory and promotes the consistently good standards of presentation of pupils' work.

134. The co-ordination of history is unsatisfactory. The co-ordinator is based in the junior part of the school and has done limited monitoring of the subject in Years 3 to 6 and none elsewhere in the school. Her understanding of what is taught and the standards of work in some parts of the school is incomplete because she has not had the time or been given the appropriate guidance to enable her to develop the subject. The co-ordinator is an able historian who teaches the subject very well but she has not been able to disseminate her good practice elsewhere in the school. Resources for history are satisfactory and well catalogued. The school uses clear, simple schemes of work based on Qualification and Curriculum Authority guidelines, but and no systematic assessment is done.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards in ICT are broadly in line with national expectations. The wide range of work displayed in school and analysis of pupils' work in their folders demonstrates pupils' growing ICT skills and provides evidence of pupils' developing confidence and competence. Overall, pupils in all parts of the school achieve well and demonstrate a good attitude towards the subject. Those pupils who speak English as an additional language and those with special educational needs achieve as well as their peers.

136. The standards of pupils by the end of Year 6 are in line with those expected for their age. Pupils in Year 6 have studied and explored CD-ROMs and designed multimedia pages in preparation for a presentation about their school, in which they used a commercially available package to organise, refine and present chosen information. Pupils in Years 3 and 4 are able to send an e-mail to a given address and know it is quicker than sending a message by letter post. Pupils in Year 5, whilst finding out about data logging equipment and software, learned how the computer takes care of time-consuming activities and how it can collect and record specific details and information accurately. They realise it to be far more efficient than employing manual processes. In other lessons, such as Year 5 English and Year 3 mathematics ICT is incorporated to support teaching and learning. Groups of Year 5 pupils produced a flier for 'Sea World' during which time they discussed information, layout and the language to be used. In mathematics, Year 3 high attaining pupils learned to represent information by transferring written tally details, in order to produce an accurate bar chart on the computer.

137. By the end of Year 2, standards are in line with those expected for the pupils' age. Year 2 pupils are able to select and use a straight-line tool to create pictures. Classroom displays highlight the pupils' ability to put pictures of various parts of a bean or flower into a sequence using different ICT techniques, as part of their science study looking at how a bean grows and changes. Pupils also created colourful solid shape designs in mathematics.

138. Teaching is good. Teachers demonstrate good subject knowledge and understanding of pupils' needs. In the best lessons, time, support staff and resources were utilised most effectively. Teachers show high expectations of the pupils who they manage very well and they are able to teach them the basic skills of ICT. Each class in Years 3 to 6 is timetabled for three lessons in the ICT suite each week, one lesson of which is designated for the direct teaching of ICT skills. While the ICT suite is a good facility and is a well used resource for these pupils, teachers also maximise opportunities for pupils to use effectively the smaller number of available computers by planning, organising and managing their activities very well. They are well supported by teaching assistants.

139. The subject is well lead by an experienced and well-qualified co-ordinator, who has undertaken regular monitoring of teaching and learning. The school's scheme of work incorporates national guidance for the subject and planning meets the full range of activities in the National Curriculum Programmes of Study. There is a formal assessment system in place throughout the school and pupils are aware of the content of each study unit and key learning objectives. They know how and when they are to be assessed and subsequently how well they have done. Within the last two years, the school has established an ICT suite, however it currently has too few networked computers. The school has increased the number and range of opportunities to involve pupils within the subject and this has resulted in improved ICT skills. This is a reflection of the effort and commitment made by the staff to improve and raise standards. The co-ordinator runs a weekly ICT club for older pupils and a small group of parents takes part in ICT training, which is provided in school throughout the year.

MUSIC

140. Inspection evidence from the observation of a small sample of lessons and extra-curricular activities indicate that standards are as expected of pupils when they leave the school at the end of Year 6. There is evidence that standards are rising because, by the end of Year 2, many pupils are achieving standards better than expected for their age. This is because a new scheme of work, based on the national guidelines and a commercial scheme of work, is gradually being introduced in the school. This is having a positive impact on pupils' learning and their achievement is good in Years 1 and 2; it is satisfactory in Years 3 to 6.

141. By the end of Year 2, most pupils sing tunefully and hold a rhythm successfully. For example, pupils in Year 1 move well to a Samba. They sing a variety of songs from memory and are able to perform using instruments. Most are able to keep a steady beat with the instruments and know when to play them during the chorus. Year 2 pupils are also able to sing a wide range of songs; many based on their topic work of mini-beasts. They are able to create a class composition, combining layers of sound within simple structures. For example, one class based their work on a seaside scene. They used instruments very effectively to demonstrate the noise of excitement and happiness when the sun is shining. They change and create different sounds for the change in weather, when the sea is no longer calm. Pupils understand how to record their music in pictures. By the end of Year 6 pupils are able to use their knowledge, understanding and skills satisfactorily to plan and create an operatic scene. Younger pupils are beginning to learn to play the recorder during an extra-curricular activity. They are confident to perform very simple pieces of music to their parents and carers.

142. The quality of teaching and learning is good and this has a positive impact on pupils' learning. Lessons are well structured and the school benefits from a specialist pianist who supports teachers effectively with singing lessons. Lessons have a good pace and teachers have very good subject knowledge. This impacts very well on pupils' learning. Relationships are very good and this supports learning effectively. Support staff work well, both in lessons and during singing lessons to ensure that all pupils are fully included. Behaviour management is good and as a result pupils respond well in lessons. They are eager to learn and concentrate well.

143. The subject co-ordinator is a qualified musician and she manages the subject well. She effectively monitors teachers' planning and gives good support to colleagues across the whole school. She regularly supports a colleague in Years 3 to 6 with a recorder club, although she is based in the infant school. Teaching has not been monitored formally by the co-ordinator, although some informal monitoring has taken place when teachers have asked for support. The subject co-ordinator recognises the need to develop suitable assessment procedures and records for the subject so that progress can be monitored more effectively. In general, the range of resources is good and in satisfactory condition. Visits to school from specialist musicians from the local authority's support service enhance pupils' learning well. Many pupils also take part in the school's annual musical productions, which are particularly popular with parents.

PHYSICAL EDUCATION

144. Pupils achieve standards which are in line with those expected nationally, at the ends of both Years 2 and 6, and their achievement is satisfactory.

145. By the end of Year 2, pupils show appropriate ball skills. Most show an understanding of simple tactics in rounders and have a good grasp of the basic rules of the game. They learn to work with partners and in teams, and to control the speed and direction of the ball with increasing accuracy. Pupils in Years 3 to 6 continue to develop their skills appropriately. In a games lesson on the field, for instance, Year 5 and 6 pupils were given a series of activities to develop their bowling, catching, fielding and batting skills for games such as rounders and cricket. They show good ball control, sustaining their concentration and developing skills well. In swimming they develop their skills effectively, using different strokes. The great majority of pupils achieve the national recommendation of swimming at least 25 metres unaided.

146. The teaching of physical education is good overall. Teachers take an active part and provide good role models in terms of participation and fair play. They generally have good subject knowledge, and manage their classes well. Work is well planned and teachers have high expectations. Teachers are careful to develop their lessons correctly, with warm-up sessions and a clearly planned progression of activities. They discuss the effects of exercise on the body, for instance, by asking pupils to feel their heartbeat after vigorous exercise. Pupils are given opportunities to comment on each other's performance but there are too few opportunities to develop their understanding of how to reflect on ways to improve. Teachers contribute very well to the teaching of swimming, which is undertaken in conjunction with the staff of the pool. They support their pupils very effectively, especially in the early stages when confidence is being developed. This positive approach overcomes any fear of the water and enables pupils to achieve good standards in swimming.

147. Because of this good teaching pupils of all abilities learn well. Pupils with special educational needs and those for whom English is an additional language, are all fully included in the work and make good gains in learning. A spirit of friendly competition is very well promoted and this contributes to the enjoyment and participation of all pupils.

148. The subject is well managed, and the subject co-ordinator has a good overview of current practice, particularly in Years 3 to 6. Because of the separation of the two buildings and the lack of opportunities for monitoring teaching and learning throughout the school her knowledge of current standards and practices in Years 1 and 2 is limited. The school's timetabled curriculum for physical education is enriched by a very wide range of extra-curricular sporting activities, such as the recent football competition, for which teams were presented with medals and trophies in assembly. All aspects of the curriculum are given appropriate coverage, and the school's very good facilities, both indoor and outside, mean that dance, games, athletics and gymnastics can all be fully covered. Outdoor and adventurous activities are provided in the context of camping activities, which are held in the school grounds. The accommodation for physical education is very good. There are two large halls with appropriate large and small apparatus. Each site has well-surfaced playgrounds with markings for a range of sports and games, and there are two fields, which together provide facilities for the full range of outdoor activities. Resources are good overall, both in quality and quantity, and are well stored, with due regard for safety.