

INSPECTION REPORT

KILLINGHOLME PRIMARY SCHOOL

South Killingholme, Immingham

LEA area: North Lincolnshire

Unique reference number: 117743

Headteacher: Mr J Pearson

Reporting inspector: Mr M Newell
10638

Dates of inspection: 30th September – 3rd October 2002

Inspection number: 247804

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, Junior and Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: School Road
South Killingholme
North Lincolnshire

Postcode: DN40 3HX

Telephone number: 01469 540232

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Appropriate authority: The Governing Body

Name of chair of governors: Mr P Ironman

Date of previous inspection: July 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	Mr M Newell	Registered inspector	Equal opportunities English as an additional language Mathematics Science Art and design Design and technology	The school's results and pupils' achievements How well are pupils taught? What could the school do to improve further?
9224	Mr M Vineall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22522	Mrs M Warburton	Team inspector	Special educational needs English Information and communication technology History Physical education	How well is the school led and managed
18059	Mrs R Harrison	Team inspector	Foundation Stage Geography Music Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in South Killingholme about 3 miles from Immingham. Although the school is classed as a rural primary school, it is very close to a number of oil refineries and other heavy industry. The local economy is characterised by relatively high levels of unemployment. There are currently 120 pupils on roll, which includes 19 children that attend the nursery on either a full or part-time basis. All pupils that attend the school are of white ethnic origin with a low percentage of pupils speaking English as an additional language and none at an early stage of learning English. A small percentage of pupils that attend the school are travellers' children. The number of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils with special educational needs is above the national average with the percentage of statemented pupils in line with the national average. There is a relatively high level of pupil mobility with a significant percentage of pupils not spending their full educational lives at the school. The attainment of children when they start school is well below average and in some instances very low. This is particularly the case in terms of children's communication and personal and social skills and in their knowledge and understanding of the world.

HOW GOOD THE SCHOOL IS

This is a continually improving school with a number of significant strengths. The school is led in an excellent manner by the headteacher who has played a significant and pivotal role in moving the school forward and has set a clear and accurate agenda to help improve standards. Teaching in the Foundation Stage is very good. Teaching in Key Stage 2 is good overall and very good for the older and youngest pupils. This together with the very good attitudes and behaviour of the pupils throughout the school form a strong partnership, which impacts most positively on how well pupils learn and achieve. Relationships in the school are excellent. Very good procedures are in place for ensuring pupils' welfare and well-being and for assessing and tracking pupils' attainment and progress. Taking all factors into account the school is providing good value for money.

What the school does well

- Pupils attain above average standards in physical education and elements of music by the time that they leave school.
- Teaching in the Foundation Stage is very good. Curriculum provision is excellent.
- Teaching in Key Stage 2 is good and very good for the oldest and younger pupils.
- Behaviour and attitudes are very good. Relationships across the school are excellent.
- The school provides a good range of learning opportunities both inside and outside of the formal curriculum. The provision that is made for pupils with special educational needs being very good. The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- The school has established very good procedures for ensuring the welfare and well-being of all pupils and for assessing and tracking pupils' academic and personal development.
- The school constantly examines ways and sets up initiatives for parents to play a more effective role in supporting their child's learning.
- The leadership and management of the headteacher are excellent. He is supported by an excellent deputy headteacher and an effective Governing Body.

What could be improved

- Standards in English.

- The responsibility and initiative that pupils take for their own learning.
- The role that co-ordinators play in monitoring the quality of teaching and learning in some subjects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection in 2000. The rate of progress accelerated with the appointment of the present headteacher. The school recognises that there is still work to be done in raising standards and many initiatives are already in place to address the weaknesses. The headteacher and staff have worked together most effectively to address the areas for development identified at the time of the last inspection. Standards look set to continue to improve, the quality of teaching has improved and behaviour is now of a very good standard. The provision in the Foundation Stage has improved significantly and indeed is now a strength of the school. The school has already identified as its main thrust for development the need to continue to raise standards and for co-ordinators to play a more active role in monitoring teaching and learning in some areas of the curriculum. Strengths that were identified at the last inspection have been maintained and in many instances built upon. Under the excellent leadership of the headteacher, the shared commitment and desire of all staff to raising standards, the school is very well placed to continue its cycle of development and improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	B	E	E	well above average A above average B average C below average D well below average E
mathematics	D	C	E	D	
science	D	D	E	E	

The table shows that in 2001 attainment pupils' attainment was well below the national average in English, mathematics and science. When compared to similar schools levels of attainment are below average in mathematics and well below average in English and science. The unconfirmed data from the 2002 National Curriculum test results indicates a higher level of attainment in English than has been the case in previous years with a significant increase in the percentage of pupils exceeding the level expected of 11-year-olds. Results in mathematics and science in 2002 were not as high as in English. The trend of improvement over time however is broadly in line with the national trend. Inspection findings show that attainment is close to the national average in science and below average in English and mathematics. Evidence indicates that standards are set to rise in subsequent years as the pupils now moving through the school have benefited over time from a greater consistency of good quality teaching, greater staff stability and highly effective leadership and management of the school where raising standards is seen as a challenging and achievable priority. As a result pupils in Key Stage 2 currently are making good progress and achieving

well. The school now sets challenging targets in literacy and numeracy. Standards, by the end of Year 6 are above average in physical education and some aspects of music. Standards in information and communication technology, religious education, art and design, design and technology and geography are at an expected level with pupils making good progress in all these subjects and are achieving well, given their level of attainment when they start school. Standards in history are below average but currently pupils of all abilities are making satisfactory progress.

The results of the 2001 National Curriculum tests at the end of Year 2 show attainment to be below the national average in writing and well below the national average in reading and mathematics. Teacher assessments in science indicate that pupils' attainment is well above the national average. Unconfirmed data from the 2002 test results and teacher assessments show a similar picture with again pupils' attainment in science being assessed at a much higher level than attainment in other subjects. Evidence is that these assessments are not accurate. Inspection findings show that attainment in English, mathematics and science are below average overall with reading well below average. Pupils of all abilities are currently making satisfactory progress. Attainment in all other subjects is at a satisfactory level except in history where standards are below average. Pupils achieve well in information and communication technology, religious education, geography, and music and satisfactorily in other subjects of the curriculum.

When children start school their attainment is well below average with a significant percentage of pupils starting school with poor communication and personal and social skills and their knowledge of the world is weak. The children benefit from very good teaching and as a result make consistently good and at times very good progress. By the time that children start in Year 1 children's communication, language and literacy skills, their knowledge and understanding of the world and their mathematical skills are below average but the children's attainment in the creative and physical aspects of learning are at an expected level as is their personal, social and emotional development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are enthusiastic learners and have very positive attitudes towards all that the school offers.
Behaviour, in and out of classrooms	Very good. Behaviour in class and around the school is of a very good standard and pupils show a very good awareness of the impact of their actions on others.
Personal development and relationships	Relationships throughout the school are excellent. Pupils are always willing to take on responsibilities around the school in a most mature manner. The provision made for pupils' personal development is good but the school is rightly developing strategies for pupils to take greater responsibility and initiative for their own learning and in setting their own targets for improvement.
Attendance	Satisfactory. The school constantly promotes the importance of regular attendance.

TEACHING AND LEARNING

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

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

The quality of teaching in the Foundation Stage is very good with some excellent practice. The quality of teaching at Key Stage 1 is satisfactory with some good features. The quality of teaching at Key Stage 2 is good overall with teaching for the oldest and younger pupils very good and at times excellent. The teaching in the Foundation Stage ensures that children are provided with opportunities to learn through practical and investigative tasks as well as through more formal activities. The teacher and nursery nurse work very well together to provide a vibrant and exciting learning environment where the needs of young children are met in a most appropriate manner. This adds much to children's learning and provides a sense of fun and enjoyment. English, mathematics and science are taught well at Key Stage 2 with particular strengths for the younger and oldest pupils at this key stage. Teaching at Key Stage 1 in these subjects is satisfactory. The good quality of teaching ensures that reading and writing skills are taught in a direct and systematic manner and plenty of opportunities are provided for pupils to learn through investigative and problem solving activities in mathematics and science. This makes an important contribution to how well pupils learn and achieve in these subjects. Reading skills are not taught in a rigorous or systematic enough manner at Key Stage 1 and this prevents learning from being stronger. In other subjects of the curriculum teaching is good at both key stages in religious education, geography and music. Teaching in information and communication technology, art and design, design and technology, and physical education is good at Key Stage 2 with some very good features and satisfactory with some good features at Key Stage 1. Teaching and progress in history is satisfactory throughout the school. Where teaching is at its best in subjects, challenging tasks are set and the teachers use their good subject knowledge to motivate and enthuse the pupils and to directly teach them a good knowledge base and a good range of specific skills which impacts most positively on pupils' learning and achievement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provision for children in the Foundation Stage is excellent. In Key Stages 1 and 2 the school is providing a broad and balanced curriculum which is enhanced by a good range of visits, visitors and extra-curricular activities. The provision made for pupils' personal, health and social education is very good.
Provision for pupils with special educational needs	The provision that the school makes for pupils with special educational needs is very good. The very good levels of support and the good quality individual education plans contribute much to the good progress that pupils make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Excellent provision is made for pupils' spiritual development, very good provision for their moral and social development and good provision for pupils' cultural development. This level of provision adds much to pupils' personal development.
How well the school cares for its pupils	Very good. This is a very caring and supportive school where the individuality of pupils is recognised and celebrated. Very good procedures are in place for monitoring and promoting good behaviour. Procedures for ensuring pupils' welfare, for promoting good attendance and for assessing and tracking pupils' academic and personal progress are also of a very good standard.
How well the school works in partnership with parents.	There are high levels of parental satisfaction with most areas of the school's work. The school constantly looks at ways and sets up initiatives to encourage more parents to play a more active role in supporting their child's learning and education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher are excellent and he has played a crucial and pivotal role in the process of school improvement. He is excellently supported by the deputy headteacher and all the staff who share his steely determination to raise standards.
How well the governors fulfil their responsibilities	Good. The governors are very supportive of the school and fulfil their roles and responsibilities in a most effective manner. The Governing Body plays an active role in holding the school to account for the quality of education that it provides.
The school's evaluation of its performance	Good. The school has put in place very good procedures for analysing test and assessment data and setting targets for improvement. There is some good practice of monitoring teaching and learning which has helped to improve standards and the quality of teaching. The school has identified the need for co-ordinators to play a more pro-active role in this process in some areas of the curriculum in order to have their biggest possible impact on helping to raise standards.
The strategic use of resources	Very good. The school uses its funds and access to grants in a highly effective manner to support and enhance educational developments. Teaching assistants are deployed well and make a significant contribution to how well pupils learn and progress. Financial planning is of a high standard and the school applies the principles of best value well when purchasing goods and services.
The adequacy of staffing, accommodation and learning resources.	There are a good number of teachers to meet the demands of the curriculum and a very good number of teaching assistants. The accommodation is very good. Learning resources are satisfactory overall with resources in information and communication technology and physical education being very good and good in design and technology. The quality and quantity of resources in all other subjects are satisfactory with some room for improvement in English, history and geography.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their child likes coming to school. • The good teaching and progress that children make. • The approachability of the school. • The expectations that the school sets. • How well the school is led and managed. 	<ul style="list-style-type: none"> • The behaviour in school. • The amount of homework that the school sets. • The information that the school provides about how children are progressing and the school's general working partnership with parents. • The range of activities that the school provides outside of lessons

The inspection findings agree with many of the positive views of the school expressed by parents. Behaviour in the school in the past has been an issue but the school has tackled the problem in such an effective manner that the behaviour of the vast majority of pupils is now very good and a strength of the school. The amount and range of homework tasks that are set, particularly at Key Stage 2, are good and add much to the quality of pupils' learning. The quality and extent of information that the school provides, particularly about pupils' progress is better than found in most schools and is therefore judged to be very good. The school provides a good range of activities outside of lessons which bring an added dimension to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they start school spans the full ability range but overall is generally well below expectations in all areas of learning. Particularly weak are children's skills in language and communication, knowledge and understanding of the world and personal, social and emotional development. During their time in the Foundation Stage the children benefit from very good and at times excellent teaching. The curriculum provision that is made for children is excellent. As a result of these very strong factors, children of all abilities make consistently good and in some areas of learning very good progress. By the time that children leave the reception class most children have achieved the nationally recommended Early Learning Goals in their physical development, creative development and personal, social and emotional development with a small number of children attaining beyond the expected level in this area of learning. Children achieve well and make good progress in their communication, language and literacy, mathematical development and in their knowledge and understanding of the world. Given the low starting point of many children when they start school, in these areas of learning, attainment is below the expected level when children are ready to start in Year 1.
2. By the end of Year 2, on the basis of the 2001 end of Key Stage 1 National Curriculum test results, pupils' attainment is below the national average in writing and well below the national average in reading and mathematics. When the school's results are compared to similar schools attainment is above average in writing, average in reading and well below average in mathematics. Teacher assessments in science showed pupils' attainment to be well above average. The unvalidated data for 2002 shows a similar picture of attainment with teacher assessments in science again being much higher than test results in English and mathematics. Evidence suggests that teacher assessments in science are too generous, particularly in the percentage of pupils exceeding the level expected of 7-year-olds. Inspection findings indicate that standards in English, mathematics and science are below average. Pupils of all abilities, including those with special educational needs, are making satisfactory progress over time and achieving satisfactorily. Progress within lessons is on occasions good when the teaching is of a good standard and ensures that the tasks that are set are challenging and demanding and meets the individual needs of all pupils.
3. By the end of Year 2 standards in English, mathematics and science are beginning to improve but at present remain below the national average. Throughout Key Stage 1 pupils are given many opportunities to develop their speaking and listening skills and the highest attaining pupils attain at an expected level by the end of Year 2. The weaknesses are that although pupils appear to listen attentively they have difficulty in discussing what they have heard and responses to questions show a lack of detailed response and a limited vocabulary. Standards in reading are well below average. Pupils comment on stories they have read and have some basic word recognition skills, but too few read with expression and fluency. The lack of a structured approach to the direct teaching of a good range of appropriate reading skills and strategies prevents learning from being stronger. Standards in writing although below average are improving and are better than in reading. Pupils write simple sentences and punctuate them appropriately and are beginning to write sequential stories. Handwriting is of a good standard due to the regular opportunities that are provided to practice and refine skills in this area of the curriculum. The weaker element is that pupils' vocabulary lacks

sparkle or imagination or the story that they are writing does not maintain the interest of the reader after a lively opening.

4. Inspection findings show that attainment in mathematics and science is below average by the end of Key Stage 1. Pupils of all abilities are making satisfactory progress and achieving at an appropriate level given their low starting point. In mathematics, the effective implementation of the National Numeracy Strategy has resulted in pupils' number skills improving although they remain below average because too few pupils recall number facts at a fast enough rate. Pupils are increasing their ability to measure and estimate accurately and to handle simple data. The weaker elements are in the pupils' ability to transfer number skills to written problems and they are unsure when problems are presented in different formats. In science, attainment is below average and not at the level indicated by teacher assessments which puts pupils' attainment as well above average. Pupils have a satisfactory understanding of life and living processes and materials and their properties, but the pupils' knowledge of physical processes is not secure. Pupils are provided with some opportunities to carry out experiments and investigative tasks with pupils developing an early understanding of what constitutes a fair test. Only a small number of pupils however are able to put forward their own ideas or explain why something has happened, using an appropriate technical vocabulary.
5. By the end of Year 2 standards in information and communication technology, religious education, art and design, design and technology, geography, music and physical education are at an expected level. The good quality of teaching in religious education, geography and music together with the very good behaviour and positive attitudes of the pupils helps to create an effective learning environment where pupils of all abilities make good progress and achieve well. The quality of teaching in information and communication technology, art and design, design and technology, and physical education is satisfactory and this is again supported by good attitudes to learning by the pupils which helps to ensure that all pupils make satisfactory progress and achieve at an appropriate level. Standards in history are below average by the end of Year 2 but this is as a result of pupils low starting point when they start school with pupils of all abilities making satisfactory progress over time.
6. By the end of Year 6, on the basis of the end of Key Stage 2 2001 National Curriculum tests, pupils' attainment in English, mathematics and science was well below the national average. When compared to similar schools attainment was below average in mathematics and well below average in English and science. On the basis of the 2002 unvalidated test results attainment is stronger in English with approximately a quarter of pupils exceeding the level expected of 11-year-olds. Attainment in mathematics and science is at a similar level overall to the picture of attainment in 2001. Inspection findings show that attainment in science is at an average level and below average in English and mathematics. The good and often very good quality of teaching and the very positive attitudes of pupils means that pupils, including those with special educational needs, are making good progress in all three subjects and are achieving well. The trend in improvement over time is similar to the national trend. The school sets challenging targets for literacy and numeracy including targets for the percentage of pupils expected to exceed the levels expected of 11-year-olds. The quality of teaching, the very positive attitudes of pupils, effective procedures for monitoring teaching and learning and very effective procedures for analysing test and assessment data and target setting, have all played a significant and pivotal role in setting a climate of improving standards. Inspection evidence clearly indicates that standards are set to continue to rise in subsequent years.

7. Throughout Key stage 2 pupils make good progress in their speaking and listening skills because of the many opportunities that are provided to develop pupils' skills through focused activities within lessons, through "talk partners," drama and role play activities and through "circle time." Although many pupils listen attentively to teachers and their classmates, their vocabulary lacks a sense of depth or expression. Pupils' reading skills are at an expected level by the end of Year 6 and pupils of all abilities make good progress. This owes much to the good quality direct teaching of reading skills which equips pupils with the ability to read accurately to re-tell stories perceptively and to tackle unfamiliar words and phrases. The higher attaining pupils are beginning to use the skills of inference and deduction well and read with a high level of expression. The school recognises that there is a need to enhance pupils' library and study skills which at present are not sharp enough. By the end of Year 6 many pupils attain the expected level in writing but the fact that few pupils achieve higher than this suppresses standards. However, pupils make good progress throughout Key Stage 2. Pupils write for a wide variety of audiences and purposes where punctuation is used correctly, work is often presented in an appropriate manner and writing is well organised. The weaker element is that pupils' vocabulary within texts they write is not adventurous or expressive enough with some pupils having difficulty maintaining an idea, plot, character or argument over an extended piece of writing.
8. Standards in mathematics are currently below average but evidence clearly indicates that standards are set to rise in subsequent years as pupils benefit from the consistently good quality of teaching throughout Key Stage 2. As in Key Stage 1 the effective implementation of the National Numeracy Strategy has had a positive impact on raising standards, with pupils' mental agility and number skills now at an appropriate level. Pupils have a satisfactory understanding of shape and measure. Pupils handle data appropriately but have more difficulty in interpreting the data they collect. The area that the school has focused on for development as it is the weaker element, is the pupils' ability to use their number skills and knowledge to tackle problems, particularly word problems or problems that are presented in formats that pupils are not always familiar with. Pupils develop their scientific knowledge and skills well throughout Key Stage 2, make good progress within lessons and over time, resulting in standards being at an average level by the end of Year 6. Pupils have become increasingly confident and adept at carrying out investigations and experiments with an emphasis now rightly being put on pupils initiating their own investigations to test out different hypotheses. Pupils have a secure knowledge base across elements of the subject and are increasingly using their knowledge to inform their hypotheses or to make accurate predictions. The weaker elements include the pupils' ability to interpret scientific data and enabling them to understand or explain why things happen as they do in their scientific investigations.
9. By the end of Year 6 standards in physical education are above average. Pupils make good and at times very good progress and achieve well. By the end of Year 6 pupils demonstrate very good ball skills and transfer their skills well to games such as football, netball, volleyball and hockey. Many pupils swim beyond 25 metres. The standards owe much to the high quality direct teaching of specific skills and to the subject knowledge and enthusiasm of the teachers. Standards in music are at an average level overall with particular strengths in singing and musical appreciation where standards are above average. The good quality of teaching together with the manner in which music pervades the life of the school in a spiritual and cultural dimension enthuses the pupils and enables them to make good progress and achieve well. The good quality of teaching and very positive attitudes of pupils is equally noticeable in information and communication technology, religious education, art and design, design and technology and geography. This has a most positive impact on

pupils' learning and results in pupils of all abilities making good progress, achieving well and attaining average standards. Standards in history are below average by the end of Year 6. All pupils are currently making satisfactory progress because the appropriate historical knowledge and skills are being taught in a systematic manner. Evidence would indicate that this has not been the case over time but nevertheless given the low starting point of many pupils, the present level of historical knowledge shows evidence of progress with every indication that this is to improve further as the school's long term curriculum coverage plan becomes more embedded in school practice.

10. The school makes very good provision for pupils with special educational needs. Support is well targeted to where the need is greatest and this helps to ensure that pupils make similar progress to their classmates. Support staff make a valuable and significant contribution to how well pupils learn and achieve. Individual education plans are of a good standard and in most instances very good use is made of the plans to inform teachers' planning which in turn impacts positively on how well pupils learn. The provision that is made for pupils with special educational needs enables pupils to take a full and inclusive part in all aspects of the curriculum and in the life of the school as a community. The school has a very small number of travellers' children on roll and caters well for their academic and personal development. Every effort is made to ensure that their academic development is tracked, that work is matched to their needs and that they are fully involved and included in all aspects of school life. The school is aware of differences in attainment between boys and girls and has examined for example, teaching styles and reading resources, in its efforts to make activities more accurately geared to the needs of boys. The school's efforts are proving successful.
11. This is an improving school where standards are set to rise. The good, and often very good or excellent teaching that is a feature of many lessons and the attitudes and behaviour of the pupils have made a significant contribution to the levels of attainment and achievement. The excellent leadership of the headteacher and deputy headteacher and the shared commitment of the staff to improving the quality of education that the school provides have played an equally important role. The school is determined to improve further and inspection evidence indicates that the school is very well placed to continue to improve and that the results of 2001 and 2002 will be exceeded in the coming years.

Pupils' attitudes, values and personal development

12. Overall pupils' attitudes to learning, including pupils with special educational needs, and their behaviour are very good. The very good provision that the school makes for promoting good social behaviour and moral values impacts very well on how pupils behave and learn. Behaviour and attitudes have improved since the time of the last inspection. A high percentage of parents agree that children like and enjoy school with a small percentage of parents less happy about the standards of behaviour. The vast majority of pupils readily set to work when requested, are prepared to offer solutions to problems and are keen to please their teachers. Many pupils show good levels of concentration and perseverance and respond in a positive manner to the instructions that they are given. Pupils take opportunities to help friends and peers in lessons willingly, for example, one child in the reception class offered to tidy away for someone in order to speed up the process. On a separate occasion, a Year 4 pupil who arrived late to a session was shown what to do by a friend, without prompting from the teacher. Pupils are encouraged to work without direct supervision, and once it has been made clear what is required, they settle quickly and work well. At the same time, pupils are not afraid to seek help, and know that they will be listened to.

13. A great strength of pupils' attitudes is the enthusiasm that they show for school life in general and in all that the school has to offer beyond lessons with pupils only too willing to get involved in activities. The beginning of morning break provides a splendid illustration of this. Within seconds of the end of lessons, groups of children appear carrying numerous playground games and activities which are quickly in position and being used. These include goalposts, team bibs, bouncing toys, spacehoppers, town layout maps on the ground, construction toys and material for a kind of 'sewing club'. Constructive play is soon visible in all directions with only a little help from the supervisors. The pupils clearly love their school and are proud of it. Pupils speak readily to adults with openness and, frequently, humour. They are always polite.
14. Children in the Foundation Stage show great enthusiasm for learning and the rich and varied curriculum promotes very good attitudes from an early age. There is a high expectation for children to show respect through listening to the teacher and one another and to put up their hands rather than call out. Children in the Foundation Stage respond well to the models of very good manners and co-operation between the adults. Children are shown how to behave well and relate to each other when working in adult led activities or independently. Behaviour is very good and relationships are excellent. Children learn from the adults who help them, as to how to be kind, how to share and how to talk to each other. Pupils, throughout the school, with special educational needs have equally good attitudes to school and respond well to the very good support from teachers and teaching assistants and also from their classmates.
15. Relationships within the school are excellent. During lessons and at break and lunch times pupils share resources and co-operate and help one another as a matter of course. Pupils respect the views, opinions and contributions of classmates and in discussions pupils know that all staff will listen to and value what they have to say. Not only are relationships between pupils and staff so good but also between all levels of staff themselves. The staff provide excellent role models and the quality of relationships has been a contributory factor to the good progress that the school has made over the last two years.
16. Behaviour in the school is also very good. Behaviour has improved significantly over the last two years and this has helped to create a far more effective learning environment and there have been no exclusions during the last twelve months. Policies on behaviour are well understood and constantly and sensitively implemented. There are procedures in place to encourage and reward good behaviour. A particularly effective one is one whereby the teachers carry 'smiling faces' which can be given to reward good behaviour of any kind. The teachers however may only give these awards to pupils that are not in their class. The pupils respond very positively to this initiative. This typifies the attentiveness of all staff to all pupils. Pupils usually behave very well and exceptions to this are quickly dealt with, with little fuss. The requirement for good behaviour is recognised and appreciated by pupils, many of whom were seen correcting one other. They are well able to co-operate in pairs and teams and do so in lessons and at play. They respect one other and respect the school's property and grounds. They know that oppressive behaviour is not acceptable and the school is well able to deal with it, when it occurs.
17. Personal development is, overall, satisfactory. The school provide numerous opportunities for pupils to take responsibility around the school. These include putting out and returning equipment at break times, setting up the hall for assemblies, older pupils helping younger children and a range of other classroom and school tasks. The pupils carry out these responsibilities with a great sense of maturity. However, the

pupils do lack sufficient opportunities to demonstrate initiative and are ready for the school to direct them less and seek true initiative from them. The less positive aspect is that pupils are not confident in taking initiative or responsibility for their own learning. The school is already addressing the issue by providing more opportunities for personal study and plans are in hand to involve pupils more actively in setting their own targets for improvement and for contributing to the life of the school as a community.

18. Attendance is in line with the national average and is therefore satisfactory. The school has worked very hard to improve attendance rates during the last two years and attendance levels have improved significantly both in terms of authorised and unauthorised absence and is further proof of the improving attitudes to school demonstrated by the pupils who now clearly love coming to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching is very good in the Foundation Stage with some excellent practice. Teaching at Key Stage 1 is satisfactory with some good features. Teaching at Key Stage 2 is good overall and often very good with excellent features for the younger and oldest pupils. During the week of inspection teaching was very good or better in over half of the lessons seen and good or better in 86% of lessons. Teaching at Key Stage 2 is currently good in most subjects of the curriculum, with the teaching of religious education, geography and music good at Key Stage 1 and satisfactory in other subjects. The school has put in place effective procedures for monitoring the quality of teaching and learning in some subjects and this has led to improvements in the quality of teaching. This together with the significantly improved behaviour and attitudes of the pupils' over the last two years have had a most positive and significant impact on how well pupils learn and achieve. The school is keen to capitalise on this still further as it is now rightly initiating strategies for pupils to take a greater responsibility and initiative for their own learning and for setting their own targets for improvement. The quality of teaching has improved significantly since the time of the last inspection with a higher incidence of good and importantly very good or better teaching. All teachers show a readiness to reflect critically on how they teach and this indicates that the school is well placed to continue to improve.
20. The quality of teaching in the Foundation Stage is very good and on occasions excellent. The nursery and reception aged children are taught in the same class. Very effective teaching ensures that the needs of all children are met in an excellent manner. Many children start school with well below average, and for a significant number, poor language and personal and social skills. The teacher and nursery nurse work together in an impressive, enthusiastic and tireless manner to bring learning to life for all children. The classroom has a wide range of exciting and vibrant learning activities that fill the children with excitement and interest each and every day they enter the room. Every opportunity is capitalised on to enhance children's language and communication skills with children provided with many activities where they can learn through hands on, practical and investigative activities which encourage the children to discuss with one another what they are doing, what they have found out and often result in gasps of wonderment. Teaching is equally effective in providing adult led activities where specific skills are taught in a direct manner including early reading, writing, computation and manipulative skills. The teacher and support staff carefully record how well children achieve in each activity, meet at the end of every day and use this information in an exemplary manner to modify or enhance the learning experiences that are planned for the next day for each individual child or small groups of children. The very good quality of teaching generates in the children a real desire to learn and this impacts significantly

on how well children achieve and the good and often very good progress that children of all abilities, including those with special educational needs, make. The very good teaching and excellent provision that is made for children in the Foundation Stage mean that children get off to a flying start in their educational lives.

21. The school has introduced the National Literacy Strategy in an appropriate manner and this is having a positive impact on helping to raise standards. Teachers make every effort to ensure that the shared text in lessons is chosen well to motivate and enthuse the pupils. What is to be learned within a lesson is shared with the pupils to attempt to encourage pupils to take a greater responsibility and participation in their own learning. Most teachers also use the concluding part of the lesson very successfully to reinforce learning by using examples of pupils' work to question them further and assess their understanding. Writing skills are taught in an effective manner across the school. Pupils are directly taught the necessary skills to enable them to produce reports, instructional writing, narrative texts or more creative pieces of work. Pupils are provided with a good range of opportunities to write for a variety of audiences. Teachers encourage pupils to use an expressive vocabulary but pupils' own limitations in this area prevent work from being of a higher standard. Teachers are keen to develop pupils' writing stamina as pupils find some difficulty in maintaining the flow, organisation or interest of their work after an often lively, attention grabbing opening. The good quality writing frameworks and direct teaching of writing skills are however having a most positive impact on helping to raise writing standards.
22. Reading skills are taught well at Key Stage 2. Pupils are taught how to locate information and are provided with strategies to help them tackle unfamiliar words and to gain a deeper understanding of text that they have read. As a result pupils show an understanding of significant ideas, themes or events with the higher attaining pupils at the end of Year 6 starting to develop the skills of inference and deduction. At Key Stage 1 there is not the same attention paid to the rigorous and direct teaching of reading skills and this means that pupils' development in this important area is not always as strong as it should be. The school is keen to promote pupils' speaking and listening skills and teaching is at its best when opportunities are provided for pupils to take part in discussions, debates, role play and dramatic activities where open ended and incisive questioning are successful in first of all making the pupils listen and then in getting them to justify their responses. The pace of lessons and the management of pupils are usually of a good standard and this helps the lessons to zip along. Although work is usually well matched to the needs of the pupils, occasionally at Key Stage 1 there are instances when the work is too easy or too difficult and this adversely impacts on the quality and rate of pupils' learning.
23. The National Numeracy Strategy has been introduced in an effective manner and has made an important contribution to the raising of standards in mathematics. Teaching in mathematics is satisfactory with some good features at Key Stage 1 and good with very good features at Key Stage 2. All teachers make good use of mental activities at the beginning of lessons to extend pupils' mental agility. The content of the lesson is shared with the pupils and the activities that are planned are carefully matched to the learning objectives. Teaching ensures that pupils are encouraged to explore a range of different strategies to solve mathematical problems, with teachers recognising that such tasks may need further clarification or guidance because not all pupils are confident in transferring their mathematical knowledge and skills when solving more complex word problems. Teachers mostly move pupils on at a brisk pace whilst ensuring that they are capable of taking the next steps in learning. Examples of good or very good teaching were observed at both key stages and whether pupils were learning about the skill of partitioning, use of pictograms, data handling or measuring using

standard and non-standard measures, the work took account of the different ability levels of pupils and the session at the end of the lesson was used to assess what pupils had or had not learnt. In the best teaching, this information was used in an excellent manner to amend, guide and inform future lesson planning. Scrutiny of pupils' work shows that on occasions, particularly at Key Stage 1, not enough account is taken of the different levels of ability of the pupils and work is not consistently challenging for the higher attaining pupils.

24. The teaching of science is satisfactory at Key Stage 1 and good at Key Stage 2. Teaching is at its best when sufficient opportunities are provided for pupils to learn through investigative and practical tasks alongside the development of scientific knowledge. In good lessons observed at Key Stage 2, on water resistance and electricity, pupils were expected to put previously learnt knowledge to good effect in their experiments to help them make predictions about the outcomes and in explaining why things happen as they do. The school has identified the need now for pupils to extend their learning by setting up their own experiments. The best teaching also uses the subject as an opportunity to extend pupils' writing skills with less effective teaching characterised by an over reliance on worksheets and opportunities to push on pupils' writing skills are missed. Teachers' subject knowledge is not as secure at Key Stage 1 as at Key Stage 2. This is reflected in the teacher assessments at the end of the Year 2 in science, which show attainment in science to be well above average. Inspection evidence does not support this and teacher assessments of attainment in science are out of kilter with test results in other subjects. Teachers stress the importance of using correct scientific vocabulary but not all pupils are able to do this in an appropriate manner.
25. The quality of teaching in information and communication technology is satisfactory at Key Stage 1 and good at Key Stage 2. Lessons are well planned and prepared throughout the school and pupils are managed well. Good use is made of the school's computer suite to directly teach the required skills and sufficient opportunities are provided for pupils to practise and refine these skills. This is particularly the case in Key Stage 2. In a good lesson for pupils in Years 5/6 the careful explanation and step-by-step teaching enabled pupils to send e-mails with ease. Good examples were seen of computers being used to support pupils' learning in other subjects such as data handling in mathematics and presenting findings in science using different tables and graphs. There are other occasions when opportunities are missed in subjects such as history and religious education. When teaching is not as effective, it is sometimes because tasks are not sufficiently demanding to maintain the interest and motivation of the pupils.
26. The quality of teaching in religious education, geography and music is good at both key stages. This ensures that pupils of all abilities make good progress and achieve well. Teachers' subject knowledge is secure in these subjects and they use it well to motivate and enthuse the pupils. In religious education, pupils are given plenty of opportunities to explore and examine their own feelings as well as to systematically develop their knowledge of Christianity and other world faiths. This adds much to pupils' spiritual, cultural and personal development. In geography a good emphasis is given to the acquisition of geographical skills as well as knowledge which adds to the quality of pupils' learning and how well they achieve. The teaching of music gives pupils the chance to compose, perform and appraise and provides them with the necessary skills to achieve well in these different components of the subject. Pupils invariably respond in a very positive and enthusiastic manner which helps to create an effective learning environment. Teaching in art and design, design and technology, and physical education is good at Key stage 2 and satisfactory at Key Stage 1. Teaching is good in

these subjects when the full range of skills is directly taught and pupils are then given time to practise and refine the skills in meaningful and challenging activities. In physical education effective teaching makes very good use of the examples of good performance by pupils as an exemplar to the rest of the class. As a result other pupils' performance improves. On occasions in art and design over direction by the teacher or not allowing pupils to select their own tools or materials restricts pupils' ability to make decisions for themselves or hinders creativity. Teaching in history is satisfactory and pupils are currently making satisfactory strides in their learning, but although all elements of the subject are currently being taught in sufficient depth, this has not been the case over time.

27. The quality of teaching for pupils with special educational needs is good. There are good quality individual education plans. The individual education plans are linked particularly well to the English and mathematics aspects of the National Curriculum. In many lessons across the curriculum, teaching assistants support pupils in a highly effective manner. They are supportive and at the same time ask incisive questions and provide astute guidance as and when necessary without being over directive. Teaching assistants work very well with teachers and often discuss the progress of pupils with special educational needs after the lessons and then adapt or extend future learning activities. The contribution that teaching assistants make to the quality of pupils' learning is significant and impressive. The support that is provided for pupils from both teachers and teaching assistants enables pupils to take a full, active and inclusive part in all aspects of the curriculum and to contribute to the life of the school as a community. Teaching for the higher attaining pupils is usually of a good standard with an appropriate level of challenge set and a high level of expectation demanded as to the quantity and quality of work. Occasionally tasks are set that do not make sufficient demands on the pupils. The quality of teaching and provision that is made for travellers' children is good and enables the children to progress at a rate that is similar to their classmates.
28. The quality of relationships across the school is excellent. Pupils respond very well to the enthusiasm and humour of their teachers. At present however there is a high reliance on the teachers' input to which the pupils respond well. The school has rightly identified the need for pupils to take a greater responsibility and initiative for their own learning and in setting their own targets for improvement. This is an accurate area for development and will help to have an even greater impact on how well pupils learn and achieve. Most pupils respond positively to verbal praise and pointers for improvement and in most instances teachers provide warranted praise or gentle criticism in equal measure. There are some very good examples of the marking of pupils' work being used to outline what pupils need to do to improve or highlighting why a particular piece of work is of a good standard. This very good practice is not as consistent across the school as it could be. A high percentage of parents that responded to the questionnaire sent out before the inspection are happy with the quality of the teaching and the good progress that their child is making. About 20% of parents are less happy with the amount of homework that is set. Inspection findings show that the amount and range of homework that is set is satisfactory at Key Stage 1 and good in the Foundation Stage and at Key Stage 2 and in all instances adds to the quality of pupils' learning.

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

29. The quality of the curriculum in the Foundation Stage is excellent and in Years 1-6 is good and is enhanced by a good range of visits, visitors and extra-curricular activities

which enrich and enhance the learning opportunities for pupils outside the formal curriculum. This is an improvement since the last inspection. The school provides a broad and balanced curriculum for pupils of all ages and meets all statutory requirements well, including the requirements for the teaching of religious education. Throughout the school the curriculum is supported by effective schemes of work and policies. These are largely based on national guidelines, which have been evaluated and suitably adapted to meet the particular needs of the school, and clearly identify the progression of skills and knowledge which need to be taught. This good documentation together with the attention to detail that the medium term planning provides ensures that pupils' prior knowledge is being built on and systematically developed. The good quality of learning opportunities that are provided within both the formal and less formal curriculum help to ensure that pupils of all abilities make good progress in the Foundation Stage and at Key Stage 2 and satisfactory progress overall with good progress in some subjects at Key Stage 1.

30. The school has implemented the National Literacy and Numeracy Strategies in an effective manner and these are impacting positively on pupils' learning and on helping to raise standards. The longer the strategies have been embedded in school practice the greater the impact they are having on teaching and learning and on how well pupils achieve. Writing skills are taught well across the school and although reading skills are taught in a systematic and rigorous manner at Key Stage 2 they are not taught as effectively in Years 1-2 and this prevents pupils' learning from being stronger. Pupils' mental agility skills are developed effectively across the school with appropriate opportunities provided for pupils to engage in problem solving and investigative activities in mathematics and science. All other subjects of the curriculum are taught in sufficient depth with the exception of history. Although all elements of the subject are now being covered appropriately, evidence indicates that this has not consistently been the case over time.
31. The school has paid much attention to how class timetables are organised. For example, very good use is made of the morning sessions, to teach design and technology, art and design or physical education lessons. This helps pupils start the day on a positive note where they clearly enjoy learning, and sets a good tone for more directed teaching, in English and mathematics, for example, in later sessions. The provision continues to be re-checked and modified as staff find new ways of stimulating pupils' interest and enthusiasm for school. For example, in an excellent design and technology lesson for pupils in Years 3 and 4, the teacher presented 'a problem' to pupils in such a challenging and engaging way, that no pupil failed to achieve some level of success. The 'hands-on' approach enabled pupils to explore and identify solutions independently, and the school would benefit from extending such high expectations to all areas of the curriculum.
32. The provision for children in the Foundation Stage is excellent. The richness of the activities and experiences that are offered captivate children's interest and enthusiasm, so effectively, that they are completely absorbed from the minute they arrive. The curriculum provision that is made for children ensures that they get a very good start to their educational lives. Improvement here since the last report has been excellent.
33. The provision that is made for pupils with special educational needs is very good. Parents are encouraged to take a full and active role in their child's progress and education. Individual education plans are of a good standard and contain targets that are both challenging yet achievable and are accurately geared to the individual needs of the pupils. Provision and teaching are at their best when teachers use the plans to accurately provide tasks and activities that match the needs of individuals and the

targets that are stated. The documentation that is kept regarding pupils' progress is up to date and well maintained. Good procedures are in place for assessing pupils' needs and for tracking their progress. Good procedures are in place to ensure that outside agencies are used in an effective manner where appropriate to support and enhance pupils' learning. The pupils benefit from very good quality support from the school's teaching assistants who provide much valuable and valued teaching and support and make a significant contribution to the progress that pupils make. The provision that is made for the higher attaining pupils is generally of a good standard and only occasionally are tasks set that are not challenging or demanding enough. The school however does much to promote an equality of opportunity for all its pupils and addresses the question of education inclusion and racial equality in an effective and sensitive manner. Good provision is made for travellers' children enabling them to have full access to all aspects of the curriculum.

34. The provision that is made for pupils' personal and social development is very good. Within the curriculum regular time is given to health education and awareness of drug abuse. The Governors are also revising and updating the sex-education programme and are about to consult parents on this. The school has become a very active partner in the 'Healthy School's Project'. This inter-agency provision has not only helped pupils consider their eating habits and life-styles, but parents, too have been actively encouraged to support the initiative. Parents also organise a 'healthy tuck shop' and break time sees many small children with large apples. Very effective use is made of 'circle-time', and assemblies to reinforce messages regarding people's responsibilities to one other and the virtues of kindness, caring and acceptance of the differences between people. Self-confidence and self-esteem are developed consistently, and pupils feel valued and respected by all adults in the school. This in turn shows them how to act accordingly at all times.
35. Staff encourage pupils to ask questions and learn from one other by sharing their ideas and discussing, what part pupils can play in shaping what happens for them at school. The school places great emphasis, in its aims, on providing children with a good start to their personal and educational achievements. It does this successfully and by the time they leave the school at the end of Year 6 they are mature, confident and responsible young people. Pupils are encouraged to consider what they can do to help others, for example, by raising funds for charity, and often generate their own ideas how best to do this. They are expected to show respect for the views and beliefs of others, and have very positive role models in the adults who work with them in school. Older pupils, for example in Year 6, are keen to have 'jobs' around the school, and they have to 'apply' for key positions, such as organising the play equipment for everyone to use in the playground.
36. The school provides a good range of extra-curricular activities despite the fact that the school takes pupils from outlying villages where there are transport problems. The activities that are provided include a wide range of sporting activities, a homework club, and cycle training for the older pupils, sewing and computer clubs at lunchtime and a comprehensive range of exciting and interesting playtime activities. The pupils are very appreciative of all the activities that are provided for them which bring an added dimension to pupils' social and personal development as well as enhancing their academic and sporting development.
37. The school provides very well for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is excellent. It is enriched through excellent assemblies and through a range of curriculum opportunities. Assemblies provide excellent well-planned opportunities for pupils to gain awareness and reflect upon their

own feelings through stories which are wonderfully told and acted out and which hold the pupils, from youngest to oldest, spellbound from start to finish. Pupils are provided with ample opportunities to reflect and to consider the views and beliefs of others. Within class the children in the Foundation Stage sit and listen in awe and wonder to some of stories they are told and their faces light up when they see some of the learning activities that are laid out for them at the start of sessions. In the main school, regular opportunities happen, for example, in art and design to reflect on beautiful sculptures and, in music, where they listen to music and consider what feelings this invokes. In a literacy lesson in Year 6 a pupil said it had been really lovely to read 'A Midsummer's Night Dream' because it was so 'magical'. Teachers give pupils time to reflect on feelings, for example, from the literature they study, from their work in art, music, and other aspects of school life. Staff spend a lot of time talking through with pupils any difficulties pupils may be experiencing. Pupils are encouraged to develop self-confidence and to feel good about themselves.

38. The provision that is made for pupils' moral and social development is very good, and comes through in the way pupils support one other, and sometimes confidently correct each other's misdemeanours. From an early age children are taught the difference between right and wrong. Expectations are high, but through gentle reminders and careful guidance, pupils quickly become sensitive to the needs of others. Pupils are taught to respect and appreciate one another, and this is consistently expected, for example, when pupils listen to one another in lessons. No contribution is ridiculed and such levels of good practice result in the excellent relationships engendered across the school and the very good behaviour displayed throughout. Good behaviour is rewarded through judicious use of praise and through a good range of awards. Relationships between all members of the school staff are excellent and they treat their pupils and one another with great respect and courtesy. This provides an exemplar for pupils to follow and pupils respond very well to the high expectations of courtesy and manners.
39. As pupils' needs are considered as a high priority in all the school does, every effort and thought is given to ensuring that very good provision is made for pupils' social development. Pupils have opportunities to enter debates about how they want particular events to happen for example, the highly celebrated 'talent and fashion shows'. Opportunities for trips and social functions are good, and there are many occasions where parents and carers' are invited to celebrate with the school. For example, the excellent 'family-fun' occasions have proven very successful in the Foundation Stage, and are being extended further. Pupils are encouraged to work co-operatively in lessons. The excellent activities that are provided for pupils at break times offer a real and meaningful opportunity for social development where pupils share equipment, play team games and show a respect for the needs of others. Pupils are required to take responsibility for their own actions. They also have responsibilities such as taking the registers to the office and collecting and giving out equipment in class. Older pupils help younger children and also help with a large number of administrative tasks. An area for development is the need to provide more opportunities for pupils to develop independent learning and research skills, and for pupils to contribute more to school life for example through establishing a school council. There are some good opportunities for pupils to contribute to the wider community through organising their own collections for charities.
40. The school makes good provision for pupils' cultural development. Pupils have time to reflect on the richness and diversity of other cultures and communities through a good range of visits that are offered by the school, and from visitors to the school. For example, pupils are eager to relate their experiences on trips, not only gaining tremendously from them in relation to curriculum work, but also as significant social

events. For example, the visit to Bretton Hall sculpture park opened up pupils' awareness of the beauty of artwork which they then explored in school. Multi-cultural experiences, too, are explored, for example, in pupils' work in Years 3 and 4 on Aboriginal art, and pupils in Year 6 talked animatedly about trying to blow a 'didgeridoo'. Similarly, they have opportunities to visit theatres and musical events, where often parents too are invited. Pupils' cultural development is good, and new opportunities are being considered to add to their wealth of experiences.

41. The school has established good links with the community of which it is a focal point. The school is involved with projects with the Children's Fund and a multi-national oil company which are designed to generate additional income for the school and to provide initiatives that add to pupils' learning experiences. Community education projects are in place and there are many initiatives, such as in the Foundation Stage where parents regularly visit the school and are provided with guidance on how their children can benefit from constructive play in the home. The school is also part of an initiative which is seeking to develop community projects for teenagers in the area. Good links are in place with local secondary schools which help to make the transfer of pupils as smooth and effective as possible. The school welcomes trainee teachers and nursery nurses and provides placements for students undertaking work experience. Good links are established with other elements of the community with visitors to school including the police, local sports coaches, the school nurse as well as theatre groups, cartoon workshops and book fairs to name but a few. All these initiatives and visitors add to the range of educational and social experiences available to pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. This is a very caring and supportive school where the welfare and well-being of all pupils is given much importance. This aspect of school life has improved since the time of the last inspection. The school makes very good provision to ensure the pastoral care and welfare of all pupils. There are very good procedures in place for managing the health, safety and welfare of all pupils. The headteacher is the person nominated to deal with any issues of child protection. Risk assessments of the premises are conducted regularly and provide the governing body with a prioritised list for the removal of any potential hazards. Good arrangements are in place for pupils with specific medical needs. The well-being of pupils is a prominent feature of school life and appropriate support and intervention programmes are targeted where the need is greatest. In addition to pastoral care, support programmes are in place from school health, behaviour support, learning support, and social services.
43. Parents are happy with the care and well being that the school provides. Parents also feel that the school and staff are approachable and would be only too willing to visit the school if they had any concerns, knowing that their concerns would be listened to and dealt with in a sensitive and effective manner.
44. The procedures for monitoring and improving attendance are very good and have resulted in a significant reduction in authorised and unauthorised absence during the last two years. The school monitors attendance to check for any pattern of absence of individual pupils. Good and effective procedures are in place for following up any absences. Very good procedures are in place for promoting and monitoring good behaviour. These procedures have played a significant role in improving the quality of behaviour over the last two years and this has had a most positive impact on the learning environment within the school. Over time the headteacher and staff have made clear to pupils what is and what is not acceptable behaviour. The setting up of behaviour diaries and the full involvement of parents by informing them of the positive as well as the negative aspects of their child's behaviour proved very effective. The very

Careful monitoring of any incidents of poor behaviour and the effective use of circle time to get to the cause of the behaviour problems proved equally effective. The procedures proved so effective that good behaviour is now a strength of the school. Good behaviour is now rewarded through stickers, verbal praise, recognition in class and assembly and a consistency of approach from all members of staff. Pupils respond very well and are confident that any oppressive behaviour will be dealt with swiftly and fairly.

45. The school's procedures for assessing and monitoring pupils' academic and personal development are very good. There are very thorough systems in place to assess pupils' progress in the core subjects of English, mathematics and science. A rolling programme of assessment has been established, which includes the use of statutory assessment tests and twice-yearly standardised tests. The information gained is used to prioritise areas for development and to set targets for groups of pupils. Day-to-day assessment is used very effectively to establish progress made and to set targets and appropriate work for individual pupils and groups. Teaching assistants make a very positive contribution to the assessment procedures by the way they observe and monitor pupils and feedback to the teachers. Following assessment tasks, targets are set for pupils, and this is rightly to be extended to happen termly so that targets can be more precise and impact even more on raising standards. An area planned for development is to involve pupils more in setting their own targets so that they have a clearer understanding of what they are aiming for. A recent introduction has been to set up individual pupil tracking files, and this is already effective in tracking progress. Assessment in the foundation subjects is being developed in an effective manner. Systems have been set up to assess units of work and specific skills, and this is beginning to have a greater impact on standards by providing more precise information about pupils' progress to inform the next stage of their learning.
46. Good procedures are in place for assessing pupils with special educational needs. The school identifies pupils' special needs at an early stage. Teachers consult the special educational needs co-ordinator and set targets for pupils. If the action taken is not successful, an individual education plan is put in place. The special educational needs co-ordinator regularly reviews the plans to ensure that pupils are making progress towards their targets. The school has effective contact with the educational psychologist, and other learning support services. Very good procedures are in place for assessing children's attainment when they start and move through the Foundation Stage. Very good procedures are also in place for assessing children's progress in the Foundation Stage through observation and through specific tasks. Significant details are noted on a daily basis and transferred to children's individual records so that their progress in all areas of learning can be tracked. The information is used well to match work to the needs of the children, for example in planning group activities, and this is helping to improve attainment and how well children learn.
47. Very good use is made of the information gained from tests and assessments at Key Stages 1 and 2 to improve curriculum provision and to guide and inform curriculum planning. The information gained is used well to identify those pupils who would benefit from early and additional support. The headteacher and deputy headteacher analyse the results of national tests and of other tests, administered by the school, to establish realistic and challenging targets for pupils' attainments in English and mathematics by the end of Year 6. The school has identified the need for co-ordinators to play an increasingly active role in this process. The school is seeking to develop school portfolios of moderated and levelled work to provide more guidance for teachers in accurately assessing at which level pupils are working and to know exactly what is needed for pupils to attain at differing levels. Pupils are provided with good educational

and personal support and guidance and notes are kept on pupils' personal and social development. This information is used effectively to identify pupils that may need additional personal support and to help teachers write comments on pupils' personal and social development in pupils' annual progress reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views are generally very supportive of the school and its work. The vast majority of parents responding to the questionnaire believe that the teaching is good, that their children are making good progress, and that the school expects their children to work hard and achieve their best. Most but not all parents believe that they are kept well informed about how their children are getting on, and would feel comfortable about approaching the school with questions or a problem. A small number of parents would like to see the school work closer with parents and think that their children are not getting the right amount of work to do at home. Some parents are not happy with the standard of behaviour or the range of activities that are provided out of school. The inspection findings concur with many of the positive views of the school expressed by parents. Behaviour in the school in the past has been an issue but the school has tackled the problem in such an effective manner that the behaviour of the vast majority of pupils is now very good and a strength of the school. The amount and range of homework tasks that are set, particularly at Key Stage 2, are good and add much to the quality of pupils' learning. The quality and extent of information that the school provides, particularly about pupils' progress is better than found in most schools and is therefore judged to be very good. The school provides a good range of activities outside of lessons which bring an added dimension to pupils' learning.
49. The quality of information provided for parents by the school is very good. It includes a half-termly 'behaviour and effort' report on each pupil that comments frankly on their children and invites equally frank responses. A termly "Information Sheet" is sent each year, offering insights into the work to be tackled in each subject. There is an excellent "Homework Sheet," issued weekly, which lists the work set and how parents can support their child's learning. Evidence indicates that many parents use these sheets and examination of some replies shows it has become an invaluable vehicle for dialogue between school and home. There are also "Reading Diaries," and a termly newsletter in addition to the statutory information that the school has to provide such as a good quality prospectus and "Annual Governors' Report to Parents." Reports of pupils' academic and social progress are issued on an annual basis and are of a good standard because they clearly outline what each pupil has achieved but also set clear targets for improvement.
50. As a result of the school's efforts, good impact is now made on the work of the school by the parents' involvement. Many opportunities are created to encourage parents into school – especially in the Foundation Stage where excellent work is done in welcoming parents into school and providing supportive guidance as to how parents can help their child's education. Parents are just as welcome in Years 1-6. The school has worked tirelessly in examining ways in which parents can be more active in supporting their child's education. A number of parents do a great deal to support their child's education while a small but significant number are more reluctant to do so. The school nevertheless is undeterred and continues to seek and set up school and community initiatives where the school and parents work in partnership for the benefit of the children. The impact of parents' help is excellently seen in the work of the 'Supporters Club' where a limited but tireless group of parents organises events, throughout the year, that combine fundraising with social events. This group has also contributed

some very creative inputs such as the Year 6 'Graduation Ceremony' and the 'Leavers Disco' – both of which reflect the very thoughtful care for pupils seen throughout the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership provided by the headteacher is excellent. Since his appointment two years ago, he has worked tirelessly to establish and implement procedures to improve standards, to improve the quality of teaching and to maintain and enhance many other features of school life. His management of the school is excellent and he has an astute grasp of the strengths of the school and the areas that need to be improved further. The systematic and thorough manner in which the headteacher leads the school in order to tackle identified weaknesses is of an impressive standard. He shows a steely determination to continue to raise standards and the quality of education that the school provides. All of these factors have made a significant and vital contribution to the very good progress that the school has made since his appointment. The headteacher has been successful in moulding together a team of staff that works together well and whose driving desire is to provide a good quality of education for the pupils in their care. The headteacher is supported in an excellent manner by the deputy headteacher, who has established a strong and powerful partnership with the headteacher and shares his vision for school improvement. They share a clear vision for the school that focuses on continuing improvement and work together most effectively in driving the school forward.
52. The headteacher and deputy headteacher meet on a regular basis. They each have designated areas of responsibility and the deputy is allocated an appropriate amount of time each week to carry out management responsibilities such as developing the role of teaching assistants and managing aspects of the budget. This ensures that he plays a full part in the management of the school and has a clear understanding of the progress being made. The focus of meetings between the head and deputy has over time rightly concentrated on discussing strategies and initiatives directly aimed at improving standards, curriculum provision and the quality of teaching. These issues are then fully discussed at full staff meetings where staff are given every opportunity to be fully involved before initiatives become embedded in school practice. Change, and the introduction of new initiatives have by necessity been swift. The high quality of leadership and management of the headteacher and deputy headteacher has however ensured that the impact of all initiatives has been carefully monitored and evaluated.
53. The monitoring of teaching and learning in English, mathematics, and to a slightly lesser extent science, has been carried out by the headteacher and deputy headteacher, and has been highly effective. There is a programme of focused monitoring of specific aspects of teaching, which leads to appropriate targets and support for teachers. Often the Head Teacher works alongside other staff and gives them written feedback which includes targets for groups of pupils which are then followed up at a later date. The written feedback is detailed and individual targets are set termly. This forms an important part of the school's strategy for the performance management of both teaching and support staff, and is effective in securing improvements to teaching and learning. These procedures have led to an improvement in standards and in the quality of teaching. The school has rightly and accurately identified the need to ensure that co-ordinators of all subjects play a more active role in monitoring, supporting and evaluating teaching and learning in their subjects in order to help raise standards further and to give them a good grasp of the quality of provision and the standards that are being achieved. It is equally important that this process is

used to disseminate the good practice that is evident in some classes and to tackle any identified weaknesses.

54. The school has made good progress since the time of the last inspection in 2000. The rate of progress accelerated with the appointment of the present headteacher. The school recognises that there is still work to be done in raising standards and many initiatives are already in place to address the weaknesses. Standards look set to continue to improve, the quality of teaching has improved and behaviour is now of a very good standard. The quality of teaching and learning in the Foundation Stage has improved significantly and is now a strength of the school. The school has already identified as its main thrust for development the need to continue to raise standards and for co-ordinators to play a more active role in monitoring teaching and learning in some areas of the curriculum. Many of the strengths that were identified at the last inspection have been maintained or improved. The school is very well placed to continue its cycle of development and improvement.
55. The school provides good opportunities for the professional development of all teaching and non-teaching staff. This has contributed to the improvement of the quality of teaching across the school. The headteacher has put in place good procedures for the process of performance management. The headteacher and deputy ensure that in-service training is closely matched to the needs of the individual as well as meeting the needs of the school. Non-teaching and support staff are given opportunities to attend appropriate in-service training that they then put to very good use either in the classroom or to assist in the smooth and efficient running of the school. The knowledge and skills that teachers have gained on training courses in areas such as literacy, numeracy and information and communication technology have contributed to the improvements in standards and teaching. Good procedures are in place for supporting and inducting teaching and other staff that are new to the school. This means that staff quickly get a grasp of school routines and know precisely what is expected of them. This is helped further by good quality, clear and concise job descriptions, which ensure that everybody is aware of their role in helping to bring to life the school's aims stated in the school prospectus.
56. The management of special educational needs is very good. The co-ordinator ensures that support is targeted to where the need is greatest and makes sure that individual education plans are matched to the individual needs of the pupils. Parents are kept fully informed and involved with their child's progress. The school's equal opportunities policy is effective and ensures that pupils are fully involved and included in all aspects of the curriculum and in the life of the school as a community. The school pays appropriate attention to ensuring that all aspects of racial equality are promoted, and school curriculum and other policies actively reflect the promotion of racial harmony. Management of the Foundation Stage is very good with the co-ordinator working effectively to ensure that all aspects of curriculum provision are managed in a highly effective manner which has a most positive impact on how well children achieve.
57. The vehicle for driving the school forward is the very good quality School Development Plan. It contains an accurate assessment of the areas of school life that need to be developed, clear and concise success criteria, rigorous monitoring procedures, costings and realistic yet challenging timescales. The great strength is that all the initiatives and priorities in the School Development Plan are directly linked to the impact that they will have on improving teaching, learning and standards.
58. The Governing Body is very supportive of the school, and is effective in fulfilling its statutory duties. At termly meetings, governors receive very detailed reports from the

headteacher and other staff about progress towards the school's targets and priorities. Through these meetings and through the committee structure, governors have developed a clear understanding of the strengths of the school and areas for development. There is full consultation within the Governing Body regarding priorities for development and governors are beginning to be more involved in making suggestions about ways forward, for example, they suggested the recent Healthy Schools initiative. The Governing Body is involved in an annual whole-school audit which identifies priority areas, and individual governors become involved in teams which drive forward and monitor these priorities, reporting progress to the full Governing Body as appropriate. These teams also include teachers and classroom assistants, and this structure is very effective in ensuring that all members of the school community work together and understand the way in which the school's aims are promoted.

59. Led by the headteacher, the school has put in place very good procedures for analysing test and assessment data. The information is being used to identify areas for improvement and to improve the whole process of target setting both on an individual basis and for year groups. Increasingly, the school is starting to use the data to track the progress of pupils of similar ages in different classes and to track the progress of pupils by gender and the progress of those pupils who have not spent their full educational lives in the school. The school is constantly modifying the whole process of data analysis in order to have the maximum impact on raising standards. The information also enables the school to set challenging targets for literacy and numeracy.
60. The level of financial planning and strategic use of resources is good and clearly focuses on providing pupils with good learning opportunities. Spending patterns are linked to educational priorities in the School Development Plan. Longer term financial planning is in place, which takes account of changing pupil numbers. Any major spending decisions on areas such as increased computer resources or additional support staff are evaluated for the impact that they have on raising standards. The day-to-day monitoring and management of the school's expenditure is effective, as is the day-to-day administration of the school. This enables the school to work in a smooth and efficient manner. The generation and monitoring of the school's budget enable very good use to be made of specific grants. These funds are appropriately spent and the consistent financial reporting system adopted by the school ensures very good control of the separate budget allocations.
61. The school's financial management is very good in applying the principles of best value in the use of the school's resources. Challenge has been a mark of recent years and staff and governors have clearly been very open-minded about how to achieve objectives. Comparison is carried out through analysis of test results against all and similar schools. The school is good at incorporating consultation into its development. Governors have involved parents well in their work on sex education and health education, while parents were also consulted about school dress. Pupils are currently being consulted on renovation of the toilets. Commercially, the school is a discriminating purchaser, well aware of the needs for a competitive approach. The school has a slightly higher underspend in its budget than is normally recommended. However, the money is earmarked for staffing considerations and building and resource improvements and should be reduced to a more appropriate level by the end of this financial year. Taking all factors into account, the school is providing good value for money.
62. The match of teachers and support staff to the needs of the curriculum is very good. Support staff are generous in numbers and particularly well integrated into planning and

teaching. All support staff work closely in this way – the lunchtime supervisors were seen meeting at the end of each lunch to discuss events and see if any matters needed reference to teachers.

63. Accommodation is also very good. It is spacious, very well maintained by the caretaker and cleaning staff, and makes a very positive contribution to pupils' learning. The computer suite for example, is used effectively for pupils to practise and further their skills, and the space available for the Foundation Stage and Years 1-6 is well organised to support all areas of the curriculum. Additions to the premises have been well planned and have been sensibly incorporated into the existing buildings. The school is bright, clean, well decorated and well maintained. Outside, there is ample space, hard and grassed areas for play and a very good range of play items. The Foundation Stage has its own outside play space. Resources for learning are satisfactory overall, and good in design technology and very good in information and communication technology and physical education. Although satisfactory overall in English there is a shortage of good quality fiction books. In addition whilst resources are satisfactory in geography they are in need of updating and in history there is a need to develop a good range of historical artefacts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve the quality of education that the school provides, the Governing Body, headteacher and staff should:

1) Improve standards in English by:

- ensuring that every opportunity is exploited to improve pupils' speaking and listening skills through discussions, debates, and role-play and drama activities;
- making sure that reading skills are directly taught in a systematic and rigorous manner at Key stage 1;
- systematically teaching and developing the necessary skills for pupils to carry out research and referencing activities in an effective manner.

(paragraphs 3, 22, 30, 76, 79 - 81, 86, 87, 111, 115, 117)

2) Enhance pupils' learning and personal development by:

- providing more opportunities for pupils to undertake personal study and research;
- placing a greater expectation on pupils to take more initiative and a greater responsibility for their own learning;
- providing more opportunities for pupils to take responsibility for, organise and take part in activities that would make a valuable contribution to the life of the school as a community;
- ensuring that regular opportunities are consistently provided for pupils to take part in and instigate investigative activities in subjects such as mathematics, science and history;
- providing opportunities for pupils to become more actively involved in setting their own targets for improvement.

(paragraphs 17, 19, 24, 28, 39, 45, 85, 95, 101, 104, 121, 123, 130, 145)

3) Improve procedures for monitoring the quality of teaching and learning in subjects where they are not adequately developed to have their biggest impact on helping to raise standards by:

- ensuring that subject co-ordinators are provided with opportunities to monitor teaching and learning across the school in order to disseminate the good practice and to tackle any weaknesses;
- the regular and rigorous scrutiny of teachers' planning and pupils' work;
- subject co-ordinators playing a more active role in the analysis of available test and assessment data.

(paragraphs 47, 54, 104, 111, 117, 122, 126, 141, 146)

In addition the school should include the following weaknesses in its action plan:

- improve library provision and resources in English, history and geography.

(paragraphs 63, 81, 87, 122, 126)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	10	4	0	0	0
Percentage	10	43	33	14	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 more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	107
Number of full-time pupils known to be eligible for free school meals		29

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	6	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.6

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	14	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	19	19
Percentage of pupils at NC level 2 or above	School	81(72)	90(72)	90(89)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	20	21
Percentage of pupils at NC level 2 or above	School	90(72)	95(72)	100(94)
	National	85(84)	89(88)	89(88)

Percentages in brackets refer to the year before the latest reporting year. Figures given are total figures only as the number of boys in the cohort is fewer than 10.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	8	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	20
Percentage of pupils at NC level 4 or above	School	54(83)	58(77)	83(87)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	18	13
Percentage of pupils at NC level 4 or above	School	42(74)	75(82)	54(87)
	National	72(70)	74(72)	82(79)

Percentages in brackets refer to the year before the latest reporting year. Figures given are total figures only as the number of girls in the cohort is fewer than 10.

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	106	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	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: YR – Y6

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	21.0
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	164

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	13.0
Total number of education support staff	1.0
Total aggregate hours worked per week	32.0
Number of pupils per FTE adult	6.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	6.1

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	347969
Total expenditure	328491
Expenditure per pupil	2808
Balance brought forward from previous year	37618
Balance carried forward to next year	57096

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	6	0	0
My child is making good progress in school.	63	34	0	3	0
Behaviour in the school is good.	51	31	6	6	6
My child gets the right amount of work to do at home.	42	37	9	9	3
The teaching is good.	63	31	3	0	3
I am kept well informed about how my child is getting on.	60	29	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	26	3	3	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	63	23	11	3	0
The school is well led and managed.	62	29	3	3	3
The school is helping my child become mature and responsible.	65	23	6	6	0
The school provides an interesting range of activities outside lessons.	51	26	14	6	3

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. Provision for children in the nursery and reception classes is excellent and has improved significantly since the last inspection. At that time it was highlighted that teaching and specialist expertise in the area of early years needed attention. The school has responded very positively to these issues and leadership and management of the Foundation Stage are now very good. Teaching and learning across all six areas of learning are very good with some excellent practice and children of all abilities achieve well.
66. The school has clearly recognised the importance of providing young children with a really good start to their time in school, and the very good planning and procedures for assessing children's progress ensure every child achieves well. In addition, the very good improvements have included engaging parents in their children's learning. The school invites parents into the classroom regularly, encouraging them to share in the activities and watch to see how their children learn the skills they need to move confidently into Year 1. For example, parents are invited to start bringing their children into school in the year before they are due to start formally. They are welcome to join in the Christmas and Easter festivities, and regular activity afternoons are organised for parents to join in normal school sessions for the youngest children. From the period after Easter to the summer, prior to start of children's nursery sessions, regular induction afternoons help children become familiar with their new surroundings and routines. Because the classroom is colourful and lively, children are drawn into the activities gently, so that by the time they start school officially, the vast majority are more than eager to be there. A few do remain reluctant, but the gentle and sensitive handling they receive from the teacher, nursery-nurse and other supporting adults, quickly dispels their fears. As they watch more confident youngsters enjoy the wide range of activities organised for them, they soon settle into the morning or afternoon sessions they are offered.
67. Attainment on entry to the school at Foundation Stage is variable, but is generally well below expectations in all areas of learning. Particularly weak are the skills in language and communication, knowledge and understanding of the world and personal development for a significant minority of children. As a result of the excellent provision and consistently very good or better teaching, the children learn quickly, and come to enjoy learning through all that is offered to them. They particularly enjoy adult-led activities, and rely on regular support and guidance from the adults to help them explore new things and keep them absorbed. As they move into their reception year, a good number develop a reasonable sense of independence, and sometimes are prepared to try out new things. Children in Reception join in whole school assemblies and are quickly made to feel important members of the school population. Children make consistently good and at times very good progress in all areas of learning. By the time the majority of children enter Year 1, they still achieve below expectations in communication, language and literacy, knowledge and understanding of the world and mathematical development because of their low starting point when they entered school. Children's attainment in personal, emotional and social development and in physical and creative development is at an expected level.
68. The teacher and the teaching assistants work together extremely effectively to organise the planning for the full age and ability ranges. Prior to the children starting school, the staff conduct home visits and involve parents in explaining what their child likes doing or

is good at. This helps the staff to plan teaching to match individual children's needs and to guide children to meet the expected levels in different areas of learning. Each child is observed carefully, and good records are kept of what each child does and how well. Every half-term this information is shared with parents who are expected to attend meetings to discuss the teachers' observations. This level of support and guidance is exemplary and greatly enhances the opportunities for success for each child. In this same careful way, any child that appears to be not quite meeting targets is observed more diligently, and quickly identified if there is cause for concern. Such concerns are shared with parents or carers, to check out if some specific circumstances are affecting the child, or whether there is an issue for special needs provision to be identified. This early intervention is invaluable in supporting each child's best performance.

69. Children are shown how to behave well and relate to each other when working in adult led activities or independently. Behaviour is very good and relationships are excellent. Children learn from the adults who help them, how to be kind, how to share and how to talk to one other. They learn to take turns, listen well to each other, and eagerly offer to tidy away. They love their classroom and all the lovely things in it, so taking care of it is a matter of pride. The staff work hard to offer a very good range of experiences that make learning interesting and fun, by organising trips and inviting visitors into school. For example, children have been to a musical theatre production and been over-awed by the 'glitz and glamour' of such a unique experience. The staff clearly enjoy their work and this in turn has a powerful impact on the children who come in day after day eager to see what they will learn on that day. Their work is celebrated by being displayed not just in their classroom but also in other parts of the main building for others to share. A vast array of photographs and artefacts remind children of previous work and this helps them to recognise their achievements effectively.

Personal, social and emotional development.

70. Very good teaching in this area ensures that all children achieve well and make good and at times very good progress and most attain the early learning goals by the end of the Foundation Stage. A minority of children exceed the expected level. The high quality of relationships established between adults and children is the basis for development in this area. From the earliest days in the nursery children are taught how to behave and follow well-established routines and systems. They spend sustained periods of time with activities, even when working alone. Great concentration was observed when children were involved with playing with sand or collages using a range of materials to illustrate their favourite characters from fairy tales. Staff stress to children the importance of listening and give very good guidance and set high expectations for children to tidy away and help themselves to aprons, for example, when painting, or wash their hands when handling food. Through these regular classroom routines the children learn how to come into class, select their attendance labels, help themselves to water, and dress and undress themselves. Where children show limited skills in concentrating, or have special educational needs and require additional support and guidance, adults work with them unobtrusively and help them to develop these skills successfully. Children work well in groups, helping one another complete puzzles or to construct shared walls out of bricks. Co-operation is encouraged by taking turns, for example, in games designed to check word recognition; this makes learning great fun, and older children will their friends to achieve when it is their turn. All children love to listen to stories which teachers read very well. They sit quietly and listen attentively, often open-mouthed in wonder as the 'magic' is revealed. The staff use a 'magic wand' to help children feel special and important. Learning becomes a pleasurable adventure when it is their turn to hold the 'magic wand'.

Communication, language and literacy.

71. Children of all abilities make good progress and achieve well in this area of learning. However, because of the low starting point most children do not attain the early learning goals by the end of the reception year. Teaching is very good in this area, and staff very skilfully introduce children to the sounds and letters they need to learn to start reading and writing. Appropriate emphasis is placed on speaking and listening in the nursery and every opportunity is used to extend the children's vocabulary and understanding through conversation in the role-play area and good questioning during teacher-focused activities. For example, adults take an active role in the sand play, introducing concepts including colours, textures and sounds. Children start school with a very limited range of sounds and vocabulary. Adult interventions are essential to develop a language rich environment where children explore new sounds and words. The children concentrate reasonably well on mark-making in the writing tasks, but few recognise initial sounds when they enter nursery. For many, difficulty in sustaining concentration in this area of learning is a limiting factor, and one that staff work on diligently by trying to provide activities that hold children's interest. By the end of the reception year, most children do recognise their names, and some write these independently, but overall their word-building skills are limited. A good number fail to hold writing implements successfully, and their letter formation needs further attention. The higher attaining children compose simple sentences, and recognise full stops and capital letters.

Mathematical development.

72. Throughout their time in the Foundation Stage children have many well-planned opportunities to investigate all areas of mathematical development. This ensures that children of all abilities make good progress and achieve well. However, because of low levels of prior experience, a good number fall short of meeting the early learning goals by the end of the reception year. Children are taught very well in this area of learning. In the nursery they have many chances to count and the stimulating environment has many displays of numbers and well designed structured play activities. No opportunities are missed to extend and develop mathematical understanding. For example, children learn counting rhymes, which for many are new experiences, but as they gain confidence, a good number succeed in counting to 10 or more confidently. They learn to recognise simple two-dimensional shapes, but few go beyond this confidently. The children select and name simple two-dimensional shapes and use them to cover a shape picture. Reception children have appropriate experiences of the national numeracy strategy, and begin to understand terminology such as, more than, less than and so on. Teaching is particularly well planned and extends children's learning effectively. Regular practice with very good adult interventions at every opportunity, continues to consolidate the children's confidence with numbers. Success in written tasks remains limited because children's writing ability is limited. Lessons are particularly well planned, they extend children's learning effectively. A few of the highest attaining children do reach the early learning goals by the time they move into Year 1.

Knowledge and understanding of the world.

73. Very good teaching ensures that children of all abilities make good progress and achieve well. However, because most children have very limited experiences before starting school, and their language skills are not secure, few achieve the early learning goals by the end of the reception year. Appropriate provision is made for children to gain an early understanding of Christianity and other religions. In the nursery there is a good emphasis on children using their senses to find out about the world around them.

They have tactile experiences in the classroom, using dough, clay and sand, and also in the outside play area. Very good teaching ensures that children are constantly encouraged to use their senses to help them learn. Children taste, smell, feel and discuss their work in making, for example, gingerbread men. The activity is linked to their story and their creative collage work. They develop their sense of time well, by looking at old photographs and pictures of times long ago. They learn how seeds grow into plants and how to follow instructions when making things. Children in the reception class have good opportunities to develop their information and communication technology skills by using relevant computer programmes to support their literacy and mathematical development. Children become confident using the computer mouse and select, drag and drop objects on the screen. Suitable time is given to help children explore the world around them and build up a level of experiences from which they learn new words and ideas. However, because many find it difficult to express these ideas confidently, attainment is still below what is normally expected.

Creative development

74. Children of all abilities make good and at times very good progress in this area of learning and many reach the early learning goals successfully. The quality of teaching is very good. Throughout the Foundation Stage children have good opportunities to develop their creative skills. They learn well in the nursery how to mix paints to make new colours. They continue to improve their skills in the reception class, developing better brush strokes and more confident lines. They use fruits or other shapes to print patterns, and these activities are often linked to their other learning tasks, so that they consolidate new vocabulary. Music teaching supports the children's experiences in singing favourite songs and number rhymes, but they particularly enjoy making 'music' by playing a good range of instruments very sensibly. Their pleasure is evident because they join in singing in assemblies in a lively and enthusiastic style. Role-play is supported very effectively, in helping children 'explore' ideas and act out stories and 'play let's pretend'. For example, children played in the kitchen, making food and discussing things they liked to eat. However, the same activity highlighted their limited use of words and understanding and one child presented 'a pie' in a teapot.

Physical development

75. By the end of the reception year most children attain the early learning goals. They work hard in this area of learning and the very good teaching ensures that they make good progress and achieve well. They use and develop their running, balancing and jumping skills in the outside area. The children use wheeled toys and climbing apparatus confidently. In the reception class, they continue to develop particular skills by having lessons in the school hall, where focused tasks help them to jump over bean bags and learn skills of dancing to music, bouncing and catching. The children learn effectively how to use space and are beginning to recognise how their bodies change during exercise. They understand that exercise is good for them and to keep fit they must eat 'good food like fruit and drink lots of water. The introduction of 'brain gym' has proven successful, and is usefully reinforced by parents. Children develop their manipulative skills well through threading cotton reels, using scissors correctly and through completing a good range of jigsaws and table toys. Teaching provides children with good opportunities to extend their manipulative skills as they use pencils and brushes correctly and cut out shapes and templates with increasing accuracy. Children handle malleable materials such as play dough well and make increasingly complex models.

ENGLISH

76. Inspection findings show that attainment in English is below average overall at the end of Years 2 and 6, with standards in reading at the expected level by the end of Year 6 and well below average at the end of Year 2. At Key Stage 1 teaching is satisfactory although reading skills are not taught in a rigorous enough manner. Pupils make satisfactory progress overall in the subject. Pupils with special educational needs make satisfactory and often good progress due to the very good levels of support that they receive. Teaching at Key Stage 2 is good and at times very good. This means that pupils of all abilities make good progress and achieve well. Travellers' children make similar progress to their classmates. The National Curriculum tests for pupils at the end of Year 2 in 2001 showed pupils' attainment to be below average in writing and well below average in reading. When compared to similar schools attainment was above average in writing and average in reading. National Curriculum tests for Year 6 pupils in 2001 showed attainment to be well below the national average and well below average when compared to similar schools.
77. The results of the 2002 National Curriculum tests, although based on unvalidated data, show attainment at the end of Year 2 to be at a similar level. Attainment at the end of Year 6 shows a stronger picture of attainment with attainment being closer to the national average with approximately a quarter of pupils exceeding the level expected of 11-year-olds. Inspection evidence indicates that although attainment is currently below average by the time that pupils leave school, standards are set to rise in subsequent years. The continuing improvement in the quality of teaching, the very positive attitudes of the pupils, the rigorous monitoring of teaching and learning and the very effective procedures for analysing test and assessment data and target setting have all played a pivotal role in this improving picture of pupils' attainment. At the last inspection standards in English were judged to be broadly in line with national expectations by the end of Year 6 with weaknesses in speaking and listening. This apparent decline in standards can be explained by the fact that the Year 6 pupils at the last inspection contained a smaller number of pupils with special educational needs. When taking account of improvements in the quality of teaching, improvements in pupils' behaviour and attitudes, better quality curriculum provision and a more rigorous approach to data analysis and monitoring, improvement since the last inspection has been good.
78. In speaking and listening standards are below average by the end of Year 2. Throughout Key Stage 1 they are given many opportunities to develop their speaking and listening skills so that by the end of Year 2 the highest attaining pupils speak and listen at the expected level, listening and responding to adults and one other and joining in conversations and discussions. They relate things that have happened to them with some accuracy and are beginning to explain their ideas. However most pupils find communication difficult. Although they appear to listen well, few are able to discuss what they have heard. Many responses to questions are one or two words and for many pupils their range of vocabulary is limited.
79. In Key Stage 2 pupils are making good progress in their speaking and listening skills, but standards at the end of the key stage are still below the expected level. However given the current and planned focus on developing speaking and listening skills there is evidence that standards are starting to rise and that pupils in the current Year 4 and Year 5 are on target to reach the expected levels. Pupils are given many good opportunities to develop speaking and listening skills in lessons and in the playground, where adults seek every opportunity to talk and listen to them. Strategies such as 'talk partners' are encouraging more use of language and involving pupils in reflecting and evaluating what has been learned. Higher-attaining pupils in Year 6 reach the expected levels; they talk and listen with confidence to adults and each other, describe what they

have done, listen to others' opinions and respond to them. They are beginning to use appropriate vocabulary and grammar in a range of situations, such as talking to the class, presenting information to the school and taking part in drama and role play. However, pupils' vocabulary lacks a sense of depth or expressiveness. The programme for personal and social education, which includes circle time where pupils have good structured opportunities for speaking and listening, is enabling them to further develop their skills.

80. Standards in reading are in line with national expectations at the end of Key Stage 2 and well below expectations at the end of Key Stage 1. Pupils in Year 1 lack confidence in reading and handling books. The most able read simple texts but have little understanding of what they have read. Those with lower prior attainment have difficulty in building up words, though their letter knowledge is mostly sound. Some are able to use picture clues to guess words. Pupils in Year 2 use knowledge of letter sounds to build simple words, and use basic word recognition skills and picture clues. They can comment on stories and pictures and some show interest and enjoyment. Few read with expression or fluency because often the text is too difficult for them, and consequently they have little understanding of what they have read. Although their achievement is satisfactory given their prior attainment, better progress is inhibited by the lack of a structured approach to the teaching of reading skills. The use of a broad range of texts, means that those of lower prior attainment do not have the opportunity to consolidate a core range of words on which to build.
81. Pupils make good progress at Key Stage 2 and by the end of Year 6 standards in reading are at an average level. Higher-attaining pupils read fluently with expression. They know a range of authors and identify which are their favourites, such as JK Rowling and Dahl. They read a range of books and other materials such as magazines and newspapers. The higher attaining pupils use skills of inference and deduction and enjoy humour in a text. Pupils of lower prior attainment read with some fluency and expression, retell stories, use phonic knowledge to break down sounds and read unfamiliar words and can use context clues. Occasionally, however pupils choose texts which are too difficult for them and this inhibits their fluency and understanding. Overall, pupils make good progress in Key Stage 2 because the approach to teaching reading skills is structured and there is a short daily session dedicated to reading. The weaker element is pupils' study and reference skills which are not helped by inadequate library facilities. This is an area which has already been recognised for development by the school.
82. Standards in writing are below national expectations at the end of Year 2. Higher-attaining pupils achieve the expected level. They write sequential stories, using interesting vocabulary and a range of connectives. In writing about "Little Red Riding Hood" pupils were able to use direct speech and narrative, with the aid of speech bubbles. Pupils of lower prior attainment spell simple three-letter words, and some are beginning to write in sentences. Some make good progress, writing single letters at the beginning of the year and whole sentences by the end. Overall pupils make satisfactory progress in Key Stage 1 in writing given their low attainment at the beginning. They build on the very good work that they have done in the Foundation Stage. The weaker element is that pupils' vocabulary lacks sparkle or imagination or the story that they are writing does not sustain its lively opening. Attainment in handwriting is at an expected level. Most pupils write using a neat, joined style. This achievement is largely due to regular opportunities to practise and improve handwriting.
83. By the end of Key Stage 2 most pupils achieve the expected level in writing but few achieve higher than this and this results in standards being below average. Higher

attaining pupils learn to spell words of complex regular patterns such as 'delicious' and 'suspicious', but few transfer this vocabulary to their writing. Writing is often well-organised and in a range of styles. Punctuation is used correctly, and work is often re-drafted. Some pupils write good descriptive pieces, such as when writing about what they think heaven is like, and poems about the wind which included the lines 'wind chimes rattle their fingers' and 'the wind squeezes its way through the gaps in my window frame'. Such work makes a positive contribution to pupils' spiritual and cultural development. Lower-attaining pupils continue to work on story plans and structures and are beginning to use more descriptive vocabulary. Throughout Key Stage 2 pupils make good progress in developing their writing skills. Their use of punctuation improves, they write in a range of styles producing letters, poems, arguments, instructions and stories. In a Year 6 lesson on 'A Midsummer Night's Dream', pupils were able to change one scene into modern narrative. The element that is not as strong is that pupils' vocabulary within texts they write is not consistently adventurous or expressive enough with some pupils having difficulty maintaining an idea, plot, character or argument over an extended piece of writing.

84. Pupils' attitudes to their work in English and their behaviour are good and at times very good. Most pupils are very keen to do well and maintain good levels of concentration. The staff show very genuine and sincere levels of care and welfare and relationships are excellent. Opportunities are not consistently provided for the pupils to take initiative and responsibility in planning and organising their own work. Pupils respond to the high expectations that are set for them by the staff in terms of behaving well and taking a full and active part in all lessons. Pupils work well together and show a high level of respect for the views, opinions and contributions that classmates make in discussions, debates and question and answer sessions.
85. The school has introduced the National Literacy Strategy in an appropriate manner and this is having a positive impact on helping to raise standards. Teaching in English is satisfactory in Key Stage 1 and good in Key Stage 2. In both key stages lessons are well organised and prepared, and very good use is made of teaching assistants to support and encourage pupils of low prior attainment and who have special educational needs. Teaching assistants make a significant and important contribution to how well pupils learn. Their support is sensitive yet their questioning is challenging and incisive. What is to be learned within a lesson is shared with the pupils to attempt to encourage pupils to take a greater responsibility and participation in their own learning. However, in Key Stage 1 sometimes pupils can only access tasks because of the high level of support, and there are too few opportunities for them to work independently at an appropriate level.
86. Most teachers use the concluding part of the lesson very successfully to reinforce learning by using examples of pupils' work to question them further and assess their understanding. Writing skills are taught in an effective manner across the school. Pupils are provided with a good range of opportunities to write for a variety of audiences. Teachers encourage pupils to use an expressive vocabulary but pupils' own limitations in this area prevent work from being of a higher standard. Teachers are keen to develop pupils' writing stamina. Reading skills are taught well at Key Stage 2. Pupils are taught how to locate information and are provided with strategies to help them tackle unfamiliar words and to gain a deeper understanding of text that they have read. At Key Stage 1 there is not the same attention paid to the rigorous and direct teaching of reading skills and this means that pupils' development in this important area is not as strong as it should be. Although work is usually well matched to the needs of the pupils, occasionally there are instances at Key Stage 1 when the work is too easy or too difficult and this adversely impacts on the quality and rate of pupils' learning.

Relationships are very good, and teachers manage pupils well, ensuring concentration and a good work rate. In lower Key Stage 2 relationships are excellent and pupils are highly motivated. In Key Stage 2 work is matched well to prior attainment so that pupils often make good and at times very good progress in their learning. There is a purposeful atmosphere in lessons and expectations of behaviour and effort are high and are clearly communicated to the class. There are some good examples of pupils' literacy skills being developed in other areas of the curriculum and of computers being used in an effective manner to support pupils' learning. This good practice is not always as consistent as it could be.

87. The leadership and management of English are excellent. The co-ordinator has been in post for two years and in that time has identified priorities for development, implemented a wide-ranging action plan and monitored and evaluated progress. Very good procedures are in place for monitoring teaching and learning and these have played an important and significant contribution to improving the quality of teaching and learning across the school. The co-ordinator has an accurate understanding of the strengths and weaknesses in the subject and clear plans for improvement. Assessment procedures have been developed which are thorough, and information gained is used to set targets and priorities. Very effective procedures are in place for analysing test and assessment data. Assessment procedures are very good and include gathering information of pupils' attitudes to reading, which has helped to inform resources, for example buying more information books to encourage boys to read. One recognised shortfall in provision is that of adequate library provision so that pupils can develop their research skills, and there are plans in place to address this. The co-ordinator is committed to raising standards in English and has participated in, and provided, appropriate in-service training to enable staff to share this aim.

MATHEMATICS

88. Inspection findings show that attainment in mathematics is below average at the end of Years 2 and 6, although pupils' number skills and knowledge are at an appropriate level by the end of Year 6. At Key Stage 1 teaching is satisfactory with some good features and as a result pupils of all abilities, including those with special needs are making satisfactory progress and achieving at a satisfactory level. At Key Stage 2 the good and at times very good teaching means that pupils of all abilities are making good progress and achieving well. National curriculum tests at the end of Year 2 and Year 6 in 2001 showed pupils' attainment to be well below the national average. When compared to similar schools, attainment was well below average at the end of Year 2 and below average at the end of Year 6.
89. The results of the 2002 National Curriculum tests, although based on unvalidated data, show a similar picture of attainment to that found in 2001. However, inspection evidence shows that standards are improving and that pupils in Years 4 and 5 are working at higher attainment levels. The quality of teaching, the positive attitudes of pupils, effective procedures for monitoring teaching and learning and very effective procedures for analysing test and assessment data and target setting, have all played a significant and pivotal role in setting this climate of improving standards. In addition pupils in school are increasingly benefiting from greater levels of staffing stability which again are impacting on how well pupils achieve and progress over time. The trend of improvement is similar to that found nationally and the school sets challenging targets for pupils both in terms of the number of pupils that are to achieve at the levels expected of 7 and 11-year-olds and the percentage of pupils expected to achieve beyond this level. The school has made good progress since the last inspection and evidence indicates that the commitment of all that work at the school to raising standards means that the school is well placed to continue to develop and improve
90. By the end of Year 2 standards are below average. The effective implementation of the National Numeracy Strategy has resulted in pupils' number skills improving but pupils find difficulty in recalling number facts at speed. They recognise sequences of numbers, including odd and even numbers with a minority of pupils recognising that addition and subtraction are inverse operations. Pupils use mathematical names for common 2-D shapes but are less secure on 3-D shapes. The higher attaining pupils distinguish between straight and turning movements and use everyday non-standard units to measure length and mass. Pupils' understanding of symmetry is not secure. Pupils collect simple data and record their results in lists and tables. When comparing weights pupils use mathematical language such as heavier or lighter than. The teaching ensures that pupils are encouraged to explore different ways to find answers to problems that are set but pupils find difficulty in explaining how they arrived at an answer or in transferring their number skills in an effective manner to written problems and are unsure when problems are presented in an unfamiliar context.
91. By the end of Year 6 attainment is below average although pupils' number skills are at an appropriate level. Much emphasis has been given to the development of pupils' skills in this area of the curriculum. Many opportunities are provided for pupils to develop their mental arithmetic skills through a wide range of tasks that start off many lessons. Teaching ensures that pupils tackle such tasks at speed and examine different ways of arriving at the correct answer. The higher attaining pupils often come up with quick fire answers to quite complex calculations. Pupils confidently round numbers and pupils' knowledge of place value is secure with pupils demonstrating a sound understanding of fractions and percentages. Pupils have a satisfactory understanding of shape, space and measurement. Pupils understand that angles are measured in degrees and the

higher attainers name the different types of angles. Not all pupils are able to measure or draw angles accurately but many pupils find the perimeters and areas of regular shapes. Pupils collect discrete data and record it using different formats. Pupils' ability to interpret data is not at a satisfactory level. The area of development that the school has accurately identified is the need for pupils to more accurately and successfully solve word problems or for pupils to solve problems that are presented in different formats than they are used to. Pupils find difficulty in this area of the subject and do not put their secure number skills to effective use to problem solve. This also has an adverse impact on how well pupils achieve in National Curriculum tests when the application of such skills is a necessity. The school is well aware of this and is addressing the issue.

92. The quality of teaching and learning is satisfactory with good features at Key Stage 1 and teaching is good with very good elements at Key Stage 2. Pupils show very good attitudes to the subject. They respond positively to good quality teaching. Most pupils listen attentively in introductory sessions, work together well in groups and are ready to help one another. When provided with opportunities to carry out their own initiated work, for example in Year 3/4 and Year 5/6, pupils do so eagerly. The very positive attitudes of the pupils and their often very good behaviour and relationships have a most positive impact on learning because teachers can spend valuable time imparting new knowledge and skills and not dealing with class management or control issues.
93. The opening activities in lessons are effective at focusing in on the main learning objectives and in directing pupils' attention appropriately. Lesson planning is of a good standard and ensures that the activities support the learning objective. Planning and teaching are effective when learning objectives are clearly stated and shared with the pupils and work is carefully planned to meet the needs of pupils of different abilities. The introductory mental sessions in many lessons are generally brisk, leading to a good improvement in pupils' arithmetic skills. The time at the end of the lesson is generally used well to check what pupils have learned and in the best teaching this information is then used to guide and inform future planning. Teachers mostly move pupils on at a brisk pace whilst ensuring that they are capable of taking the next steps in learning.
94. A wide variety of methods, such as whole-class discussion, group work and individual tasks are used to suit the different activity at different parts in the lesson. Teachers have secure and in some instances good subject knowledge and confidently and clearly explain procedures and how to solve questions. This subject knowledge also enables teachers to deal with any mathematical misconceptions in an effective manner. Teaching assistants provide very good levels of assistance and their sensitive but firm questioning helps to both challenge and support the pupils with whom they are working. In examples of good and very good teaching observed at both key stages involving lessons on partitioning, use of pictograms, data handling or measuring using standard and non-standard measures, work took careful account of the wide range of ability levels within the class and ensured that tasks were appropriately challenging and demanding. Scrutiny of pupils' work however shows that on occasions, particularly at Key Stage 1, work is not consistently at a challenging enough level for the higher attainers.
95. There are some very good examples of pupils' work being marked in a way that provides clear pointers for improvement. This enhances pupils' learning and this good practice needs to be disseminated to classes where it is not as prevalent. The school is seeking to involve pupils more actively in setting their own targets for improvement and to encourage pupils to take a greater responsibility and initiative for their own

learning. The setting of homework is satisfactory overall with good practice at Key Stage 2. Computers are used in an appropriate manner to support and enhance pupils' learning and teachers are quick to capitalise on opportunities for pupils to use their mathematical skills in other areas of the curriculum, such as geography and design and technology and particularly well in science.

96. Leadership and management of the subject are very good. The co-ordinator has carried out numerous lesson observations and has provided detailed written feedback to teachers. The co-ordinator, who is the headteacher, has over the last two years taught groups of pupils across the school and now works alongside teachers as a support teacher. As well as providing good quality teaching for these groups he also provides written pointers for development for teachers. These strategies have played an important and significant role in improving the quality of teaching, improving standards and in providing the headteacher with an excellent grasp of the strengths and areas for development in teaching, learning and provision. Good procedures are in place for assessing pupils' attainment levels and for tracking their progress as they move through the school. Very good procedures are in place for analysing test and assessment data which takes account of gender, pupil mobility, and groups of pupils as well as the progress and achievement of individual pupils. Highly effective strategies are in place for target setting and support is carefully targeted to where the need is greatest whether this is for pupils with special educational needs or travellers children or where pupils are exceeding the targets that are set for them. The school has established a homework club which meets on a regular basis and adds to the quality of pupils' learning. Priorities identified for development include the need to improve the pupils' ability to solve problems presented in different formats, to continue to improve the pupils' mental agility, to improve the pupils' ability to interpret data and to continue to examine ways in which parents can more actively support their child's learning. Resources have improved significantly over the last two years and are now of a satisfactory standard.

SCIENCE

97. Inspection findings show that standards in science are below average at the end of Year 2 and at an average level at the end of Year 6. The satisfactory standard of teaching and the good attitudes of the pupils help to ensure that pupils of all abilities, including those with special educational needs, are making satisfactory progress in Key Stage 1 and are achieving at an appropriate level. Teaching at Key Stage 2 is of a consistently good standard and this together with the very positive attitudes of the pupils forms a significant combination which contributes much to the good progress pupils of all abilities make at Key Stage 2 and to the fact that pupils achieve well. Travellers' children make similar progress to their classmates. The results of the 2001 National Curriculum tests for pupils at the end of Year 6 showed attainment to be well below the national average and well below average when compared to similar schools. The unvalidated data for 2002 shows a similar picture and so present inspection findings show a significant improvement in standards with evidence indicating that standards are set to continue to rise by the end of Year 6 in subsequent years. Teacher assessments at the end of Year 2 in 2001 and 2002 show attainment to be well above average with a high percentage of pupils exceeding the level expected of 7-year-olds. These assessments are not accurate and do not reflect the true ability levels of the pupils and are out of kilter with pupils' attainment in other subjects. Nevertheless, the below average standards that pupils are achieving demonstrate that there is clear progress being made as many pupils start school with a limited knowledge and understanding of the world around them. Improvement has been good since the last

inspection with the school well placed to continue this upward trend in terms of standards, provision and the quality of teaching and learning.

98. By the end of Year 2 standards are below average. Pupils are provided with some opportunities to carry out a range of investigative tasks although there are missed opportunities. The pupils are developing an early and basic understanding of what constitutes a fair test. The majority of pupils make simple predictions and make observations about changes taking place and the higher attaining pupils know that when carrying out tests conditions must be the same. Although pupils describe what happens in their scientific investigations their ability to put forward their own ideas or to explain why things happen as they do using an appropriate scientific vocabulary is unsatisfactory. Most pupils have a satisfactory understanding of the needs of living things but for the lower attaining pupils this level of understanding is quite basic. Pupils understand the difference between living and non-living things and classify living things according to basic characteristics. Pupils know that they should eat certain food to remain healthy and name the major body parts. Pupils sort materials by their properties and know that some materials are suited for different purposes. Few pupils understand the concept of reversible and irreversible change. A weaker element is pupils' knowledge of physical processes in their studies of simple electrical circuits, how sound travels or when comparing the movement of different objects in terms of speed and direction on different surfaces.
99. Pupils acquire scientific skills and knowledge at a good rate at Key Stage 2 because of the good quality of teaching. This results in standards being at an average level by the end of Year 6. Pupils use scientific names for some major organs of the body and identify organs of different plants. Pupils understand food chains with the higher attaining pupils recognising that there is a greater range of living things and that different creatures exist in different habitats. Pupils have a secure understanding of materials and know that substances can be classified as solids, liquids or gases. They describe methods and use scientific terms such as filtration, evaporation and condensation. Pupils have a satisfactory understanding of how electrical circuits work and know that motion is affected by forces such as gravity, magnetism and friction. Pupils are provided with a good range of opportunities to carry out scientific experiments and investigations and the good quality of teaching constantly encourages pupils to use their previous learning and their scientific knowledge to inform their hypotheses or to make accurate predictions. The weaker element is that pupils' ability to interpret their data to explain their findings and results is not secure and as a result pupils are not always confident in explaining why things happen as they do in scientific investigations. There are good examples at Key Stage 2 where opportunities are provided within science for pupils to extend their literacy and numeracy skills. These include writing up experiments in a concise, detailed and descriptive manner and where pupils are expected to use their accurate measuring skills in a relevant and meaningful manner in their experiments. At Key Stage 1 there is sometimes an over reliance on commercially produced worksheets which require little written work and instead request pupils to colour in certain pictures. This does little to extend pupils' scientific or literacy skills. There are again some good examples of computers being used to support pupils' learning but this good practice is not as consistent across the school as it should be.
100. The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2.
101. Pupils clearly enjoy taking part in science lessons and they are particularly interested and motivated when provided with opportunities to take part in investigative tasks.

Pupils work well together and are always ready to help out a classmate who might be struggling. Throughout the school pupils handle resources with care and maturity and show a good awareness of health and safety issues. In most instances, pupils behave well and listen with good levels of attentiveness. Opportunities are sometimes missed to develop pupils' independence further by the provision of tasks that require pupils to carry out more personal study and research or for pupils to initiate their own investigations. The marking of pupils' work is variable. There are some excellent examples of marking where what pupils need to do to improve is clearly stated. In these instances pupils take on board the comments and there is an improvement in both the level of presentation and attainment. There are however examples of marking which do little to enhance pupils' learning. The school has identified the need to improve the quality of marking and to more actively involve the pupils in setting targets for their own improvement. These are accurate areas for development and improvement.

102. Teaching is most successful when teachers expect the pupils to use their scientific knowledge to make predictions, hypotheses or explain why things happen as they do. Effective teaching is also characterised by an expectation that pupils will find things out for themselves as young scientific investigators or for older pupils an expectation that they should work towards instigating their own experiments. In good lessons observed at Key Stage 2 on water resistance and setting up circuits in both instances the pupils were given every opportunity to hypothesise and then to test out their predictions. The teacher's interventions were measured and astute, cajoling and encouraging the pupils to not only predict but also to justify and test out their predictions. By the end of the lesson pupils' investigative skills had improved and the pupils saw how scientific knowledge could be put to good use in scientific experiments.
103. In many lessons lesson objectives are often shared with the pupils and good use is made of re-cap at the start and end of lessons to assess what pupils already know or have learned. The best teaching evaluates lessons in an effective manner and the information is then used to guide and inform future lessons. Most lessons benefit from the secure subject knowledge of the teachers which means that topics are explained in such a way that easily advances pupils' own knowledge and understanding and enables any misconceptions to be dealt with in an effective manner. There are occasions however when the teachers' subject knowledge is less secure and this restricts pupils' learning because there is not enough challenge and push for the higher attaining pupils. Pupils with special educational needs receive very good levels of support. Help and guidance provided by teaching assistants are of a very good standard and add much to the quality of pupils' learning.
104. The quality of leadership and management of the subject is satisfactory. The subject has had a number of co-ordinators over a short period of time with the present co-ordinator who has only just taken up responsibility having a good level of subject knowledge and a great level of enthusiasm. She is being supported in the role in an effective manner by the deputy headteacher. Over time monitoring of teaching and learning has been a weakness but now plans are already being implemented for a more regular and rigorous programme of monitoring that includes lesson observation and scrutiny of pupils' work. The procedures for assessing pupils' attainment and tracking pupils' progress are good and include half termly assessment tasks which are also being used to develop a moderated and levelled portfolio of pupils' work. This is an important development to provide guidance for teachers on what is needed for pupils to achieve at a particular level. Other priorities for development include further improvement in pupils' investigative skills, improving pupils' ability to interpret data and in-service training to enhance teachers' subject knowledge. The school runs science days and science weeks where the school has established good links with local

businesses to set up a range of interesting activities for pupils and parents to take part in. These activities together with trips to places of scientific interest such as a photography museum add to pupils' social and cultural development as well as extending their scientific knowledge. Resources to support teaching and learning in the subject have improved significantly over the last two years and are now of a satisfactory standard.

ART AND DESIGN

105. Pupils' attainment in art and design is at an expected level at the end of Year 2 and Year 6. Teaching is of a good standard at Key Stage 2 and this is making an important contribution to the good progress that pupils are currently making and to their good level of achievement. Teaching at Key Stage 1 is satisfactory and pupils make satisfactory progress and are achieving at an appropriate level. Pupils with special educational needs make similar progress to their classmates. No judgement on standards or provision was made in the last inspection.
106. By the end of Year 2 pupils have had experience of working with a range of different media, including chalk, pencil crayon, pastels and paint and they use a variety of different techniques in their work. By the end of Year 2 most pupils know how to mix primary colours to achieve secondary colours. Observational drawings that pupils carry out are of a satisfactory standard. The pupils are adept at putting their own interpretation on observational drawings or portraits so that finished products do not all look the same. Pupils are provided with a satisfactory range of opportunities to work in three dimensions, for example making three-dimensional heads out of clay. Finished products are of a satisfactory standard. Pupils are however not always afforded the opportunity to select materials and tools independently and this sometimes restricts their individual creativity. Pupils investigate materials and recognise that certain materials are more suited for a specific artistic purpose than others. Pupils learn about sculpting and the various associated techniques and have a satisfactory recall of these techniques. Pupils understand that some artists from the past are famous but few pupils have gained a secure understanding of how the work of artists is recognised by their individual style. Pupils are not always as confident in appraising their own or others' work.
107. Pupils make good progress at Key Stage 2 because of the good quality of teaching that places an emphasis on the teaching of specific skills and techniques alongside the development of artistic knowledge. Opportunities continue to be provided for pupils to work with a wide range of materials, to learn different techniques and to work in both two and three dimensions. Pupils' drawing skills show that pupils have a good grasp of perspective. Pupils work in pencil, pastels, and crayons and know that different shading techniques give greater depth to their drawings. Pupils are provided with many opportunities to paint and do so in the style of famous artists such as Klee and Picasso. This work does not simply copy the work of the artists but uses the style and techniques, with the pupils adding their own interpretations. Finished products are of a satisfactory standard with good pieces of work by the higher attaining pupils. Pupils are taught the skills of sketching and put these to effective use in observational drawings.
108. The curriculum provision for the subject is good with pupils provided with opportunities for designing sets, costumes and story boards for a fairy tale production for children in the Foundation Stage. Visits to a local sculpture park enable pupils to carry out good quality observational drawings as well as evaluating how sculptures may be perceived by the sculptor and the observer or the reviewer. Pupils are provided with a glossary of

terms associated with sculpture to give them a better understanding of this artistic activity. Through their study of Aboriginal art the younger pupils gain a good understanding of the importance of symbolism and pupils compose their own pictures based on Aboriginal artistic principles. The work is of a good standard and adds much to pupils' cultural knowledge and understanding as well as their artistic skills. The areas that the school has rightly identified as areas for improvement are the need for pupils to gain a wider knowledge of the work of different artists and in developing the ability to appraise and evaluate more effectively their own work, that of their classmates and that of famous artists. These areas of pupils' artistic development are not as secure as other more practical elements of the subject.

109. The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2. Throughout the school pupils have very good attitudes to the subject and this impacts positively on how well they learn and achieve. Pupils thoroughly enjoy the practical activities associated with the subject and take much pride in their finished work. Behaviour in lessons is often of a high standard and many pupils show a genuine interest in learning new skills. The pupils are not always as ready to evaluate their work or to suggest ways in which it might be improved. The quality of teaching at Key Stage 1 is satisfactory. There is appropriate coverage of the different elements of the subject with adequate opportunities being provided for pupils to work in three-dimensional as well as two-dimensional topics. Teaching provides sufficient attention to the outlining of specific techniques and these are modelled well for the pupils. Pupils are managed well and the teachers' enthusiasm helps to motivate the pupils. There are occasions however when the teaching does not provide pupils with enough opportunities to choose materials or techniques for themselves or resources chosen are not entirely suitable for the purpose and this restricts pupils' own creativity or prevents learning from being stronger.
110. At Key Stage 2 teaching continues to ensure that pupils are provided with a good range of opportunities to work in a wide range of media. Very effective use is made of teaching assistants to support and enhance pupils' learning. The teaching places much emphasis on the teaching of skills and techniques such as shading, the importance of perspective, and observational art. Much emphasis is placed on pupils working on three-dimensional as well as two-dimensional work. Pupils are encouraged to be creative and imaginative. For example when studying the work of famous artists such as Paul Klee or Aboriginal art, pupils are given good quality demonstrations of different techniques but they are still encouraged to be creative in their own compositions. This means that finished work is often original and not uniform across the classes. Teaching is increasingly effective in improving pupils' speaking and listening skills and in contributing to pupils' personal and social development. What is to be learnt in lessons is shared with pupils at the start and evaluated at the end of the lesson. Learning objectives do not only include artistic objectives but also specific speaking and listening objectives which, for example, may include the need for the careful listening to and following of instructions. Objectives are also detailed for working together as a team. The subject is used as a vehicle for discussing and exploring the feelings that art evokes and this brings an added dimension to pupils' spiritual and cultural development.
111. Leadership and management of the subject are satisfactory. The subject is led in an enthusiastic manner by a knowledgeable co-ordinator. The co-ordinator monitors teachers' planning and carries out regular scrutinies of pupils' work around the school. Assessment procedures have been introduced to track pupils' progress as they move through the school and these procedures are being increasingly used as a tool for ensuring that the full range of artistic skills are taught in a systematic and progressive

manner. Plans are in hand to set up a moderated portfolio of pupils' work to provide teachers and pupils with greater guidance as to what is needed to achieve at a particular level. The subject has in the past not been a priority on the school development plan but this is not now the case and within the next 12 months opportunities are to be provided for the co-ordinator to monitor teaching, learning and provision across the school. Other identified areas for development include the continued exploitation of opportunities to use the subject to enhance pupils' speaking listening, and literacy skills through a more focused cross-curricular approach to teaching and learning in the subject. The school is also examining the feasibility of providing more visits and visitors to widen pupils' artistic experiences. The quantity and quality of resources are satisfactory with some artistic displays around the school, such as the work done following the visit to a sculpture park, proving to be an effective learning resource as well as being aesthetically pleasing.

DESIGN AND TECHNOLOGY

112. Standards at the end of Year 2 and Year 6 are in line with those expected for pupils of this age nationally. Teaching is of a good standard at Key Stage 2 and this means that pupils of all abilities are currently making good progress and achieving well. Over time progress has been at a satisfactory level. Teaching in Key Stage 1 is satisfactory and pupils of all abilities are making satisfactory progress and achieving at a level that is appropriate to their ability. Pupils thoroughly enjoy the practical aspects of the subject and put a great deal of effort and concentration into their work. This creates a most effective environment for learning. No judgement was presented on the subject at the time of the last inspection.
113. By the end of Year 2, pupils have been provided with a satisfactory range of opportunities to design, make and evaluate a broad range of products. Over the course of a two year cycle the pupils design and make moving picture mechanisms, furniture for a house or garden, moving vehicles and work with textiles in making puppets and "Joseph's Coat." The finished products are of a satisfactory standard with an appropriate level of creativity and originality. Pupils have a satisfactory awareness of the suitability of different materials for the purpose and join materials effectively using different methods. Pupils are taught how to handle tools in a safe and sensible manner and teachers' planning indicates that pupils have developed a satisfactory awareness of the balance between the designing, making and evaluating processes, although pupils are more confident in the making processes than the designing and evaluating.
114. Pupils are currently making good progress in the subject at Key Stage 2, because of the good quality of the teaching, the enthusiasm of the pupils and the wide and varied learning opportunities and activities that are provided. Pupils examine packaging. They make photograph frames. They design and build moving vehicles, monsters, fairground rides and shelters. They also use textiles and other materials to design and make slippers, football shirts and pencil cases. Appropriate emphasis is given to food technology with the making of biscuits and the analysis of the texture, aroma and taste of different types of bread. The finished products are often of a satisfactory standard with the higher attaining pupils producing work of a better standard. Discussions with pupils show that they have a satisfactory awareness of the fact that different materials are needed for different products such as pencil cases or slippers and are secure in their knowledge that different types of joints and fixings are needed for different tasks. Pupils' design skills are satisfactory although at times they are a little over ambitious, for example when designing vehicles with a moving cam, which they realise when they come to build the vehicle. Pupils are eager and excited to talk about their work but the

co-ordinator has accurately identified the need for pupils to enhance their ability to put finishing touches to the final product that would enhance the overall impression and to develop pupils' ability to critically and constructively appraise their work and that of their classmates

115. The quality of teaching and learning is satisfactory at Key Stage 1 and currently good at Key Stage 2. Teaching is effective in Key Stage 1 when what pupils are to learn is clearly outlined in the planning process and specific attention is paid to the development of a particular skill within the different activity. Appropriate attention is not always paid to what has been previously learnt so that pupils can put this prior learning to effective use. Teaching at Key Stage 2 is good and at times very good and excellent. Planning is of a consistently good standard and sets out clearly what pupils are to learn. A strength is the fact that planning clearly outlines specific design and technology skills to be acquired and also identifies opportunities to strengthen pupils' speaking and listening skills, and capitalises on opportunities to reinforce pupils' mathematical skills through estimation and accurate measurement.
116. The management of pupils is good across the school, resources are well prepared and lessons zip along at a good pace. This means that there is a good use of time with very effective use made of teaching assistants who make an important contribution to how well pupils learn. In an excellent lesson for pupils in Years 3 and 4 and a very good lesson for pupils in Years 4 and 5 both teachers made excellent use of open-ended questioning to get the pupils thinking about how they were going to get a picture to stand up and to design and build moving parts in a car. Pupils were thoroughly engrossed as they discussed and shared a whole range of different techniques, mechanisms and joining techniques. Teacher interventions were sharp and incisive but never over-directed. Constant references were made to pupils' prior learning. By the end of the lessons not only had pupils' designing skills been enhanced but there had been gains in their speaking and listening skills, problem solving skills and the ability to work with one another. Throughout the school the attitudes of the pupils, their enjoyment of the subject and their willingness to work together help to create a most productive and effective learning environment with collective groans of disappointment as the teachers bring lessons to an end.
117. The subject is led and managed in a satisfactory manner. The co-ordinator is knowledgeable and enthusiastic and has a good grasp of the strengths and areas for development within the subject. The subject has not been an identified area of priority on the school development plan but it is to be so in the near future and opportunities are to be provided for the co-ordinator to monitor the quality of teaching and learning across the school. The co-ordinator however scrutinises teachers' planning and displays work samples around the school. The action plan for the subject includes priorities such as the further use of the subject as a means of enhancing pupils' literacy, speaking and listening and problem solving skills and to further refine assessment procedures to enable teachers to have a better grasp of the skills that pupils have or have not mastered as they move through the school. Visits to a local sculpture park, a photography museum and good quality resources enhance the provision that is made for the subject.

GEOGRAPHY

118. Standards in geography at the end of both key stages are in line with national expectations. Evidence indicates that throughout the school pupils of all abilities are making good progress and achieve well. Much of this due to the good quality of

teaching which ensures that pupils' prior knowledge is systematically built on and developed. The co-ordinator has worked hard to develop a programme of learning that interests pupils and planning has been carefully thought through with this in mind. Attention has been given to developing pupils' geographical skills including mapping, planning, identifying environmental features and thinking about man's impact on the world around them as well as geographical knowledge of the world and its physical features. Because pupils relate well to some of these ideas, they learn effectively, and confidently explain, in Year 6 for example, why pollution is an issue long term. No judgement was presented on the subject at the time of the last inspection.

119. By the end of Year 2, pupils' knowledge and understanding of topics covered are satisfactory. Teachers use the local area well to support learning and as a result, pupils have a secure understanding of their locality. They have a secure understanding of where their village is in relation to the local region and the British Isles. They know that homes differ in features and design. By following a route to school, they make accurate observations which effectively support their understanding of where buildings are located and of what nature. For example, they know shops have to be near roads for buses and cars to get to. They are introduced to technical vocabulary, for example, 'terraced, semi-detached and detached' but not all pupils use this vocabulary when explaining their work. Much of the written work of the higher attaining pupils is independent but at times lacks subject specific detail. Lower attaining pupils receive guided support so that they too achieve well. Pupils' mapping skills are at a satisfactory level. Walks enable pupils to create simple routes, which they record in an appropriate manner.
120. In Years 3 to 6, pupils continue to make good progress. Pupils identify physical and man-made features correctly, and are aware of different climatic conditions around the world. They have explored the location of settlements, looking at historical maps, and have a satisfactory understanding as to why towns and villages became established where they did. They have learnt, and use in an appropriate manner, terminology, including 'urban, rural and city'. Higher attaining pupils devise their own map symbols, and make good judgements about where to place certain features. All pupils, however, use simple 'keys' to identify features on their maps. Pupils' abilities to draw maps and plans are appropriately developed and more able pupils learn to use 2 and 4 figure grid references, or to use ordnance survey symbols in their work. Work of a contrasting and less economically developed village in India helps them gain a secure understanding of how people's lives and living conditions differ across the globe. Pupils have used this topic to support other subjects including art and music, for example, when they listen to and learn songs from this region and look at Islamic designs. Pupils have a sound understanding of coastal features and mountain environments and are aware of local environmental issues when they study local traffic conditions. There are good opportunities for pupils to consider items of national and international news, which have geographical implications and these opportunities motivate pupils and engage their interest well in setting their lives in a global context. For example, pupils in Year 6 know where major areas of conflict are and how this impacts on the lives of people in that region. Teachers in Years 3-6 make very sensitive links with pupils' work in personal and social education and in developing an awareness of a world beyond their immediate locality.
121. The quality of teaching and learning is good. Visits to places of interest and the local area are used well to support learning and the school is currently considering a residential visit which will further enhance pupils' social and curriculum experiences. Teachers have made good use of field studies both locally and further afield, Pupils have a good recall of visits, which bring their learning to life and provide them with

much pleasure. The good teaching is seen when lessons are well planned and prepared so that pupils are keen to learn and the tasks provided are both interesting and challenging. There is often a good balance struck between the promotion and development of geographical skills as well as the teaching of geographical knowledge. Some good examples were observed of computers being used to enhance pupils' learning and for the subject to be used as a vehicle for expanding pupils' writing and mathematical skills. It is this effective practice that needs to be disseminated across the school. Pupils' attitudes towards geography are good. They listen attentively, ask relevant questions and are keen to learn. Pupils are enthusiastic about the subject and are keen to develop a wider knowledge and understanding of the world in which they live. Pupils behave well in lessons and show good levels of concentration. Many pupils are ready to take on board constructive comments to help them improve. There are some good examples of the marking of pupils' work, but there are occasions when teachers do not provide enough guidance to pupils as to what they need to do to improve and this prevents learning from being stronger. The school has rightly identified the need for pupils to be provided with more opportunities for personal study and research and for taking a greater initiative for their own learning

122. The subject is led in a satisfactory manner, although it is acknowledged that the subject has not been of high priority. Time has been given to analyse teachers' planning, and there is clear understanding of how the subject needs to be developed. It is now highlighted as a priority for development and plans are in hand for a more rigorous approach to monitoring teaching and learning through lesson observation and the regular scrutiny of pupils' work. These are appropriate areas for development. Assessment procedures are satisfactory with teachers analysing the skills and knowledge pupils acquire and recording this information well in order to guide and inform future curriculum planning. Although resources are satisfactory there is a need to update resources to more effectively support teaching and learning in the subject.

HISTORY

123. Pupils' attainment at the end of Years 2 and 6 is below the nationally expected level. The quality of teaching and learning is currently satisfactory with pupils being taught all elements of the subject in sufficient depth, but over time this has not consistently been the case. Pupils of all abilities have made satisfactory progress in learning about past times and events, although pupils' historical skills of enquiry are not sufficiently developed. This is sometimes further hindered by pupils' reluctance to take initiative and responsibility for their own learning and by a lack of consistent opportunities for pupils to carry out independent study and research using either books or computers. No judgement was made relating to provision or standard at the time of the last inspection.
124. By the end of Year 2 pupils do not have a secure understanding of chronology. The teaching ensures that pupils are introduced to famous people in history and they are able to compare in an appropriate manner how things such as houses and lifestyles have changed over time. Pupils however find difficulty in putting historical events in chronological order or to use appropriate language to describe how things have changed over time. The pupils have a limited understanding of the different sources of evidence that can be used to tell them about the past. Pupils talk securely about periods in history that they have recently studied but have more difficulty in recalling what they have previously studied. The satisfactory teaching continues at Key Stage 2 but attainment remains below the expected level by the end of Year 6. Pupils have a satisfactory knowledge of the periods of history that they have studied which include the Tudors and Ancient Egypt. Pupils have used their study of World War 2 to develop a satisfactory understanding of the differences between the past and present. Pupils describe some of the main events, people and changes in the periods of history that they have studied. Only a small number of pupils have a secure understanding of the fact that different people may interpret historical events and happenings differently. Pupils do not have a good understanding of the fact that there are primary and secondary sources of evidence to help them find out about the past.
125. Teaching and learning are satisfactory. Planning now ensures that appropriate attention is given to the development of historical skills alongside historical knowledge. Pupils are managed well. Pupils enjoy learning about historical events and are keen to expand their knowledge of the past. They talk enthusiastically about the subject but show a little reluctance to find things out for themselves, instead relying on the input from teachers. Teachers' subject knowledge is secure. Some good examples were seen of the subject being used to develop pupils' writing skills but this good practice is not consistent across the school. Opportunities are also missed for computers to be used to help pupils carry out research tasks in finding things out about the past. The school has enhanced pupils' learning through visits to museums and places of historical interest such as Normanby Hall and Eden Camp.
126. Leadership and management of the subject are satisfactory. The co-ordinator has good subject knowledge and is keen to develop and improve provision and standards. Long term planning and documentation to support teaching and learning are now of good quality and are proving effective in ensuring that all skills and knowledge are covered in sufficient depth. Assessment procedures are being further refined to assess and track pupils' progress as they move through school. Opportunities to monitor teaching and learning through lesson observations and the scrutiny of pupils' work have been limited but plans are in hand to rectify this when the subject is a priority area on the school development plan in the near future. Resources are satisfactory overall but there is a need to develop a good range of historical artefacts to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards in information and communication technology are in line with national expectations at the end of Year 2 and Year 6. Pupils make satisfactory and sometimes good progress at Key Stage 1 and good progress at Key Stage 2. Pupils with special educational needs make similar progress to their classmates because of the good levels of support that they receive from teachers and teaching assistants. There has been very good progress and improvement in the subject since the time of the last inspection, helped by the fact that the subject has been a high priority area for development within the school.
128. Pupils in Year 1 and Year 2 develop their keyboard skills in a satisfactory manner and work independently to click on to a programme using a mouse, and select appropriate icons to choose words and create sentences. By the end of Year 2 pupils use word-processing skills in a satisfactory manner. Pupils use computers in an appropriate manner to classify information and to present their findings with higher-attaining pupils saving their work to their own file and printing it out. Pupils know and understand that computers respond to instructions. Pupils know terminology such as screen, mouse and icons. Pupils understand that information can be presented in different formats on the computer, such as text, tables, and graphs. Pupils' knowledge of the applications and uses of information and communication technology in the wider world is less secure.
129. Pupils make good progress during their time at Key Stage 2. In Year 3 and Year 4 more able pupils write a list of commands to produce a shape and have learned to use a repeat command. Pupils with lower prior attainment carry out similar tasks with support. Most pupils in Years 3 and 4 draw a text box, write text, changing size, colour and font and insert pictures into their work. By the time they are in Year 6 most pupils send an e-mail to another school member and are learning to communicate more widely using e-mail. They use the Internet to find out information and create columns and charts using spreadsheets. Pupils' word processing skills are at an appropriate level when drafting and editing work. Pupils recognise that poor quality information leads to unreliable results. Less evidence was available during the inspection of computers being used to control events in a predetermined manner and to sense physical data. Pupils are not always secure in the uses of information and communication technology outside of school.
130. Teaching and learning in the subject are satisfactory in Key Stage 1 and good in Key Stage 2. The pupils have very positive attitudes to the subject and are always keen to work on the computers. They do so with good levels of concentration and perseverance even when there are problems with the computers or the software. Pupils are always ready to help one another and behaviour in lessons is often very good. These very positive attitudes and good behaviour make an important contribution to the effective learning environment that is a feature of many lessons. Throughout the school the learning of computer skills is good, and teachers ensure that pupils' progress builds on their prior attainment. Teachers' knowledge and understanding are secure at Key Stage 1 and good at Key Stage 2 because of the training they have received. Lessons are well planned and prepared, and good use is made of teaching assistants to support individuals and groups of pupils. At Key Stage 2 teachers give very clear explanations and ensure that pupils know exactly what they are going to learn and what they have to do. In a Year 5/6 lesson for example, the teacher clearly explained the steps involved in sending an e-mail, this was reinforced by pupils

discussing the process in pairs, then summarised by one pupil on a flip-chart, making a good contribution to developing speaking and listening, and literacy skills. The quality of teaching led to good advances in pupils' learning. In Key Stage 1 there is sometimes a lack of challenge for the highest attaining pupils and expectations of what they will achieve are too low. Whilst there are some good examples of computers being used well across the school to support and enhance pupils' learning in other areas of the curriculum such as mathematics and science there are too many missed opportunities, particularly for providing more opportunities for pupils' independent study and research.

131. The leadership and management of the subject are very good. The subject has been a high priority for the last two years and the school has followed a clear action plan for its development. Under the leadership of the headteacher, who is the co-ordinator, resources have improved considerably and are now of a very good standard. The school has a computer suite which is used regularly by all classes, as well as access to computers in the classrooms. Projectors are used regularly in classrooms as an introduction to lessons, followed by the opportunity for pupils to practise their skills in the suite. All staff have received a good level of training and more is planned. A computer club which runs after school enables pupils to further develop and practise their skills. The headteacher monitors the subject thoroughly, by monitoring teaching and learning, looking at samples of work and evaluating the way in which computers are used to support and enhance pupils' learning across the curriculum. These developments in information and communication technology over the last two years have already had a positive impact on standards and inspection evidence indicates that given more time and a continued focus as planned, standards will rise even further.

MUSIC

132. Standards in music are in line with national expectations at the end of Year 2 and Year 6 with particular strengths in singing and musical appreciation by the end of Year 6 where standards are above average. Singing is a particular strength and pupils enjoy this aspect of music from starting in the school at Foundation Stage through to the time they leave in Year 6. The singing in the assemblies, for example, is joyful and expressive, adding to the spirituality of these occasions. Pupils of all abilities achieve well and make good progress in music. How well pupils achieve owes much to the good quality of teaching and to the very good attitudes of the pupils. Pupils thoroughly enjoy the subject and show high levels of interest and enthusiasm. Pupils' enthusiasm for music is apparent in the way they talk animatedly about the very many opportunities and activities in which they take part. Behaviour is consistently of a very good standard and pupils show a genuine desire to gain new knowledge and skills. These factors help to create a very good and effective learning environment. Good teaching at Key Stage 1 and even better teaching at Key Stage 2 encourages pupils to join in, have fun exploring music and learn skills that pupils of all abilities achieve success in. The subject plays an important role in supporting pupils' confidence and social development. For example, the very popular 'talent show' gave budding young 'pop-stars' in school an opportunity to sing their favourite tunes. Adults and pupils shared an experience that clearly helped support the excellent relationships people in the school share. No judgement on standards or provision was made in the last inspection.
133. By the end of Year 2 most pupils produce loud and soft notes on percussion instruments and clap to repeat a rhythm. Pupils recognise and sequence sounds by pitch. Pupils are developing the ability to make sensible suggestions for improving one another's compositions. They sing tunefully in assembly and listen to a good range of

different music. They are learning the correct musical language, identifying the sounds made by the instruments of the orchestra and are beginning to say which kinds of music they prefer. Good opportunities are made for the pupils to develop their skills in composition. Opportunities are provided for pupils to perform in class, assemblies and at special events and occasions. Pupils' knowledge and awareness of the music of famous composers are limited.

134. Pupils continue to acquire knowledge and skills at a good rate during their time in Key Stage 2. A good range of musical styles is used as background music in assemblies, and these are usually annotated so pupils take in examples of different styles and cultures, such as, Dave Brubeck's 'Take Five'. Pupils talk about having listened to opera, classical tunes and pop-music of current favourites, and about how they are given time to listen to and talk about what the music makes them feel. This provides them with good opportunities to listen and speak and express views and opinions on a regular basis. Other evidence shows pupils taking part in performances including playing untuned percussion, which they complete in a satisfactory manner. Provision enables pupils to work on musical composition projects, learning how to use musical notation accurately and to play back what they have composed. For example, pupils have a satisfactory knowledge of musical language including the names of the notes and how to recognise repeats and high and low pitched sounds. Opportunities are also available for a limited number of pupils to take up peripatetic music tuition, for example in clarinet and string instruments. In addition expertise is brought in for one teaching session a week from a music specialist to add to pupils' learning experiences effectively. Music and dance activities are offered regularly as an additional way to extend pupils' musical learning.
135. The quality of teaching and learning across the school is good. Lessons are planned to make sure all pupils build on previous learning well. Higher attaining pupils at Key Stage 2 who are learning to play an instrument and who can already read music, are often grouped together and are expected to record their compositions using traditional notation. The quality of the teaching encourages pupils to become involved in the lesson and enjoy exploring music while successfully learning the necessary skills. The good quality of teaching ensures that all elements of the subject are taught in sufficient depth with an emphasis put on the direct teaching of specific skills such as singing. This leads to a good improvement in pupils' performance with appropriate time given for practicing and refining new skills. Pupils with special educational needs are supported very effectively to ensure they are fully involved in all aspects. There are some examples of computers being used to support pupils' learning but this good practice is not consistent across the school. There are some good opportunities to perform and listen to music from different countries and this is effective in enhancing pupils' spiritual and cultural development.
136. The subject is led and managed in a satisfactory manner by the co-ordinator who shows great enthusiasm and has a good level of expertise. Opportunities to monitor teaching and learning have been limited but plans are in hand for this to happen when the subject is an identified area for development in the near future. Pupils' achievements are recognised but not yet formally recorded and this is an area for improvement. Resources are adequate, and the school has built up a good selection of recorded music to improve provision. The school has a Lively Music scheme with a number of CDs which are used to support teaching and learning effectively, especially where teachers' expertise in the subject is more limited.

PHYSICAL EDUCATION

137. Standards in physical education are in line with national expectations at the end of Year 2. Pupils of all abilities make satisfactory progress. The good and at times very good and excellent teaching at Key Stage 2 results in pupils, including those with special educational needs, making good progress throughout their time in this key stage. By the end of Year 6 standards are above average and pupils achieve well. No judgements were made on teaching, standards or provision for this subject at the time of the last inspection.
138. By the end of Year 2 pupils move confidently, showing a suitable awareness of space and other pupils. They develop appropriate dance movements in response to music, introducing suitable variations in speed, shape and direction. Pupils demonstrate satisfactory levels of co-ordination, creativity and imagination. Pupils throw and catch a ball at an appropriate level. They play games in small groups and show appropriate levels of co-operation. Pupils have developed an appropriate awareness of the effect that exercise has on the body and that exercise is important for a healthy life style. The higher attaining pupils intervene well in a passing game and show a good level of hand-eye co-ordination.
139. Pupils build up their skills well at Key Stage 2. By the end of Year 6 many demonstrate good ball control, attack and defend well and know the importance of balance, body shape and speed in developing their skills. They have good spatial awareness, moving with speed and accuracy in dodging, attacking and defending activities. They transfer their skills to games such as football, netball, volleyball and hockey in an effective manner and are already developing a good awareness of tactics. Pupils show an equal measure of competitiveness and sportsmanship. Pupils develop good movement in dance and gymnastics, being able to link movements together creatively, and practise and refine what they do. Standards in swimming are above average. Most pupils can swim at least 25 metres and many can swim much further than this. Pupils throughout the school have very positive attitudes to the subject. They thoroughly enjoy physical activity and take part with high levels of enthusiasm. Behaviour in lessons is very good with pupils showing a readiness to work together and co-operate. All these factors help to create an effective learning environment.
140. The quality of teaching and learning is satisfactory at Key Stage 1 and good with some very good and excellent features at Key Stage 2. In Key Stage 1 lessons are well prepared and planned, and the pace is brisk ensuring that pupils are motivated and continually occupied. However, occasionally the tasks they are asked to do are too difficult for the younger pupils and those of lower prior attainment, for example being asked to intervene and win a ball before catching skills are sufficiently developed. Opportunities for children to develop independence by putting out and collecting in equipment are sometimes missed. The teaching at Key Stage 2 is effective because teachers are very enthusiastic and have good subject knowledge. A great strength of teaching in this key stage is that specific skills are taught in a direct manner and this leads to improvements in pupils' performance levels. Appropriate time is given for pupils to practise and refine these skills before they are put to good use in a small games situation. This was clearly apparent in an excellent Year 6 lesson where pupils made excellent progress in developing skills of attack and defence, because the teacher gave a very clear explanation and analysis of their performance. Teachers make very good use of examples of good practice to demonstrate to the rest of the class. This often leads to a significant improvement in performance of many class members.

141. The leadership and management of the subject are good. The co-ordinator is very knowledgeable about the subject and has developed good quality documentation to support teaching and learning which makes an important contribution to how well pupils acquire the necessary skills as they move through the school. The co-ordinator has a good grasp of the strengths and areas for development in the subject which includes further development of assessment procedures and the monitoring of teaching and learning across the school. Staff have attended good quality in-service training sessions which has helped improve teachers' expertise and this has impacted positively on how well pupils learn. The curriculum is enhanced by a good range of after-school clubs in netball, rounders, athletics, football and hockey, which are organised on a rolling cycle across the year. These add much to pupils' personal and social development as well as improving pupils' sporting skills. There is also a very good range of activities provided before school and at break and lunch times, which are part of the Healthy Schools Initiative to promote a more active lifestyle. Resources for the subject are very good.

RELIGIOUS EDUCATION

142. Standards are in line with the expectations of the Locally Agreed Syllabus at the end of Year 2 and Year 6. Throughout the school pupils of all abilities make good progress and achieve well. This owes much to the very good attitudes of the pupils who are only too willing to learn and the quality of teaching which is good at both key stages. Pupils at Key stage 2 are particularly interested in the subject as they get older because they show a desire to find out more about the world around them and are keen to reflect on what they learn. The school also reinforces new learning through the very comprehensive personal, health and social education programme and very engaging assemblies. There was no judgement of standards or provision in religious education in the last report. Pupils in Year 6 talk confidently about work they have covered, and the level of detail seen in their books exceeds what is normally found. Pupils of all abilities achieve well, because very good support from teaching assistants helps the lower attaining pupils to ask questions and make appropriate written recordings. Literacy is developed appropriately through this subject.
143. By the end of Year 2, pupils have a satisfactory knowledge and understanding of different religious traditions. They talk confidently about their knowledge of special places and books that explain about religions and they know about the work clergy do. They have a secure understanding of what prayer signifies and how they need to appreciate the world around them. This reflective awareness helps promote their moral development, and the kindness and consideration they must show to others, especially those less fortunate than themselves. Symbols and artefacts denoting the different faiths are introduced to them successfully, and pupils are beginning to recognise, for example, that 'light' is a common theme with candles in church, and 'divali' in the Hindu faith. They know many of the stories in Christianity, and recognise that these stories often have meanings. For example, they know Jesus told stories to help people understand how God wants us to behave, relating this well to why they have their class rules. The assembly on a variation of the 'Prodigal Son', confirmed for pupils that it is acceptable to make mistakes, providing you learn from them. Pupils have a satisfactory understanding of special celebrations and traditions and how different faiths have things that are common features, for example, understanding how 'harvest time' is an important way to thank God for the food we have. Pupils are less secure and confident in making comparisons between different faiths and religions.

144. By the end of Year 6, pupils have developed a secure understanding and awareness, of Islam, Judaism, Buddhism and Christianity, again connecting common themes that underpin religions generally. For example, they explain confidently, why prayer or meditation is important in all faiths, and how religious belief encourages people to follow certain traditions and values. Pupils are secure in their knowledge that Buddhism is a way of life where all living things are special and to behave well in the world and to look after things is important for the future. The subject is linked closely to pupils' awareness of environmental issues and they have explored different ideas of how the world was created. Some extremely powerful writing in books from pupils in Year 5 and Year 6 show how teachers have helped pupils consider the nature of 'heaven; and the care a "Supreme Being" takes of people who have died. For example, 'Heaven is a place that started at the beginning of time, and it will never end even if the world does'. Where teaching is good, opportunity is given for pupils' to express their views and ideas, and teachers sensitively value their contributions. Pupils' develop a good sense of the spiritual nature of life through the good teaching and learning that emerges at this key stage.
145. The quality of teaching and learning is good throughout the school. Pupils have very good attitudes to the subject. They behave very well in lessons and listen with good levels of attentiveness. They show a desire to learn and gain knowledge of different faiths and cultures. Pupils are not as ready to take initiative or responsibility for their own learning and rely on the input from teachers. Teachers use resources well, planning lessons in line with the syllabus. Lessons are well planned and pupils are managed well in all lessons. Much attention is given to developing pupils' knowledge and understanding of different world faiths with a good amount of time allowed for pupils to reflect on what they have learnt. Teachers pay due attention to developing speaking and listening skills as well as ensuring knowledge and understanding are sound. Teachers use a good range of questioning skills to ensure pupils of all abilities take an active role in lessons. Assemblies and 'Circle Time' provide good opportunities to enhance pupils' spiritual development, reinforcing messages they learn about in religious education. Regular visits to places of worship and contributions made to teaching by visitors are regarded as special, and pupils talk about these enthusiastically. Limited use is made of computers for pupils to find out more and work independently. Assessment of how well pupils achieve is being developed effectively, and certainly, teachers try hard to build on pupils' previous learning effectively, by checking planning matches their needs well. Pupils' skills in understanding information and their ability to analyse and reflect on what they learn are recorded with a view to building portfolios of learning in the near future. Pupils of all abilities achieve well, because very good support from teaching assistants helps the lower attaining pupils to ask questions and make appropriate written recordings.
146. The subject is led in a satisfactory manner by a knowledgeable and enthusiastic co-ordinator. The co-ordinator has a good grasp of the strengths and areas for development within the subject and who has worked hard to identify resources and support materials, including artefacts that provide pupils with good visual experiences. Teachers who need support in delivering particular elements are guided well by the co-ordinator. Opportunities to monitor teaching and learning in the subject through lesson observations and the regular scrutiny of pupils' work have been limited but the school Although little time has been given to the monitoring of teaching, learning and standards, the school has identified this as an area for further attention. Resources to support and enhance pupils' learning are satisfactory.