

INSPECTION REPORT

D'EYNCOURT PRIMARY SCHOOL

Wednesfield, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104319

Headteacher: Mr. D. Arnold

Reporting inspector: Mr. M. H. Cole
3369

Dates of inspection: 18th – 21st November 2002

Inspection number: 246369

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Mullett Road Wednesfield Wolverhampton
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. G. Lockett
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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19365	G. Stockley	Lay inspector		How well does the school care for its pupils? How Well Does The School Work In Partnership With Parents?
23233	J. Cheadle	Team inspector	English Art English as an additional language	How Good Are the Curricular and Other Opportunities Offered to Pupils?
31862	J. Coop	Team inspector	Geography History Foundation Stage	
18498	D. Morris	Team inspector	Mathematics Information and communication technology	
32319	L. Rockey	Team inspector	Design and technology Physical education Religious education	Pupils' Attitudes, Values and Personal Development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

D'Eyncourt Primary School is an average-size infant and junior school which educates 259 boys and girls aged between four and eleven. Pupils start in the Reception class either in September or January, depending on their age. Pupils begin at the school with average attainment. The area served by the school is one of social and economic circumstances that are below the national average. However, inspectors agree with the headteacher and governors that the circumstances of pupils' parents are broadly average. The proportion of pupils in the school with special educational needs is typical. One pupil has a statement of special educational needs. About one pupil in five is of minority ethnic origin and one in nine speaks English as an additional language. All of these pupils have a basic competence in English, but fourteen of them currently receive occasional support from a visiting specialist teacher. The school has long been popular with parents and this has resulted in a history of large classes. Such classes are still found in Years 3 – 6. Two years ago the school was allowed to raise its level of admissions. This is leading to an increased number of classes and a reduction in class size.

HOW GOOD THE SCHOOL IS

This is a good school. Although pupils start out with average attainment, the oldest pupils' results in national tests are generally above average. Pupils also learn to have positive attitudes and to behave very well. These are the results of the good teaching and the good leadership and management of the school. In view of these factors, and its level of funding, the school provides good value for money.

What the school does well

- The oldest pupils' results in recent National Curriculum tests of English, mathematics and science have been well above those in similar schools.
- Good standards are being attained in reading, in physical education and in religious education.
- Teaching is of good quality, with teachers showing good knowledge of subjects and managing pupils particularly well.
- Good provision for pupils' moral, social and cultural development helps pupils to behave very well, develop positive attitudes and make very good relationships in a calm, orderly school.
- All pupils, including those with special educational needs, are well supported and they prosper, whatever their background.
- Parents think very highly of the school and the school has good relationships with them.
- Good leadership and management give a firm and clear sense of purpose to the school's work and ensure a consistent approach which all staff follow to achieve the school's aims.

What could be improved

- Insufficient time is spent teaching information and communication technology, and this is one reason why the oldest pupils' standards are too low.
- More attention needs to be paid to promoting pupils' *understanding* and *skills* through opportunities for speaking, independent thinking, problem-solving and investigation within their learning.
- Checks on planning, on lessons and on pupil progress do not focus sharply enough on the quality of pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its previous inspection in March 1997 the school has made satisfactory improvement. Strengths previously found have been maintained and in some cases developed further. The quality of teaching has improved. There are now many more lessons of very good quality and the previously small proportion of unsatisfactory teaching has been eliminated. The oldest pupils' national test results have risen steadily in line with the national trend. Concerns at the previous inspection about provision for, and standards in, music have been resolved satisfactorily. A lack of facilities for outdoor learning in the reception class has also been dealt with satisfactorily. In 1997 inspectors were also concerned about provision for information and communication technology. Here resources are much improved with the establishment of a computer

suite and there has been a good deal of staff training. However, some developments have not yet had their full impact on the oldest pupils' standards which are not yet meeting the higher national expectations that now apply.

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:	D'Eyncourt Primary compared with			
	all schools			similar schools ¹
	2000	2001	2002	2002
English	A	A	A	A
mathematics	C	B	B	A
science	A	C	B	A

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

¹ Similar schools are defined by the social and economic circumstances of parents; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

About nine in ten pupils taking the 2002 tests achieved the levels of attainment expected at age eleven in English and mathematics; all did so in science. Between a third and a half of pupils exceeded the levels expected. The school's above average results in the 2002 tests allowed it to meet the realistic targets it had agreed with the local authority. It also helped to maintain a trend of gradual improvement. Comparing results with those for similar schools points to good achievement. Observations made during the inspection show that within English, pupils' standard of reading is a particular strength. Most are competent readers and many talk thoughtfully and enthusiastically about books. This is true of the present oldest pupils (Year 6) but, unlike previous years, this group of pupils includes some with learning difficulties as well as fewer pupils of high ability. Fewer pupils than previously meet or exceed the expected standard in writing. The group also shows some weakness in speaking skills. As a result their overall standard in English is in line with that expected nationally. This is also true of their standards in mathematics and science.

Younger pupils taking national tests in 2002 at age seven achieved results in line with the average for similar schools in reading and writing but below the average in mathematics. However, the work of present pupils at this age seen during the inspection points to average standards in reading, writing and mathematics.

In most other subjects work seen during the inspection for pupils at all ages shows the attainment expected for their age. Pupils are achieving well in reading, physical education and religious education, and satisfactorily in other areas. Physical education standards exceed the national expectation and work in religious education throughout the school exceeds the expectations set by the local syllabus. In information and communication technology improved provision is raising standards but the work of the oldest pupils remains below the expected level of attainment. Pupils experience a sound range of work but have too little practice in using their skills to become confident in applying them independently.

Teaching that is consistently good, and often even better, is helping pupils in the reception class to progress well and overall they are likely at the end of the reception year to exceed the "early learning goals" officially defined for this age group.

Pupils with special educational needs make good progress toward the targets set individually for them and pupils for whom English is an additional language are helped to progress satisfactorily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have positive attitudes to teachers and to learning.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school. Pupils behave sensibly and with self-discipline so that little adult direction is required.
Personal development and relationships	Relationships are very good with pupils working and playing harmoniously together. Pupils are given too few opportunities to show responsibility or initiative but, when these do arise, pupils respond well.
Attendance	Good. The rate is above the national average and all absences are authorised.

TEACHING AND LEARNING

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

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

Teachers have good knowledge of subjects which they use to plan appropriate work with a clear sense of the intended learning. They expect pupils to work hard and to behave well and their skills of managing pupils are very good. Consequently lessons are calm and purposeful events where pupils behave very well, are attentive to teachers and concentrate well on their work. The approach to teaching basic skills of literacy and numeracy, especially in English and mathematics lessons, is effectively systematic, particularly in reading. However, except in the reception class, the chosen methods of teaching often give pupils too little encouragement and opportunity to speak in class or to think for themselves. Support staff combine effectively with teachers so that the full range of pupils' abilities and needs are soundly met. Marking of pupils' work varies in quality but generally gives them too little guidance on how to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There are strengths in the Foundation Stage curriculum, in the work planned for pupils with special educational needs, in contributions to the range of learning opportunities provided by external organisations, and in activities provided outside lessons. In contrast, too little time is regularly given for pupils to develop skills in information and communication technology. Across the curriculum as a whole the use of time is unevenly balanced in favour of teaching knowledge with not enough attention paid to teaching understanding and skills.
Provision for pupils with special educational needs	Good. Well-planned work and support is given through effective co-operation between teachers and the generous number of support staff.
Provision for pupils with English as an additional language	Pupils are given effective support appropriate to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with the strengths in moral, social and cultural aspects. These give pupils a clear lead on right and wrong and on how to make co-operative relationships with other members of the community. Pupils have too few opportunities for personal reflection on important questions in life to help

	their spiritual development, though overall provision for this aspect is satisfactory.
How well the school cares for its pupils	There are good procedures for promoting and checking pupils' welfare and development. Good relations with parents support this aspect of the school's work. Assessment of progress in learning is good in main subjects but insufficient in others.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, with the full support of his deputy and other senior staff, gives good leadership to a well-managed school. This is a purposeful school with a clear sense of direction. Teaching is well supported and all staff work effectively together in a shared commitment and agreed approaches to implementing the school's aims.
How well the governors fulfil their responsibilities	Satisfactorily. Governors have a sound understanding of how the school is performing and of how it might improve.
The school's evaluation of its performance	There are good systems and procedures in place but they could be used more rigorously in evaluating the quality of learning.
The strategic use of resources	Satisfactory. The school plans the use of its financial and other resources carefully to gain best value from them, but evaluation of the value for money achieved lacks precision. Staffing resources are good, while accommodation and learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>That their children</p> <ul style="list-style-type: none"> • like school • make good progress • behave well at school • become more mature and responsible <p>That the school</p> <ul style="list-style-type: none"> • is well led and managed • provides good teaching • expects pupils to work hard • is approachable with questions or problems and keeps them informed about children's progress 	<p>A small minority of parents</p> <ul style="list-style-type: none"> • would like to see an improvement in homework arrangements

Inspectors' judgements support parents' positive views of the school. They also support the concern some parents express about homework. Although the school has a sound and clear written policy, procedures for explaining it to parents have left some of them uncertain about what is expected. Inspectors also find that there are inconsistencies and irregularities between classes in the way the policy is implemented.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

TERMS USED IN THIS REPORT

Ages	Years	also known as	Curriculum stage
4/5	Reception class		Foundation Stage
5+ to 7	1, 2	Infants	National Curriculum Key Stage 1
7+ to 11	3, 4, 5, 6	Juniors	National Curriculum Key Stage 2

At the time of the inspection classes were organised as follows:

- one reception class*
- Year 1: two classes
- Year 2: two classes
- Years 3 – 6: one class for each year group

**¹ the one reception class catered for children admitted in September 2002. Inspection findings relate only to this class. The school was expecting to establish a second reception class in January 2003 to cater for a further group of children to be admitted at that time.*

JUDGEMENTS about all aspects of the work of the school are made using the following range of terms:

excellent - very good - good - satisfactory - unsatisfactory - poor - very poor

‘Satisfactory’ means that the school’s provision is adequate and strengths outweigh weaknesses.

JUDGEMENTS OF ATTAINMENT

Inspection judgements of pupils’ *attainment* focus mainly on:

- Pupils completing the *Foundation Stage*, at about age **5**, when they are expected to have achieved nationally defined *early learning goals*
- Pupils in *Year 2* completing *Key Stage 1*, at about age **7** - this is also when pupils are required to take standard National Curriculum tests (SATs)
- Pupils in *Year 6* completing *Key Stage 2*, at about age **11** - this is also when pupils are required to take standard National Curriculum tests (SATs)

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- In the 2002 National Curriculum tests the results of the oldest pupils shortly before leaving the school were well above the national average in English and above the average in mathematics and science. In all three subjects the results were well above the averages for similar schools.
- Throughout the school pupils are attaining good standards for their ages in their reading, in physical education and in religious education.
- Children currently in the reception class are achieving well and are on track to exceed the standard expected nationally by the end of the reception year.
- Pupils with special educational needs achieve well in lessons and make good progress toward the targets set for them individually.

What could be improved

- Pupils' speaking skills in Years 1 - 6 are not as good as they should be for their ages.
- The oldest pupils' attainment in art and in information and communication technology is below the level expected for their age.

1. The results of the 2002 national tests taken by the oldest pupils shortly before leaving the school confirmed a long-term trend of steady improvement in line with the national trend. The overall profile of attainment for the present group of oldest pupils (i.e. Year 6) is not as strong as for the previous year. This is because this group includes fewer pupils of above-average ability and more who have special educational needs because of difficulties with learning. Records of these pupils' earlier attainment confirm this. There is no change in the provisions made for the oldest pupils. Work seen during the inspection shows that the overall standard being attained by present Year 6 pupils in English, mathematics and science is in line with the national average.
2. Within English, pupils' reading is a strength and their writing is of satisfactory standard but their skill in speaking falls below the level expected nationally for their ages. For their ages pupils are competent and enthusiastic readers who talk thoughtfully about books and are also able to research information from books effectively. Weakness in speaking reflects curriculum planning which gives too little time to development of this skill. It is also the consequence of the teaching methods used in individual lessons that provide too little incentive and opportunity for pupils to speak extensively.
3. In most other subjects, too, the oldest pupils' work is close to the standard expected nationally. However, there are strengths in the good work seen in physical education and in religious education. The skills pupils demonstrated in physical education lessons during the inspection were generally above the level expected at their ages. The quality of pupils' work in religious education exceeds the expectations set by the locally agreed syllabus; they acquire a good knowledge of the beliefs, celebrations, artefacts and worship of the major religions of the world.
4. In contrast, the oldest pupils' work in information and communication technology falls below the expected standard. Provision in information and communication technology has been improving and is raising standards but this has not yet brought the oldest pupils' work up to the standard expected. The timetabling of lessons in the computer suite so that each week just one half of the class is taught means that pupils spend too little time on the subject and that opportunities to consolidate skills through practice are too infrequent to be fully effective.
5. In many respects pupils achieve well. This is seen in the fact that the oldest pupils' results in

national tests of English, mathematics and science, compare favourably with those of similar schools. Their attainment generally compares well with their attainment on starting at the school. Only in information and communication technology and in speaking is their evidence that the oldest pupils have made less long-term progress than they should. During the inspection, good progress was seen in lessons in most subjects as pupils responded purposefully to the appropriately challenging work teachers set for them. Across the curriculum pupils achieve most successfully in acquiring knowledge. The development of skills, except in physical education and in the reception class, is less successful but still satisfactory in most cases.

6. Children at the Foundation Stage in the reception class are making good progress. By the time they end their reception year and are ready to transfer to Year 1 the majority of children in the current reception class will have exceeded the early learning goals in all areas of learning.
7. Good achievement is also found amongst pupils with special educational needs and also amongst pupils for whom English is an additional language. All benefit from the school's careful provision for their individual needs, and in particular from the support they receive from the school's good number of well-trained support staff. For those pupils who begin at the school while at the earlier stages of learning English, rates of achievement are often good.
8. There are no significant differences between the achievements of boys and girls or between those of pupils of different abilities, backgrounds or ethnic origins.

Pupils' attitudes, values and personal development

Strengths

- Pupils' behaviour is very good.
- Pupils' attitudes to learning are good.
- Relationships are very good.
- Attendance is above the national average.

What could be improved

- Pupils could show still greater responsibility and initiative if given more opportunities to do so.

9. Pupils' good attitudes, behaviour and relationships are strengths of the school, as they were at the previous inspection. Pupils' behaviour, both in lessons and around the school, is very good and a positive feature particularly recognised and valued by parents.
10. The school is an orderly, happy community providing a calm and secure place in which pupils learn. When moving around the school and coming into the hall for assembly for example, pupils are sensible and disciplined. Behaviour in the playground is also very good. Pupils play well together and accept that different groups of pupils spend their playtimes in a variety of ways, for example challenging one another to "Bey Blade" competitions, playing "Peep behind the Curtains", running about or sitting on the benches. The very good behaviour contributes significantly to pupils' learning and supports the purposeful working environment in the school.
11. Pupils' attitudes to learning are good. They enjoy coming to school and settle down to work conscientiously. The majority of pupils work sensibly in pairs and groups and are mutually supportive. For example, in a Year 2 physical education lesson, pupils collaborated well in groups to evaluate the performances of one another. Pupils of all abilities, throughout the school listen carefully to their teachers and other adults and are willing to answer questions and talk about their work. A good many join keenly in activities outside lessons, such as after-school sport.
12. Pupils' personal development is good overall. When invited, pupils are willing to take on responsibility in the classroom and the school and they do so reliably and sensibly. Pupils in Year

6 have responsibilities at lunchtimes. They enjoy taking the initiative to organise seating and to help younger pupils understand what is acceptable and unacceptable behaviour. They work as library monitors and take responsibility for the collection of registers and dinner monies. The quality of relationships in the school is very good, and this is reflected in the warm, caring, welcoming ethos. All of the staff are good role models. Girls and boys play well together during lunch and break times. They are kind to one another and have good social skills. Lunchtimes are calm, pleasant occasions where pupils take responsibility for clearing away; showing respect for all of the lunchtime staff. Pupils respond well to the school's weekly celebration and are keen to receive awards and approval from teachers and peers.

13. Pupils' good records of attendance and punctuality maintains the positive position noted at the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

Strengths

- Teaching of good quality is found in all parts of the school.
- Teaching seen during the inspection in English, mathematics, science, design and technology, music, physical education, and religious education was of good quality.
- Teachers have good knowledge of the subjects of the curriculum.
- Teachers expect pupils to work hard and to behave well, and they manage pupils very well.
- Pupils behave very well in lessons, are attentive to teachers and concentrate well on their work.
- Classroom assistants make a good contribution to the support given to pupils, especially those with special educational needs.

What could be improved

- Teaching methods could be adapted to give pupils more encouragement and opportunity to speak in class, to think for themselves and to take responsibility for their own learning.
- Marking of pupils' work could be linked to more extensive target-setting and could give pupils more guidance on how to make progress.
- Provision of homework could be more regular and more consistent between classes.

14. The majority of lessons seen during the inspection were of good quality and about one quarter of them were of very good, or occasionally excellent, quality. No unsatisfactory teaching was seen. The increased proportion of very good lessons and the elimination of unsatisfactory ones represent a good improvement since the previous inspection.
15. Good arrangements for continuing training by teachers have helped them to achieve good knowledge of their subjects. This applies particularly to the teaching of the national literacy and numeracy strategies. Teachers' good knowledge helps them to plan appropriate material for lessons with a clear sense of what pupils are to learn. They explain and demonstrate clearly, using appropriate equipment and resources, so that pupils are attentive and able to learn. Teachers know their pupils well enough to see that the tasks they provide, with only occasional exceptions, match the range of pupils' abilities and needs.
16. A consistent strength of the teaching is the way that teachers are readily able to promote very good behaviour and co-operative attitudes and relationships in their classrooms. They do this by sharing the whole-school code of high expectations of behaviour which is persistently but calmly applied and reinforced. As a result pupils come to behave well as a matter of course and need very little direction by teachers. Lessons are therefore calm, orderly and purposeful events where no time is wasted on matters of procedure or discipline. Pupils show interest, concentrate well and try hard. An especially good basis for pupils' habits of work and behaviour is being laid in the present reception class. Here highly skilled management of children starting school quickly helps them to become happy, confident, enthusiastic and very well-behaved pupils.

17. These successful approaches are well supported by the many support staff. They work closely with teachers, often to see that less able pupils, those with special educational needs and those for whom English is an additional language are given the support that they need to make progress. In lessons with the specialist teacher for English as an additional language, the pupils attending make consistently good progress because she pays very relevant attention to the development of vocabulary, in conjunction with learning of new facts and concepts. Some support staff have particular roles in supporting lessons in information and communication technology or music where their training and expertise helps them to make a substantial contribution to the teaching.

18. Teachers are well organised in their use of their chosen methods of teaching. However, in many lessons these methods emphasise the teaching of knowledge at the expense of the teaching of understanding or skills. This is seen, for example, in a tendency for teachers to tell pupils rather than asking pupils to think for themselves and then express themselves. While pupils progress well in acquiring knowledge, their abilities to understand and their skills of explaining what they have understood develop less well. On relatively few occasions during the inspection were pupils seen to speak at length in order to offer explanations, ideas, interpretations or evaluations. Their attempts to do so when the opportunity did arise were hesitant, reflecting the lack of practice they receive in such situations. Often this resulted in the teacher "helping" the pupil by suggesting the necessary words for them. Teachers provide pupils with too few incentives for showing independence in their learning.
19. When teachers talk to the class pupils are almost always attentive and compliant but it is often when they are more active learners that they show the greater enthusiasm. Examples of this were seen when pupils were able to take responsibility for their own learning in group tasks in investigative science, in physical education or in composing and performing in music.
20. A potentially valuable practice has recently been introduced in literacy teaching in which targets for pupils' progress are recorded in pupils' exercise books as a reminder to them on what to aim at in their work. At present there is inconsistency in the practice. It is most successful where the targets are closely related to assessment of individuals' progress, specific to individuals' needs to improve and limited in number. In these circumstances pupils are able to remember their targets. At other times targets are the same for everyone in the class and therefore give much less guidance to the individual on how to improve. Some of the potential benefit of all these approaches in setting targets is lost because teachers' marking of pupils' work does not generally remind pupils of their targets or comment on their progress towards them. Most of the marking of pupils' work gives pupils too little guidance on how to do better. There are examples of good practice, for example in the marking of handwriting exercises, but these are the exception.
21. The great majority of parents are content with the school's arrangements for providing homework. There are regular processes, for example, for reading and for the learning of spellings. At other times pupils have more open-ended research tasks. Some pupils, too, speak positively about the help they receive from homework, particularly when, as in Year 6 the teacher responds to the difficulties pupils have encountered in their homework by giving further guidance. However, some parents and pupils comment on the irregularity with which homework is set in some classes. The school has a sound and clear written policy about homework but parents are uncertain about arrangements and implementation of the policy appears to show some inconsistency across classes.

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

Learning opportunities

Strengths

- The curriculum for children in the Foundation Stage is good.
- Good links with interesting national and international projects add richness to the curriculum.
- Very good provision is made for the development of pupils' reading skills.
- Learning opportunities for pupils with special educational needs are good.
- There is a good provision of sporting activities outside lessons.

What could be improved

- Pupils do not spend long enough learning information and communication technology skills and knowledge.

- Opportunities for pupils to talk about their work, to work independently and to develop their creative skills are too limited.
- The organisation of circle time does not enhance the development of pupils' personal and social skills.

22. The strengths of the curriculum reported at the previous inspection have been maintained and there have been improvements to learning opportunities in the Foundation Stage.
23. The school's curriculum provides equal opportunities for all pupils, including those with special educational needs and those learning English as an additional language, to learn all subjects of the National Curriculum. Curriculum planning takes into account the range of abilities within each class and the school sensibly considers how the curriculum will be taught to ensure that all pupils make equal progress. For example, in Year 6, lower attaining pupils are able to work in a smaller group with an extra teacher for some sessions, and this is encouraging good rates of progress. The curriculum for the school's youngest pupils in the reception class is of a good quality. Children make a good start to their learning.
24. The whole school curriculum is greatly enriched by involvement in projects such as Eco and Comenius. Good work about environmental issues and European links adds richness to the curriculum that makes learning interesting, relevant and fun. As a result, pupils talk about their studies with confidence and enthusiasm, and have good attitudes to learning. The school has worked hard to nurture these valuable links and at the same time maintain a broad curriculum covering all National Curriculum subjects. Because the school is not currently seeking ways to combine learning across subjects, using the links for example, to promote geographical skills and knowledge from the National Curriculum, inevitably time is very stretched. This means that some subjects are covered thinly, rather than studied in depth. The prime example of this is in information and communication technology, where pupils have opportunities to learn and apply new skills once every two weeks. There are ways to combine the best aspects of the school's curriculum, to "kill two birds with one stone", that are not yet being exploited.
25. The curricula in literacy and numeracy have benefited from effective implementation of the national strategies for teaching in these areas. Innovative ways to work with the national strategies have been considered, but not yet tested. Both strategies have been appropriately implemented, but greater "risks" have not yet been taken in combining the strategy with learning in other subjects, or vice versa. For example, in general, standards in reading are above average, because the school makes very good provision for the development of phonic awareness and comprehension skills. From the beginning of school, very serious attention is paid to reading, and the school works innovatively to ensure that all pupils have regular opportunities to learn reading skills. However, these good skills are not used and stretched far enough, either in literacy sessions or other subjects, with the expectation that pupils should work independently and think for themselves. In general, there are too few planned opportunities for pupils to use their initiative, applying the skills and knowledge they have already gained in new learning situations. In addition, pupils are not given enough chances to talk at length about their work and the challenge to improve spoken contributions is not a consistent feature of planning for learning.
26. Planned opportunities for pupils with special educational needs are good, particularly in the priority subjects of English and mathematics. In these lessons, pupils benefit from small-group and individual work, so that they can achieve their tasks and they are given good help and encouragement by teachers and support staff. Good, clear individual education plans define pupils' needs, the targets for their progress and the strategies to be used within the teaching to help them.
27. The school has a good policy for personal, social, health and citizenship education. Some aspects of learning in these areas are covered through subjects such as science and geography, and the good links with ECO and Comenius greatly benefit pupils' learning by extending pupils' sense of the wider human and physical environment and their responsibilities within it. Part of the overall provision takes the form of class "circle time" which is intended to give pupils the opportunity to discuss personal feelings and concerns. The present arrangements for circle time are unsatisfactory. Sessions take place only once every two weeks and the class teacher is not present for them, so that the potential for the event to contribute to positive teacher-pupil

relationships is seriously compromised. Sessions are led by support staff, who are competent and able, but who are given insufficient guidance for making the most of the opportunities provided. In the sessions observed during the inspection, the planned sessions did not relate well to the intentions of the school's policy.

28. There is good provision for activities outside lessons, especially in sport. There are opportunities to compete as a member of school teams in football, netball and cross-country running and also to receive good quality coaching in development of games skills at lunch-time, after school or on Saturday morning. From time to time there are also other activities such as in music or chess.
29. The school has successfully maintained many of the good links with the community that were noted at the time of the previous inspection. Pupils are able to take part in a wide range of inter-school sporting and musical activities and are encouraged to attend other sporting events in the locality. The local schools and churches also work closely together, organising events such as the celebrations for the millennium. All these activities enhance pupils' overall educational experience. A good range of visitors to the school, including leaders of various religious groups, also contributes well to pupils' learning. All year groups have two educational visits each year and pupils in Year 6 take part in a residential visit to Harlech, which also develops their social skills.
30. The school has good links with the local nurseries and the main secondary schools to which pupils transfer and this eases their transfer between schools. Reception staff liaise with nursery teachers and there are opportunities for the children to spend time in the reception class during the term before they start school. The Year 6 teacher liaises with staff at the various secondary schools, drawing attention to pupils' specific educational and social needs, and pupils have the opportunity to spend at least one day at their chosen secondary school prior to transfer.

Personal development

Strengths

- Pupils are given good help to develop moral ideas about right and wrong.
- Provision for social development is good.
- Good provision is made for cultural development.

What could be improved

- Increased opportunities for spiritual development could be created.
- More openings could be given for pupils to take responsibility and show initiative.

31. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. However, opportunities are missed to develop pupils spiritually. This is as reported in the last inspection.
32. Good provision is made for pupils' moral development. The school provides a clear moral code as a basis for good behaviour and pupils are clear about the differences between right and wrong. The staff set clear examples of fairness, integrity and respect for each other. Pupils enjoy the weekly celebration assembly where good behaviour is encouraged and rewarded. An awareness of environmental issues (through the "ECO" arrangements) results in pupils taking responsibility for this moral issue by, for example, helping to raise funds for "Water Aid".
33. The school makes good provision for pupils' social development. There is a real sense of community. Older pupils look after younger pupils at lunchtime. The school provides opportunities for collaboration in, for example, team games, football matches, and performances in assemblies, school productions and residential visits for the older pupils. Teachers are good role models for the pupils, demonstrating good, supportive relationships and as a result the pupils are friendly and open, courteous and respectful of others. However, the school misses some opportunities to

provide for social development by giving pupils openings to take responsibility and show initiative, both in their learning in lessons and in other areas of school life. There are, for example, no opportunities for pupils to show initiative as representatives on a “school council”, acting as peer mediators or “buddies” for younger pupils.

34. Provision for cultural development is good. For example, work in history, including study of the local area, in music, in literature, in dance, in art and in religious education gives pupils a good awareness of both familiar and unfamiliar cultures. The school plans effectively for pupils to learn about a multicultural society. Care is taken in a range of subjects to draw upon a good breadth of cultural influences such as using an African drum and Islamic art in design and technology projects. In religious education, pupils study festivals such as Diwali, Christmas and Eid. They celebrate Hindu dancing and take part in an effective recreation of a Sikh wedding, as observed in Year 3. The Comenius project promotes a good knowledge of European culture. However, increased links with local faith communities could develop staff knowledge and understanding and ensure there is always cultural sensitivity when using artefacts to teach about other faiths.
35. Provision for pupils’ spiritual education is satisfactory. The major contribution to this area is made through religious education and assemblies. There is, however, little opportunity for reflection in these areas. In the curriculum subjects, too, little evidence was seen of planned opportunities for spiritual development or the valuing of pupils’ questions and giving them space for their own thoughts, ideas and concerns. However, good practice was seen in religious education in Year 1 when the teacher provided a very good opportunity for pupils to reflect on the beauty of creation. She used trees in the school grounds, photographs and song. Pupils responded and there was a tangible feeling and expression of thankfulness. Also, in the reception class, children responded with sensitivity to a story about a lost teddy, showing a real sense of empathy, concern and compassion.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- Pupils are well cared for.
- Child protection procedures are good.
- Attendance monitoring and behaviour management are good.
- The minimal amount of bullying is dealt with very effectively.
- Procedures for assessing pupils’ academic performance are good in English mathematics and science; very careful analysis of assessment data is used effectively to support progress.

What could be improved

- Pupils are not always aware of their personal targets.
- In subjects other than in English, mathematics and science, the school lacks reliable procedures for assessing and tracking pupils’ progress and for using the information to plan pupils’ future work.

36. The school cares well for all its pupils, whatever their needs. Health and safety and child protection are given a high priority by all staff and governors and as a result the school is a safe place where children are happy and secure. There are good procedures for monitoring and improving attendance and these help to ensure that pupils’ attendance is better than the national average.
37. Good procedures for monitoring and promoting good behaviour secure the very good behaviour seen during the inspection. There is a good policy, based on a positive approach and respect for others. Pupils decide their own class rules to supplement the school rules and they are rewarded weekly for good behaviour in the celebration assembly. Pupils and parents say that bullying is minor and rare but when it occurs it is handled swiftly and effectively. The school has an agreed policy on race equality and is effective in including pupils of all ethnic backgrounds in opportunities

at school.

38. The school's procedures for monitoring and supporting pupils' personal development are satisfactory, relying mainly on teachers' good knowledge of their pupils. Pupils are encouraged to work hard and behave well by the system of rewards. Targets are set but pupils are not always aware of them.
39. Procedures for assessing pupils' academic performance in English, mathematics and science are good and are improved since the previous inspection. Pupils are formally assessed in most year groups as well as at the end of Year 2 and Year 6. Reading tests and other ongoing assessments provide the school with a good amount of data, which is very effectively analysed to monitor the progress that individual, and groups of pupils are making. Clear targets are set for the future levels of attainment to be expected for each pupil. The school analyses in detail the end of Year 2 and Year 6 test and assessment results in English, mathematics and science. This has enabled weaknesses in learning and teaching to be identified. It also provides the school with a powerful tool for establishing "booster classes" and support groups. This has played an important part in helping to raise standards. In English, individual learning targets are shared with pupils and this is an area that the school has identified for further development.
40. In the other curriculum subjects, procedures for assessing and tracking pupils' progress are not as strong or effective. The school is aware of this issue and is in the process of identifying subject 'key skills', in order to track progress and better match activities to the different abilities of pupils.
41. The school has begun to adapt its assessment procedures in the reception class in line with national guidance. Here, the staff carefully monitor children's progress in their communication, mathematical and personal skills and this enables them to assess and track children's' personal, as well as their academic progress in an effective manner.
42. Assessment procedures for pupils with special educational needs are good. They are closely linked to the new national Code of Practice and ensure that pupils' progress is effectively monitored across all classes. In addition, the school has very recently begun to develop a policy for identification of its most able, gifted or talented pupils as a basis for ensuring their needs are met and implementation of this is part of the school's planned programme of improvement for the present school year.
43. The school does not track the progress made by pupils who speak English as an additional language as a separate group, but general assessments show that their progress is equal to all other pupils. The specialist teacher for English as an additional language is not fully aware of the languages that pupils use at home.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- Parents are very pleased with the school and have virtually no concerns.
- Good quality reports keep parents well informed about their child's progress.
- The school operates a genuine open door policy which parents value.

What could be improved

- Annual reports do not tell parents how well their children are doing in relation to national expectations.
- Some parents are unclear about the school's homework arrangements and find inconsistencies in practice.

44. Parents are very supportive of the work of the school. The school's good standing with parents noted at the previous inspection has been further strengthened. Parents believe that the school is

well led and managed and that it works closely with them, giving them good information, and that teaching and behaviour are good. All these views were confirmed by the inspection. A very small number of parents felt that their children did not get the right amount of homework. Some are unclear about the school's policy and arrangements. Again, parents' views were supported by inspection findings; the school's homework policy is not being followed consistently in all classes.

45. The school gives parents an informative, good quality written report on their child's progress at the end of each year, together with an opportunity each term to have a discussion with the teacher. The reports show what the pupils know and can do, together with targets for pupils to work at. However, reports do not formally state how well their children are doing in relation to national expectations. At the start of each term parents receive details of the work to be covered during the term and this gives good assistance to those who want to help their children at home. Links with parents of pupils with special educational needs are good. Parents are fully involved in the target setting and monitoring processes. However, there are no specific arrangements to address the needs of parents of pupils for whom English is an additional language.
46. The school has a genuine open door policy, which is appreciated by the parents. They know that they can talk to staff about any concerns at any reasonable time. Every parent completing the pre-inspection questionnaire said that they felt comfortable approaching the school with questions or concerns. An active friends association organises a number of social events each year for adults and children and these raise considerable extra money for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The headteacher, with the full support of his deputy and other senior staff, gives good leadership to a well-managed school.
- Senior management and all staff work effectively together in a shared commitment and agreed approaches to implementing the school's aims.
- The school is well staffed with both teachers and a good number of support staff.
- Teachers, especially those new to the school, and support staff are given good guidance and support and good opportunities for continuing training.
- A good check is kept on the performance of staff.

What could be improved

- Procedures for checking the effectiveness of teaching and learning need to be used with a more searching focus on the quality of pupils' learning.
- Governors' procedures for evaluating the work of the school and financial matters could be more substantial.

47. The headteacher has a clear vision of how the school should be and of how it can further develop to realise that vision fully. He has the full support of his staff, governors and parents in endeavouring to put the school's clear sense of aims and values into effect. The school staff also joins with the headteacher in a willingness to examine practices, seek improvement and exploit opportunities to enhance the school's work. Examples of such enhancement are the school's involvement in the "Investors in People" programme, which has supported the training of support staff, and in the Comenius project for developing European understanding through links with schools in other countries. All with responsibility for managing aspects of the school's work carry out their roles conscientiously. The provision for pupils with special educational needs is well managed.
48. The effectiveness of the school is achieved through the establishment of clear policies and expectations for staff and pupils to follow. This leads to a consistency of action in almost every part of the life of the school. This is especially apparent in the success with which the school has established an atmosphere of very good behaviour and very good relationships which provides an ideal setting for pupils to learn and develop.

49. Planning for the school's future improvement is clear, systematic, detailed and focused on appropriate priorities. In its endeavours to improve, the school has valued its close working relationship with the local authority adviser appointed to monitor its performance as well as the training in literacy and numeracy provided by the authority.
50. The school employs an appropriate number of teachers with a sound range of expertise in the subjects of the curriculum. However, the school has rightly identified the desirability of extending expertise in creative aspects of the curriculum, especially art. An unusually generous number of support staff are employed to work alongside teachers. This is appropriate in view of the large classes in a part of the school. These staff make a good contribution, especially in the support they often give to pupils with special educational needs.
51. Both teachers and support staff receive good opportunities for ongoing training to help them develop their knowledge and skills. Training for the national strategies for literacy and numeracy, is having a positive impact on raising standards in both subjects. Provision of training is linked to good use of national procedures for "Performance Management" in which individuals' performance is evaluated and targets are set for them to achieve. Teachers new to teaching or to the school are given very good support so that they are quickly able to make a very valuable contribution to the teaching.
52. The school's willingness to evaluate its own practices is seen in the way it has established some good systems for keeping a check on teaching and learning. Subject co-ordinators regularly review all teachers' planning in their subjects. In English, mathematics and, occasionally, science, lessons are observed either by the headteacher or by the co-ordinators. Each year samples of pupils' work are examined by co-ordinators. Pupils' performance in national tests is also analysed well. In all of these activities co-ordinators record their findings systematically using agreed standard formats. These procedures have helped the school recognise some strengths and some areas for improvement. However, they have not succeeded in identifying some areas of relative weakness in learning, for example pupils' speaking skills, apparent to inspectors. Although teachers have been well trained in knowledge of their subjects, subject co-ordinators have not received sufficient guidance or training in the effective use of self-evaluation procedures. As a result they are not clear enough about what to look for, and how to find the evidence, when evaluating learning.
53. School governors give sound support to the leadership and management of the school. They have a general understanding of the standards being achieved, of the way the school is improving and of the priorities for the future. In some specific areas, such as provisions for health and safety, a thorough check is kept on the school's performance. However, in relation to special educational needs, governors' present temporary arrangements, following a resignation, are unsatisfactory. Governors have a general overview of the school's sound financial planning and procedures. They are aware of the need to ensure that the best possible value is obtained when funds are spent, but as local authority auditors recently noted, procedures for checking that best value is achieved lack rigour.
54. Levels of resources to support teaching and learning are satisfactory overall and they are sufficient in all subjects. Resources to support outside play in the reception class have improved since the last inspection, as have resources to support ICT. These have begun to have a positive impact on standards. The school particularly values the facility for borrowing resources of books from the local authority.
55. The accommodation is generally satisfactory. Classrooms are of a good size and the building and grounds are well looked after by caretaking staff. Pupils respect the building and take care of it. The classrooms and corridors are made more attractive by bright, colourful displays, many of which have been done by the pupils themselves. The grounds are attractive and spacious and

include an environmental area, which enhances pupils' education. The playgrounds, although small, are marked out for a variety of games and there are covered seating areas for pupils to use. Less satisfactory features of the accommodation include narrow corridors, crowded cloakroom areas and a shortage of storage space.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and improve the quality of education further, the school should:

1. Give more time to teaching of information and communication technology, both in lessons devoted specifically to the subject and across the curriculum as a whole, and ensure pupils' opportunities to develop and practise skills are more frequent. (Paragraph Nos. 24, 107-112)

2. In teaching across the curriculum pay more attention to developing pupils' understanding and skills by providing more encouragement and opportunity for pupils to learn actively through
 - speaking,
 - thinking,
 - investigating,
 - problem-solving,
 - creating,
 - evaluating, for themselves.(Paragraph Nos. 18, 19, 25)

3. In school self-evaluation and pupil assessment procedures, focus more rigorously on the quality of pupils' learning;
 - providing training and guidance for subject co-ordinators on the criteria and skills they need to use in evaluating learning as the key indicator of the effectiveness of the teaching;
 - applying these skills to evaluations of teachers' planning, to teaching and learning in lessons, and to assessments of pupils' written work;
 - improving assessments of pupils' progress in subjects other than English, mathematics and science;
 - using assessments to define targets for pupils to aim at, and referring to these in marking that gives more consistent guidance to pupils on how to do better.(Paragraph Nos. 20, 40, 52)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- providing for speedier progress in pupils' handwriting (Paragraph No. 77);
- pressing ahead with planned development of staff confidence and competence in teaching a full range of skills in art (Paragraph Nos. 50, 90-92);
- ensuring a consistent implementation of the homework policy and keeping parents informed about homework arrangements (Paragraph Nos. 21, 44);
- providing more opportunities for pupils to take responsibility and show initiative both in lessons and in other areas of school life (Paragraph Nos. 18, 19, 33);
- across the curriculum, giving more encouragement to pupils' personal reflection to promote spiritual development (Paragraph No. 35);
- pressing ahead with the planned development in provisions for gifted and talented pupils (Paragraph No. 42);
- improving the timetabling and staffing arrangements for circle time (Paragraph No. 27);
- improving governors' procedures for evaluating the work of the school and financial matters (Paragraph No. 53);
- including, in annual reports to parents, indications of how well their children are doing in relation to national expectations (Paragraph No. 45).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	25	14	0	0	0
Percentage	6	20	48	26	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 nearly two percentage points.

Information about the school's pupils

Pupils on the school's roll	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	259
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	Y1 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	29

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	20	17	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	16	16	16
	Total	35	36	36
Percentage of pupils at NC level 2 or above	School	95 (92)	97 (94)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	16	16	16
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	97 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	17	22	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	22	18	22
	Total	36	34	39
Percentage of pupils at NC level 4 or above	School	92 (89)	87 (84)	100 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	17	16	21
	Total	30	29	37
Percentage of pupils at NC level 4 or above	School	77 (79)	76 (82)	97 (95)
	National	73 (72)	74 (74)	82 (82)

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

*Ethnic background of pupils**Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	205	0	0
White – Irish	2	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	28	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	24.9
Average class size	29

Education support staff: Y1 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	210

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	548445
Total expenditure	531675
Expenditure per pupil	2006
Balance brought forward from previous year	19972
Balance carried forward to next year	36741

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	2.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	259
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	18	3	0	0
My child is making good progress in school.	72	24	4	0	0
Behaviour in the school is good.	86	14	0	0	0
My child gets the right amount of work to do at home.	47	36	9	6	2
The teaching is good.	73	24	0	0	1
I am kept well informed about how my child is getting on.	61	39	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	96	4	0	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	61	36	3	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	79	18	0	0	3
The school provides an interesting range of activities outside lessons.	51	41	6	2	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

Strengths

- Children achieve well and standards are above average in most areas of learning.
- Teaching is consistently good and relationships between staff and children are excellent.
- The curriculum is good and provides an interesting range of experiences that motivates the children.
- The provision is effectively led by an experienced teacher who has developed a supportive and enthusiastic team.

What could be improved

- The development of assessments matched to the nationally recommended “stepping-stones” to learning.

56. The provision for children in the foundation stage is good and has improved since the last inspection. It ensures that children have an effective and positive start to their education.
57. The children’s attainment on entry to the reception class is varied but overall is average for children of this age. A varied and interesting range of learning experiences together with excellent supportive relationships between staff and children and effective teaching ensures that children make good progress in all areas of learning and achieve well in relation to their abilities on entry. By the time they transfer to Year 1 the majority of children in the current reception class will have exceeded the early learning goals in all areas of learning.
58. Children start in the two reception classes in the autumn or spring term after their fourth birthday. Older children have three terms full-time education and younger children two terms prior to starting in Year 1. During the inspection, only one full-time class of older children was in school and comments relating to attainment and progress refer to this group of children. As there is no nursery provision in the school it is not possible to comment on the attainment of other children yet to start.
59. The quality of teaching is consistently good and some very good and exemplary practice was observed during the inspection. Staff have a very good understanding of the learning and emotional needs of young children and have high expectations of them. Staff are highly supportive and consistent in their approach and this leads to the children feeling increasingly confident and willing to try hard. Staff are very sensitive to the needs of different abilities and experiences of children and treat children with learning difficulties and those learning English as an additional language with kindness, providing activities that are interesting and very carefully matched to their learning needs. As a result, these children become increasingly confident, make good progress and ‘blossom’.
60. The provision is led well by a recently appointed experienced early year’s practitioner. Her calm approach to teaching and management has ensured that the provision has improved since the last inspection. She has developed an effective team who monitor children’s progress carefully. She has developed her own baseline profile of language, mathematical and personal development that is used effectively to plan activities that are matched carefully to the abilities of children. She is in the process of developing this profile further in order to track children’s progress along the ‘stepping stones’ in all six areas of learning.
61. The outdoor provision has been improved since the last inspection. A wide range of new outdoor toys and equipment now effectively supports children’s physical and creative development. The use of this area is suitably timetabled and there are plans to provide a removable fence to ensure

that children can have regular access throughout the day and increase further the range of activities available.

Personal, social and emotional development

62. Children who started with average levels of personal and social development have made good progress and are increasingly confident and independent. This is due to consistently good teaching based on the quiet supportive approach of the teacher who has high expectations of the children. As a result, the children are polite and courteous to both each other and visitors. They play well together, share the resources and follow the class routines with enthusiasm. Staff take every opportunity to encourage responsible behaviour and quietly support children who have learning difficulties. In this way, all children have developed good attitudes to learning and try hard to become independent. Most children are able to dress and undress without help, delight in carrying out classroom jobs, and listen to each others news with interest. By the time they start school in Year 1, most children in this class will have exceeded the early learning goals in this area of learning.

Communication, language and literacy

63. Most children have average levels of attainment in communication, language and literacy when they start in the reception class. They make good progress during their time in the class and achieve well in relation to their abilities when they started. The majority are in line to exceed the early learning goals in this area of learning when they start in Year 1. This is because of the consistently good and sometimes very good teaching, based on good knowledge and understanding of the learning styles of young children, and interesting activities that develop a love of books and writing.
64. All children delight in sharing books with their teacher and each other and enjoy telling the stories to their teddies. More able and average attaining children are already reading simple texts accurately and with expression and can express themselves clearly when speaking. They can recognise most of the letter sounds and are beginning to use these to read unfamiliar words. Other children tell stories from the pictures, recognise a few words and use letter sounds confidently. During the inspection, children delighted in the story of the Gingerbread man and because of good teaching that made the story interesting children listened carefully and joined in reading with good expression. During the week, they became increasingly familiar with the story because of a range of interesting activities so that by the end of the week most children could talk about the different characters and recognised similarities and differences between other versions of the story.
65. Children have a wide range of opportunities to write and spell words. More able children, because of well-planned and challenging teaching are able to spell simple words using magnetic letters and can write simple sentences with capital letters and full stops. Other children can form letters correctly and are also beginning to write simple words. Children take every opportunity to write for a range of purposes, such as writing their own versions of the Gingerbread Man, or taking pretend messages in the 'police station'. Children with learning difficulties and those learning English as an additional language have regular opportunities for individual work. Staff are sensitive to their needs and make learning fun through using a well planned variety of language games. Because of this approach, they too make good progress.

Mathematical development

66. Good teaching supports this area of learning well and children make good progress. More able and average attaining children are already secure when working with numbers to 15, and can say what number is one more or less than a given number. One of the strengths in teaching is the way that staff use a variety of fun yet challenging activities to support learning, which children respond to very well. During the inspection more able children for example explored different ways of making 15 using two laces and threading beads. Less able children delighted in playing classroom 'hopscotch' to develop their understanding of numbers to 10. Because of careful

explanations and focussed teaching, most children can sort by size, recognise familiar shapes, can continue different pattern sequences and talk accurately about the corners and sides of two-dimensional shapes. As a result, more able children are already working within National Curriculum levels and most children are in line to exceed the early learning goals in this area of learning when they start in Year 1.

Knowledge and understanding of the world

67. Good and sometimes very good teaching that stimulates children's interest, enthusiasm and involvement, through a wide variety of interesting structured experiences, ensures that all children make good progress and are increasingly aware of the world around them. As a result, children who started with average abilities are making good progress and are in line to exceed the early learning goals in this area of learning by the time they start in Year 1.
68. Children recognise that life in the past was different when they interviewed a member of staff about her fifth birthday party. Comparing it with their own parties children recognised that the food and number and type of presents were different but that some party games remain the same. They are curious and interested when examining jelly cubes fascinated when they melt and make predictions about what might change when placed in a fridge. Because the teacher models the correct scientific vocabulary well and sensitively involves all children through carefully framed questions, all children observe carefully and use correct terms when talking about the change.
69. Children also use computers confidently and can move the mouse to control the cursor on the screen. They have a secure awareness of belonging to a faith and can express their joy of belonging to Gods' world, as staff use every opportunity to develop a secure learning environment where everyone's opinions and beliefs are valued. This contributes very effectively to the children's spiritual development.

Physical development

70. Most children are already working within the National Curriculum levels of work because of consistently good and sometimes exemplary teaching that challenges children and supports and encourages them to try hard at all times. As a result, all children are achieving very well in relation to their abilities when they started and have already exceeded the early learning goals in this area of learning.
71. Children are confident when moving around large spaces and are aware that exercise makes their hearts beat faster and is good for them. They are able to control a range of different sized equipment and delight in improving their skills of control when 'taking their balls for a walk' using different parts of their bodies. They can throw and catch well and use these skills in simple team games where they have a clear sense of 'fair play', encouraging and supporting each other with kindness. Throughout these activities, staff are highly supportive and sensitive to different children's abilities and promote children's moral and social development very effectively.
72. Most children can also use small classroom equipment with good control. They cut small pictures carefully and accurately and using a wide range of pens and crayons to form letters correctly. Children delight in their developing skills and are very proud of their efforts.

Creative development

73. Staff work hard to provide a wide range of interesting activities which are regularly available. Children's creative development is promoted well through art, music and role-play activities. Sensitive encouragement from staff increases children's confidence to explore the planned activities. Because of this consistently good teaching style, children make good progress and most are in line to exceed the early learning goals in this area of learning when they start in

Year 1. Children have good imagination and use this well in their activities. They sing in tune with enjoyment and considerable expression a wide range of songs. Teaching of music is exemplary and based on a very clear knowledge of the subject and children's abilities. As a result, children recognise high and low notes can play untuned percussion instruments with good skill to accompany the songs, keeping the rhythm and pulse of the music. Children respond very well to the teacher's calm approach and they follow her directions carefully showing that they understand through giving well thought out answers. Children's paintings are also mature and they use colours well to produce bold self portraits, design and paint tea plates, and create autumn prints after mixing paints to produce autumnal shades. They have developed good imagination because of the careful support from staff.

ENGLISH

Strengths

- Pupils do well in national tests.
- Standards in reading are above average.
- Teaching is good.
- Pupils have very good attitudes to their work and enjoy learning.

What could be improved

- There are too few opportunities for pupils to practise and improve their speaking skills.
- Handwriting skills develop too slowly and pupils find bad habits hard to undo.

74. In the 2002 national tests at the end of Year 2, pupils' results were above average in reading and average in writing. Results at the end of Year 6 were well above average overall. Year 6 test results were much better than those of pupils in similar schools. Test results are improving year on year, in line with the national trend. Overtime the school's results have shown that boys generally do better than girls in tests. Inspection findings are that all pupils, including those with special educational needs and those learning English as an additional language, make at least satisfactory achievements on their starting levels. Standards of work are currently average in Year 2 and Year 6. Based on prior attainment levels, the school has set realistically challenging targets for these pupils' results in national tests in 2003. Standards in English have been maintained since the last inspection.
75. Pupils' speaking skills are average overall. However, there are too few opportunities for them to practise and improve their skills in lessons. In general social conversation, pupils are confident and enjoy expressing their views. They understand the conventions of good conversation, taking turns, listening carefully to others and responding to their contributions with appropriate answers. Even the youngest pupils in school are aware of turn taking and like to chat and talk about their interests. In lessons, pupils are always ready to offer answers, but in general these are short contributions that serve an immediate response without further explanation. Pupils often use incorrect grammar and local dialect to answer a question in class. They understand that this is quite acceptable in conversation, but do not attempt to revise their use of language in lessons. When teaching and learning is at its best, pupils are challenged to refine their contributions and fully explain what they think. In a Year 6 lesson with lower attaining pupils, there was a consistent expectation that pupil would do this, and pupils rose to the challenge. Although it was difficult for some, the majority tried hard and improved their spoken contributions. In a lesson in Year 5, the teacher made good use of questioning to encourage pupils to extend their ideas about the play script they were using. However, because pupils are not used to doing this, in other subjects, it is a real struggle to encourage them to speak for any length of time. In a geography lesson in Year 4, pupils found it very difficult to sustain a spoken contribution on the topic of leisure activities.
76. Standards in reading are above average, as a result of the school's good provision for the teaching

of basic reading skills and the development of good comprehension skills. From the reception class to Year 2, there are regular, well-organised phonic sessions where pupils work at an appropriate level and make good progress. These sessions involve all teachers and learning support assistants and pupils are grouped according to their individual needs. The lowest attaining and youngest pupils are supported in learning and consolidating initial letter sounds. As pupils progress, they move to different groups so that work is well matched to their levels. The highest attaining pupils are well challenged to extend their reading and spelling skills. Pupils' progress is followed carefully and improvements are very evident, with most pupils achieving well in relation to their starting levels. Teachers make very good use of questioning to check pupils' understanding of the texts they read. In a lesson in Year 4, pupils' good comprehension skills were clearly demonstrated when the majority of pupils could answer very confidently about the events reported in a newspaper article they had read. In Year 6, pupils competently use skimming and scanning techniques to pinpoint the exact piece of information from a text to help them give a full answer. Pupils feel confident about their reading skills and their attitudes about reading are very positive. Lower attaining readers in Year 6 are just as positive as higher attainers. They know how much progress they have made and are keen to continue. Pupils know what particular skills make a good reader. They explain exactly why reading with expression is a good and useful skill. They are interested in fiction and non-fiction material and talk about the merits of one author above another. They offer opinions about the "classics", explaining why certain novels are described in this way. They are interested in the reading habits of others and initiated discussion about the likes and dislikes of the inspector who speak with them. These are all examples of pupils' very good and positive attitudes.

77. Overall standards of writing are satisfactory with some good aspects and a distinct weakness in handwriting. The oldest pupils have learnt to write effectively in a range of styles and formats to suit different purposes. Their qualities of spelling, punctuation and grammar are generally sound and some pupils also choose words thoughtfully to enliven their writing and attract the reader's attention. However, in handwriting many pupils do not use a consistent cursive script by the time they reach Year 6. Even the highest attaining pupils in many classes do not use joined writing and in some cases their work is untidy and inaccurate. The school has a scheme of work for handwriting and pupils now start to learn cursive joins in Year 1 and Year 2. However, correct sitting positions are not encouraged and there are few reminders given about the expected quality of handwriting in class work. In some cases, pupils produce very neat cursive script in handwriting practice sessions, but write in a printed style in other lessons. The school's highest attaining pupils cannot attain the levels expected of them in writing if they do not use cursive script in their work. The school has given priority attention to writing and overall standards are average. However, the progressive development of handwriting skills has not been fully addressed and pupils progress too slowly in this aspect of their English work.
78. Teaching and learning in English lessons is good overall. Teachers are confident with the subject as a whole and use the national strategy for literacy appropriately. Work is well matched to pupils' needs in the majority of lessons. In a very good lesson with Year 2 pupils, a range of activities were used to hold pupils' interest and attention, and the teacher created effective resources with appropriate challenge for the highest attaining pupils. All pupils made very good progress in their learning during this lesson.
79. The subject is well led and managed by a knowledgeable co-ordinator who provides good support for other teachers. Planning for improvement in the subject rightly recognises the desirability of further development in the use of writing across the curriculum to consolidate progress made in literacy lessons.

MATHEMATICS

Strengths

- The oldest pupils' results in the 2002 National Curriculum tests were above the national average and

well above the average for similar schools.

- Teaching and pupils' achievement are particularly good in Years 4 and 6.
- The National Numeracy Strategy has been implemented well.
- The subject co-ordinator leads work in the subject well.

What could be improved

- Tasks for higher attaining pupils are not consistently challenging.
- Teachers' questioning is sometimes not careful enough to develop pupils' thinking skills.
- Teachers sometimes give too few examples and demonstrations of processes for all pupils to develop understanding.

80. Provision for mathematics is satisfactory overall, and is similar to that at the time of the previous inspection. In the 2002 tests, the great majority of pupils aged eleven reached the level of attainment expected for their age and a third of them exceeded this level. There has been a steady increase in test scores over recent years. Work seen during the inspection shows the oldest pupils attaining average standards. Overall pupils are achieving satisfactorily, although particularly good progress was seen being made in lessons in Years 4 and 6, where the quality of teaching was particularly good.
81. Standards in the 2002 test results taken by pupils aged seven were just below average. Work seen during the inspection showed that the majority of pupils currently of this age (i.e. Year 2) achieve average levels in all aspects of mathematics. In relation to their prior attainment on entry to the school, this represents satisfactory achievement by pupils since the start of Year 1.
82. Throughout the school, pupils' numeracy skills are developing appropriately due to the effective implementation of the National Numeracy Strategy. In the youngest classes, pupils learn to count to 20 and sometimes beyond quickly and accurately, and they use a broad range of resources to develop their early calculation skills. For example, pupils in Year 1 were observed using number fans to work out answers to simple subtraction sums. They showed good levels of enjoyment and confidence as they displayed their answers. In Year 2, pupils build on these skills by working with higher numbers. They showed that they could double numbers to 10 and use a number square to count on and back from a given number.
83. As they move through Years 3 - 6, pupils improve their confidence to try new ideas. For example, pupils in Year 4 achieved well as they showed good understanding of fractions. They benefited from some good, practical, focused tasks which enabled them to fold a number line into quarters, eighths and sixteenths quickly and successfully. Good achievement was also seen in Year 6, where the class was split into two and each group was taught at their own ability level. This led to high levels of support, which resulted in clear understanding of two and three-dimensional shapes. Higher attaining pupils achieved well as they measured irregular shapes and explained the formula that they were using. Lower attaining pupils used a practical approach to develop good understanding of irregular shapes. They were able to explain how the perimeter of an irregular shape could be found, by the end of the lesson. However, across Years 3 - 6 as a whole, not enough challenge is consistently offered to the highest attaining pupils to enable them to extend their skills and undertake independent investigations and problem-solving. Too little use of ICT to support mathematics was seen in lessons during the inspection or in pupils' past written work. Occasionally, lessons are too long and pupils' interest wanes. At these times, achievement dips.
84. Teaching is of good quality and was good or very good in the majority of lessons seen. Pupils are always well managed so that they attend well to their work and behave sensibly. Teaching was particularly good in lessons seen in Years 4 and 6, where the brisk pace of the lessons ensured that pupils' mental and oral skills improved. They were encouraged to think quickly as time limits were set, and they showed that they could calculate answers quickly and maturely. For example, in Year 4, pupils were able to count on and back in 10s and 100s efficiently and accurately. In

Year 6, pupils were able to calculate answers to questions, such as $88 + 85$, using the 'near doubles' approach very well. In a few other lessons the pace of learning was less brisk. Sometimes, not enough examples were given to explain the task sufficiently. In one class, this led to too few pupils being able to answer questions about how to partition numbers. Lack of sufficient questioning also reduced understanding in some lessons, such as when the lack of effective questions failed to challenge some pupils undertaking graph work to think carefully about the mistakes they made. Similarly, teaching sometimes does not give clear enough examples or demonstrations to ensure basic understanding of what is expected. Pupils with special educational needs receive good support in lessons, often with the help of support staff, and they often achieve well.

85. The leadership of mathematics is good and is having a positive impact on improving the provision and on raising standards. The co-ordinator has a clear vision for the subject and a good understanding of the strengths and weaknesses. The focus on staff training is a strength. For example, all teachers in Years 3 - 6 have had the opportunity to attend the national, five-day training course for numeracy. This has helped to develop their skills and raise confidence in the teaching of numeracy. Training is planned for teachers in Years 1 and 2. Monitoring has led to some important modifications in planning, and good analysis of test results has highlighted weaknesses that have been shared with staff. An awareness evening for parents has had a positive impact on home/school links and in promoting homework among older pupils.

SCIENCE

Strengths

- The oldest pupils' results in the most recent National Curriculum tests were above the national average and well above the average for similar schools.
- Teaching is of good quality, maintaining the position at the previous inspection.
- Pupils show interest, attend well to their tasks and behave very well.
- There is good analysis of pupils' performance in national tests.

What could be improved

- Pupils could be given more encouragement and opportunity to think for themselves in lessons.
- Checks on the quality of pupils' learning could be more searching.

86. Pupils aged 11 achieved particularly well in the 2002 National Curriculum tests with nearly half of the school's oldest pupils exceeding the level of attainment expected and none falling below it. There has been a steady improvement in the oldest pupils' standards since the previous inspection in line with the national improvement. At the same time that pupils aged 11 took their tests, teachers formally assessed the standards of pupils aged seven as being close to or a little above the national standard.
87. The work of present pupils at ages seven and eleven is in line with the national standard. This year the oldest pupils (Year 6) include fewer of above-average ability than before and more who have special educational needs because of difficulties with learning. This explains why overall attainment for this year-group is not at the high level of the previous year. Nonetheless, all pupils are achieving satisfactorily in relation to their attainment at earlier stages in the school.
88. The strongest aspect of pupils' learning is their development of a good level of scientific knowledge. This reflects strengths within the overall good quality of the teaching. Teachers have good knowledge of the subject and a systematic approach to teaching knowledge to their pupils. Their very good management of pupils also means that pupils are attentive to the teaching and thus make good progress in acquiring the knowledge teachers dispense. Year 6 pupils, in discussion with an inspector, showed sound recall of knowledge from past work. They explained, for example, the variety of ways in which seed dispersal leads to plant growth, the functions of

parts of the body in keeping us alive, and alternative ways of separating a mixture of sand and water. However, pupils showed some difficulty in explaining their scientific understanding. This is consistent with the observation that in lessons teachers do not call upon pupils often enough to express their own predictions, interpretations or explanations. Teachers set some good investigative tasks which interest and enthuse pupils but there is some inconsistency between classes in the level of challenge these set. Some of the best examples were seen in the past written work of Year 4 pupils. In discussion, Year 6 pupils showed a sound ability to evaluate a scientific test described to them and to show why it was not a fair test. Pupils have fewer ideas about designing their own investigations, again reflecting the fact that they are not presented with sufficient challenges of this sort.

89. The subject co-ordinator leads the work in the subject well. A strong point of her work is the detailed analysis of pupils' performance in both statutory and optional national tests to track pupils' progress and to show where learning has been most successful or is in need of improvement. She also keeps a sound check on class-teachers' planning in the subject, conducts an annual review of the work pupils have completed and occasionally observes science lessons in colleagues' classes. These are valuable procedures. However, their usage is not sufficiently successful in evaluating learning to see where it may be improved. There is a lack of clarity about how to evaluate the learning and what signs to look for.

ART AND DESIGN

Strengths

- Good attention has been given to leadership and management of the subject since the last inspection and standards are improving.
- Art work around school creates an attractive backdrop for work in other subjects.

What could be improved

- The range of skills pupils develop could be wider.
- Teachers lack confidence in teaching the subject.
- There are too few opportunities for pupils to work creatively.

90. No art lessons were taught during the days of the inspection and no judgement is made about the quality of teaching. From samples of pupils' past work seen, standards of work are in line with national expectations by the end of Year 2. Too little reliable evidence was available to judge the standards of the oldest pupils. Planning and other documentation suggests that the overall provision for the subject has improved since the last inspection. However, there are limitations in provision in terms of the breadth of skills pupils develop. This limits opportunities for pupils to work as independently and creatively as would be expected, so much of their finished work is very similar and responsive to the teacher's direction. There are examples of better work in some classes and within some topics, for example work in Year 6, based on William Morris designs. However, such work is the exception rather than the rule.

91. Since the last inspection the co-ordinator has worked hard to improve her own subject knowledge and leadership and management of the subject. This task has been difficult since not all teachers at the school feel confident in teaching art. She has led the staff well towards improvement and provided opportunities for teachers to learn together. This is a positive step. Her attendance at a long-term course for art co-ordinators has also developed management skills, which are now satisfactory. Good portfolios of work are now kept, providing evidence of pupils' attainment. As yet, this evidence has not been fully used to drive changes in the curriculum or teaching methods. The school has also made use of visiting artists to promote pupils' progress. There are now examples of three-dimensional work, which is an improvement since the last inspection. With more time and greater flexibility in how the subject is taught, there is good capacity for further improvement.

92. Throughout school the majority of artwork is used to display work in other subjects. While such work does not necessarily develop pupils' artistic and creative skills and knowledge in a progressive way, it does mean that the school is an attractive and colourful place for pupils to work and learn. This is fundamental to pupils' good attitudes to their work in many subjects.

DESIGN AND TECHNOLOGY

Strengths

- Teaching in the lessons seen during the inspection was of good quality.
- The management of pupils in lessons is a strength.
- Pupils behave well and have good attitudes to learning
- Good use is made of support staff.

What could be improved

- Teaching could place more emphasis on pupils evaluating their designs and products.
- Pupils' progress is not systematically assessed.

93. Pupils achieve satisfactorily. The standards of their work throughout the school are in line with

national expectations. This indicates that standards have been maintained since the last inspection.

94. Good teaching was seen in the three lessons seen, in Years 2, 4 and 6. It captured pupils' interest and developed their knowledge, skill and understanding. Following the disassembly of a toy car, pupils in Year 2 were able to explain the different body parts including the chassis, base, wheels and axles. They talked about the importance of the wheels moving freely to help their model vehicles to travel. In Year 4, pupils were investigating ways of using a lever to operate a simple moving part. They were focused on the task; accurately measuring, cutting and joining materials to produce imaginative designs suitable for a Christmas card. The teacher made good use of effective questioning to stimulate the pupils' ideas and to sustain the pace of the lesson. Teachers are careful to ensure that pupils develop a good knowledge of the need for safety in handling tools. All pupils are fully integrated into all classroom activities. They are well supported by teaching assistants and this ensures that they make satisfactory progress in developing the appropriate practical skills. This was evident in Year 6, where some pupils were supported to disassemble slippers and make detailed drawings and notes whilst investigating them.
95. The management of pupils in lessons is good. Pupils behave well, sharing equipment well, exchanging ideas and respecting the thoughts of others. Teachers have good relationships with their pupils and this leads to a positive working environment being established at the start of lessons. Pupils have good attitudes and settle down to work quickly. They enjoy the lessons and give good support to one another when working in pairs or small groups.
96. Although pupils make satisfactory progress overall in the subject, it is uneven. There is strength in the development of practical skills of making. However, in discussion pupils show they have limited ideas about designing and about evaluating what they have made. This reflects an imbalance in the attention paid to this part of the curriculum. Teachers know their pupils well but there are no agreed procedures for assessing pupils' levels of attainment and monitoring their progress throughout the school in ways that could identify weaknesses in learning.
97. The co-ordinator leads the subject satisfactorily. He has recently reviewed the policy and audited the resources. He works hard to support colleagues and has provided training on the safe use of tools. His leadership is beginning to have an impact as a result of recent monitoring. He is aware of the need to develop assessment processes, give more attention to design and evaluation within the curriculum and to promote the use of information communication technology in lessons.

GEOGRAPHY

Strengths

- Teachers have good subject knowledge and have good class management skills.
- Pupils mapping skills are above average.
- The local area is used effectively to support learning.

What could be improved

- Curriculum planning prevents topics from being studied in sufficiently challenging depth.
- Pupils' progress in key skills of the subject is not assessed well enough to aid planning.

98. Standards in geography for pupils at the end of Year 2 and Year 6 are in line with national expectations and, as found at the last inspection, above average in mapping skills. Pupils of all abilities, those with special educational needs, and pupils for whom English is an additional language, make satisfactory progress and pupils' achievements are satisfactory in relation to their ability when they started school. The position is similar to that at the previous inspection.
99. Pupils' abilities to draw maps and plans are well developed as they move through the school and

by the end of Year 6, pupils use 2 and 4 figure grid references and ordinance survey symbols in their work. Work in other aspects of the subject such as their study of a contrasting and less economically developed area, is limited and not fully developed. Pupils have a sound understanding of water when they studied the schools plumbing systems and most recognise different sources of water, although pupils' understanding of the impact rivers have on the physical features of the landscape are limited.

100. The teaching of geography is satisfactory overall with some good teaching observed during the inspection. Pupils of all abilities make sound progress. Visits to the local area and further afield are used well to support learning. In Year 5, pupils have used a variety of sources of information to research the impact on the local environment of a proposed ring road. In this and other topics, staff have used ICT and mathematics well to develop pupils' analytical skills. An analysis of pupils' work however, indicates that whilst teachers plan a range of interesting activities the full benefits in terms of challenging and developing learning are lost because of limited time spent in each topic. Overall, teachers are attempting to cover too many topics and as a result pupils do not acquire a depth of knowledge and understanding. Too often work planned is the same for all pupils, regardless of ability. In addition, marking is not supportive of developing pupils' geographical skills. It is often cursory, and as a result is not helpful in showing pupils how they might improve their work further.
101. An enthusiastic and recently appointed co-ordinator has not yet had sufficient time to improve and develop the subject. Although satisfactory procedures are in place to assess pupils' attainment and progress, these systems are not fully utilised to inform teachers planning and to track the development of pupils' geographical skills. Resources are adequate but the subject budget is stretched by the need to resource a wide range of topics. Because of these issues, standards although satisfactory overall, are not as high as they could be at the end of Year 6, especially for more able pupils.

HISTORY

Strengths

- Pupils enjoy history and respond well in lessons.
- Teachers use resources effectively to support learning.
- The local area is used well to support pupils' historical knowledge and understanding.

What could be improved

- Topics are often covered superficially.
- Assessments of pupils' progress in the subject's key skills is not accurate enough to help teachers plan the next steps in learning.

102. Standards of attainment in history are broadly in line with national expectations at the end of Year 2 and 6. The school has maintained the standards identified during the previous inspection. Pupils have a satisfactory knowledge of the past and of the topics covered. All pupils, including those with special educational needs and those learning English as an additional language, make satisfactory progress.
103. At the end of Year 2, pupils have developed a sound appreciation that life in the past was different from that of today. For example, they have learned about toys and pastimes of children through examining and sorting a variety of toys. In this way, pupils become aware that toys today are usually but not always more sophisticated.
104. In Years 3 to 6, pupils continue to make satisfactory progress. At the end of Year 6 pupils have a sound chronological awareness, recognise the difference between primary and secondary sources of evidence and with some prompting could recall facts about the periods they had studied. Older

pupils beginning a topic on the Victorians were able to describe the working conditions of poor Victorian children through researching various sources of evidence. Clearly motivated pupils developed some quite forthright and mature views about child labour and working conditions of the time. Comparing this to their own lives, the topic effectively supported pupil's moral development when they debated and prepared a Charter of rights. Pupils have briefly studied most of the invaders and settlers to Britain, the Ancient civilisations of Egypt, Greeks and the Aztecs, World War II and life in Victorian times. Standards are not higher because although most pupils have secure factual knowledge they do not have a depth of understanding in any of these areas.

105. The quality of teaching is satisfactory overall and teachers generally have good subject knowledge. Some good and very good teaching was observed during the inspection and some interesting activities are planned to support learning. However, over time pupils skills are not fully developed because of current curriculum planning that results in topics being covered superficially. Marking is also generally not supportive of pupils' learning. However, a strength of teaching is the way that teachers endeavour to bring the subject alive, using artefacts and the local area. Also, they increasingly include the use of information and communication technology to make learning interesting. As a result most pupils enjoy this subject, particularly when engaged in independent research. This was seen when Year 5 pupils began researching the local area using Tithe Maps when many pupils were clearly interested and eager to follow up their initial findings and learn more.
106. There is a new co-ordinator in post and consequently she has not had the opportunity to make an impact on the quality of the teaching and learning. She is aware that current curriculum planning requires further consideration to ensure that pupils' skills are progressively developed and extended. Currently teachers concentrate on delivering the content of topics not on extending subject skills. They do not have an adequate assessment system that identifies pupils' developing skills to aid their planning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Strengths

- The school has good new resources, including a computer suite.
- Support staff with good skills in ICT make an important contribution.
- Staff provide good demonstrations of skills for pupils to follow.

What could be improved

- Too little time is allocated to the subject and lessons devoted to ICT are too infrequent.
- There are too few opportunities for pupils to practise their skills in other subjects or outside lessons.

107. Provision for ICT is satisfactory and has improved since the previous inspection. In Years 3 – 6 pupils achieve satisfactorily in individual lessons aided by the good new resources and some effective demonstrations by the ICT support staff. They develop their skills through a structured programme of tasks which enables them to learn about the importance of ICT, both in terms of presentation of their work and in research and information gathering. Pupils in Year 3, for example, were observed learning how to send e-mails to some visitors from Spain, and they showed appropriate awareness of sharing information. In Year 4, pupils showed awareness of word processing skills as they scanned text on screen to highlight and change spelling mistakes. In Year 5, pupils searched a database for answers to questions about their history topic on the local area. They showed high levels of interest in the topic. Year 6 pupils were seen using “clip-art” to develop a multi-media presentation about their own hobbies.
108. In all of these activities pupils were able to complete tasks when given close guidance by teacher or support staff but signs of uncertainty about their skills were apparent. By Year 6, pupils' standards are below those expected. Although they enjoy using computers, they find it difficult to

follow a straightforward line of enquiry without high levels of support. This is because the planned time for ICT is too short and does not give pupils sufficient practice to consolidate the skills they are taught. Pupils' opportunities to consolidate their skills are also too infrequent because of the arrangement whereby all classes are divided in two so that only half the class has a lesson in the computer suite each week. This is the school's response to the combination of large classes and the limited space available in the computer suite.

109. In Years 1 and 2, pupils achieve satisfactorily in their lessons and standards are in line with those expected for pupils' ages. Year 2 pupils, for example, were seen using word processing to produce a piece of writing for a 'speech bubble', linked to the story of 'The Rainbow Fish' they had studied in their literacy lesson. Almost all pupils worked carefully and diligently to write a simple sentence of up to ten words using accurate punctuation. They enjoyed using the new computer resources and were enthusiastic as they completed their tasks. However, not enough time was allocated to the lesson to allow pupils to practise and improve their skills.
110. Some additional opportunities to practise skills arise in lessons in other subjects. Pupils take turns to use classroom computers, for example, to word process their writing in literacy lessons or to tackle mathematics problems. Year 6 pupils were also seen taking turns in the use of a microscope linked to a classroom computer to examine the growth of mould in a science lesson. Pupils have also researched information in geography and history using computers. However, these opportunities are not sufficient to significantly compensate for the fact that learning and practising skills is mainly a fortnightly activity.
111. The quality of teaching and learning in ICT is broadly satisfactory, with some good features. Teachers' skills are developing well and they benefit from the good advice and guidance of the special ICT assistants. When teaching was good, effective demonstrations, using the new projector, enabled pupils to follow the steps they needed to take and this improved their learning. Less successful teaching did not enable pupils to work independently because tasks that were too difficult made them too reliant on adult help. Too few opportunities are available to pupils to use computers in their own time. There is little use of the computer suite outside of lessons or opportunities for pupils to use computers to do their homework or their own projects.
112. Sound leadership of the subject has been seen in oversight of developments in resources and staff training. The use of ICT in other subjects is a weakness that has rightly been identified by the co-ordinator as an area for development.

MUSIC

Strengths

- Pupils' singing is of a good standard.
- Pupils show interest in the work, try hard and behave very well in lessons.
- Teaching in the lessons seen during the inspection was good.
- All lessons benefit from the contribution of a part-time member of support staff with musical expertise.

What could be improved

- There is no systematic assessment of individual pupils' progress.

113. Provision has improved since the previous inspection. It is now satisfactory and is promoting satisfactory achievement.
114. Only two lessons, in Years 2 and 4, took place during the inspection. However, evidence of singing was heard in assemblies, groups were seen receiving tuition in the recorder from a visiting specialist teacher and discussions took place with a representative sample of the oldest pupils.

Pupils achieve satisfactorily, their work showing the attainment expected nationally for their ages.

115. At the previous inspection the staffing and curriculum provision for music was regarded as unsatisfactory. Improvement has taken place and the previous concerns no longer apply. Teachers have received training to develop their confidence and competence in teaching the subject. They also are able to make use of a commercially produced scheme of work and accompanying resource materials which give teachers good guidance on lesson planning. Evidence of teachers' planning and samples of work pupils have recorded show that pupils now follow an appropriately broad and balanced curriculum.
116. Teachers are also supported in their planning by the music co-ordinator and by the part-time member of support staff with good musical expertise who attends every lesson. This member of staff also provides piano accompaniments to the work where appropriate and guides pupils as they develop instrumental skills. Some provision is also made for pupils who wish to extend their instrumental skills when a visiting specialist teacher takes a small number of pupils learning to play the recorder. Those who persevere in this develop good musical knowledge and skills and by Year 6 play accurately from conventional musical scores. At some times of the year a choir meets outside lessons, extending opportunities to learn.
117. In the lessons seen pupils were seen making good progress in their understanding of basic musical ideas. In a well-taught Year 2 lesson pupils correctly related sequences of long and short notes played to them to a simple graphic score and were then able to play sequences themselves from a score using a chime bar. They also sang very well a song that provided a good test of their recognition of different note values. In a good lesson in Year 4, pupils composing and performing chants in groups were able to perform with accuracy and a good sense of ensemble and they could adapt their compositions thoughtfully when required to alter the texture. In discussion with an inspector, a group of Year 6 pupils had good ideas about composing a piece of music to create a feeling of sadness, referring thoughtfully to the tempo, dynamics, pitch, timbre, rhythm and instrumentation they would employ.
118. Singing in assemblies throughout the school is accurate, tuneful and expressive. Almost all join in confidently and enthusiastically, showing their enjoyment in musical activity.
119. The subject co-ordinator leads the subject conscientiously, checking teachers' planning and collaborating with the support teacher who provides a continuity of oversight by attendance at every lesson. However, the lack of systematic assessment of pupils' progress to show where teaching is most or least effective hinders promotion of further improvements in provision.

PHYSICAL EDUCATION

Strengths

- Standards are good; pupils achieve well.
- Teaching is good.
- Pupils have good attitudes to learning in physical education
- Leadership in the subject is good.

What could be improved

- A wider range of skills could be taught in gymnastics.
- Assessment of pupils' progress could be more precise.

120. Pupils make good progress throughout the school and they are reaching standards above those expected for their age. This represents an improvement on the findings of the previous inspection and reflects improved equipment resources, the lively leadership of the subject co-ordinator and the good support for the work from expert coaching in games skills outside lessons.

121. Pupils in Year 2 are able to explain well the importance of warming up before an activity and the benefit to health of physical activity. They were investigating how to balance on different parts of the body and showed good co-ordination and body control. Pupils are able to identify strengths in the performance of each other and offer suggestions on how to improve.
122. In all lessons seen during the inspection, the quality of the teaching was never less than satisfactory and it was good overall. As a result of good teaching in Year 4, pupils work together successfully to plan, perform and evaluate body movement in dance. Pupils work enthusiastically in small groups and give help to one another. Their dance movement shows good qualities of poise and fluidity and makes a sensitive response to the words and ideas on which the lessons is based. Teachers have friendly, supportive and encouraging teaching styles that result in pupils having good attitudes and co-operating fully. Teachers focus on developing pupils' physical skills and improving the control of body movements. Lessons are well planned and teachers make good use of the available time. However, while the gymnastics lessons seen showed effective work on balance being undertaken, a wider range of gymnastics skills could be incorporated.
123. Pupils behave well and have good attitudes in lessons. In Year 5, the pupils are expected to sustain a period of vigorous activity in their warm up session. In developing a sequence of rolls, twists and turns they observed all the safety rules, using the space effectively. Their movement was well controlled and well co-ordinated. A good feature of the lesson seen, was the opportunity pupils were given to comment on their own and other pupils' performances. They made positive and constructive observations giving thought to other pupils' feelings. Lesson observations during the inspection showed that physical education makes a good contribution to pupils' personal development through opportunities for both competitiveness and co-operation.
124. Pupils in Years 3 to 6 enjoy a number of extra-curricular sporting activities including football, netball and cross-country running. There are opportunities to play against other local schools, which help their social development. Good opportunities are offered for football coaching at lunchtimes and on Saturday mornings. Year 6 have a residential outdoor experience annually. Resources have been recently improved and the spacious playing field is well used when the weather permits.
125. Leadership in physical education is good. The recently appointed co-ordinator is a good practitioner with a strong commitment to the subject. She has a clear vision for the development of the subject and has recently identified her priorities in an action plan, including some in-service training and African dance workshops. She monitors teachers' planning to ensure that the agreed curriculum programme is being followed and gives advice to colleagues. She has identified the need to develop the range of skills taught in gymnastics across the school. The co-ordinator knows that there is a need for more closely defined assessment and record keeping of pupil progress in order that standards can be improved further.

RELIGIOUS EDUCATION

Strengths

- Standards are good.
- Good teaching is helping pupils achieve well.
- Pupils' knowledge and understanding is enriched by the use of good resources.
- Pupils enjoy religious education.

What could be improved

- There is a lack of effective procedures for assessing pupils' progress and planning the next steps in their learning.
- Increased links with other faith communities could increase awareness and understanding.

126. Standards in religious education are good. This is an improvement since the last inspection. Pupils study the programme set down by the locally agreed syllabus. They acquire a good knowledge of the beliefs, celebrations, artefacts and worship of the major religions of the world. Religious education makes a strong contribution to the very good quality of relationships in school and to the very good levels of racial harmony that is apparent in all classes.
127. The quality of the teaching seen during the inspection was good. Lessons are thoughtfully planned and good use is made of resources to stimulate interest. Pupils enjoy religious education. Pupils in Year 6 are able to talk about the similarities and differences in the practices of prayer and can give examples of prayers from the Sikh, Jewish and Christian faiths. The teacher makes good use of the pupils' own religious experiences to inform others and make the topic interesting to them. Pupils develop good factual knowledge.
128. In a Year 5 lesson, pupils were given the opportunity to explore an aspect of the Hindu faith and its impact on family life. The teacher used the "visualisation" strategy to create a reflective atmosphere in which pupils learned about the use of puja trays in the Hindu prayer ritual. It resulted in a climate of respect towards an unfamiliar religion.
129. In a very good lesson observed in Year 1, pupils responded with enthusiasm to the well-planned work on celebrations that focused on "National Tree Week". The teacher successfully involved cross-curricular links with science, literacy and art to develop the pupils' appreciation of trees in creation. The opportunity to work collaboratively on bark rubbing was enhanced by the effective questioning of a teaching assistant who promoted very good speaking and listening skills whilst also providing examples of appropriate new vocabulary. A modern version of a Bible story, some Harvest songs, together with the sharing and eating of fruit, resulted in much enjoyment. It also promoted a spontaneous response from the pupils of thankfulness to God.
130. Resources for the teaching of religious education are good and there are opportunities for pupils to visit places of worship and learn from visitors of other faiths to school. During the inspection, various resources were used to enrich the pupils' knowledge and understanding, for example puja trays in Hindu ritual, the "5K's" of Sikhism (Kara, Kanga, Kachera, Kirpan and an illustration of Kesh), Sikh wedding garments and a Sikh prayer book. There were several displays around the school including one in the entrance celebrating the recent Diwali festival. However, increased links with members of other faith communities from within the school and from the local area would add to the richness of religious education lessons and provide insight into the special practices of the major faiths taught which are Christianity, Islam, Hinduism, and Sikhism.
131. Leadership of the subject is good. The co-ordinator monitors planning and is aware of the pupils' progress throughout the school. However, there are no effective procedures for ensuring that the pupils' knowledge and understanding of the subject is developed progressively. The newly appointed co-ordinator is aware that this will be a matter of priority in order to raise standards further.