

INSPECTION REPORT

**GREAT GLEN ST CUTHBERT'S
CHURCH OF ENGLAND PRIMARY
SCHOOL**

Great Glen, Leicester

LEA area: Leicestershire

Unique reference number: 120131

Headteacher: Mrs M Branagh

Reporting inspector: Mr M Newell
10638

Dates of inspection: 9th – 12th December 2002

Inspection number: 248098

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	The Chase Great Glen Leicester Leicestershire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs T Coates
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	Mr M Newell	Registered inspector	English as an additional language Information and communication technology History	The school's results and pupils' achievements How well are pupils taught? What could the school do to improve further?
19335	Mrs S Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
12997	Mrs C Cheong	Team inspector	Foundation Stage Art and design Music	How good are the curricular and other opportunities offered to pupils?
10611	Mr M James	Team inspector	Educational inclusion. Mathematics Religious education	How well is the school led and managed
10228	Mrs S Russam	Team inspector	Special educational needs English Geography	How well does the school care for its pupils?
10068	Mrs A Wilkinson-Tilbrook	Team inspector	Science Design and technology Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Great Glen about 6 miles south of the city of Leicester. The majority of pupils live in close proximity to the school. There are currently 294 pupils on roll with 157 boys and 137 girls and this makes the school bigger than average. The majority of pupils attending the school are of white ethnic origin with a small percentage of pupils from other ethnic backgrounds of whom a small number speak English as an additional language. The percentage of pupils known to be eligible for free school meals stands at less than 3% and this is below the national average. The percentage of pupils identified as having special educational needs is 16% and this is below the national average, although the percentage of pupils with a statement of special educational needs at 1.5% is broadly in line with the national average. Assessment data shows that attainment when children start school covers the full ability range and is at an average level overall. The school has experienced considerable staff turbulence during the last two years. The present headteacher took up post in January 2001 and 9 new staff joined the staff from September 2001 onwards, including the deputy headteacher who took up post in September 2002.

HOW GOOD THE SCHOOL IS

Under the very good leadership of the headteacher this is a continually improving school with a number of significant strengths. The headteacher has set a clear and accurate agenda for school improvement and standards are rising. Teaching in the Foundation Stage and in Year 1 and Year 2 is consistently good and at times very good. A similar picture emerges for some younger and older pupils at Key Stage 2. This ensures that these pupils are currently making good progress and achieving well. Pupils' attitudes and the provision made for their personal development are very good. The school provides a good curriculum for pupils and has established a strong partnership with parents. The school provides satisfactory value for money.

What the school does well

- Standards in reading and speaking and listening are very good by the time that pupils leave the school.
- Teaching is consistently good and at times very good in the Foundation Stage, Years 1-2 and for some pupils at Key Stage 2, and pupils in these classes are currently making good progress and achieving and attaining well in many subjects of the curriculum.
- Pupils have very good attitudes to school and behave well. Relationships in the school are very good and the school makes very good provision for the personal development of all pupils.
- The school provides a good curriculum which is enhanced by good quality learning opportunities outside of the formal curriculum and the provision it makes for pupils spiritual, moral, social and cultural development.
- The school has established strong and effective links with parents who make a strong contribution to children's learning both in the school and at home.
- The school is very well led and managed by the headteacher and she is well supported by an effective deputy headteacher and Governing Body.

What could be improved

- Standards in writing.
- The setting of work, and in some instances curriculum provision, that consistently meets the individual needs of pupils, particularly for the higher attainers and pupils with special educational needs in Years 3 - 6.

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 with the whole process of improvement being sharper and more focused since the appointment of the present headteacher. Standards have risen, though the school recognises that there is still work to be done to address any weaknesses linked to inconsistencies in the progress made by some pupils. Teaching however has improved significantly since the time of the last inspection with a reduction in the percentage of unsatisfactory teaching and an increase in the incidence of good, very good and better teaching. Pupils' attitudes to school have improved. In terms of the specific key issues that were identified, curriculum planning has greatly improved and the improvement in pupils' personal development is such that it is now a strength of the school. More effective procedures to monitor curriculum provision and the quality of teaching and learning are now in place and are proving successful. The annual Governors' report to parents now fully meets all statutory requirements and is of a good standard. Under the leadership of the headteacher, a committed staff and a most supportive and effective Governing Body the school is well placed to continue to improve.

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	
	2000	2001	2002	2002	
English	B	C	A	B	well above average A above average B average C below average D well below average E
mathematics	C	C	B	C	
science	B	C	A	B	

The table shows that in 2002 pupils' attainment at the end of Year 6 was well above the national average in English and science and above the national average in mathematics. When compared to similar schools levels of attainment are above average in English and science and at an average level in mathematics. Inspection findings indicate that standards in reading and speaking and listening are well above average and standards in writing are at an average level. Overall, standards in English are above average. Standards in mathematics and science are also above average. The school's trend of improvement has been above the national trend. Over time however there has been some inconsistency in the progress made by different groups of pupils, not assisted by considerable staff turnover, and this helps to explain the fluctuating levels of attainment over different years. Teaching and learning are currently satisfactory overall in Years 3-6, with good, and at times very good, teaching for

some of the younger pupils and some good practice for the older pupils. When this is the case good and at times very good progress is made by pupils. There are still times however when some pupils do not consistently make the progress of which they are capable. The school has already put in place effective measures to deal with this issue. The commitment of the headteacher and the staff to further improving standards is reflected in the challenging targets that are being set in literacy and numeracy.

Standards are above average by the end of Year 6 in religious education, history and physical education. Standards in information and communication technology, art and design, design and technology, geography and music are at an average level although there are a number of pupils who are accomplished musicians because of the instrumental tuition that they receive. Pupils have made satisfactory progress over time in these subjects with progress good in physical education. When teaching is good and at times very good within individual lessons, pupils make good strides in their learning. The progress made by pupils with special educational needs and pupils for whom English is an additional language is similar to their classmates.

The results of the 2002 National Curriculum tests at the end of Year 2 show attainment to be above the national average in mathematics, average in reading and below the national average in writing. Attainment when compared to similar schools is average in mathematics, below average in reading and well below average in writing. Results in writing are suppressed by the fact that too few pupils exceeded beyond the level expected of 7-year-olds. Teacher assessments in science show attainment to be broadly in line with the national average. Over time there has again been a fluctuating pattern of attainment. Inspection findings show that attainment in reading, speaking and listening, mathematics and science is currently above average and average in writing. The differences between test results and inspection findings can be partially explained by the differing natural ability levels of the different cohorts. However, the main reason is because the pupils now benefit from consistently good and at times very good teaching which ensures that pupils of all abilities, including those with special educational needs and the higher attainers, are currently making good progress and achieving well. Pupils for whom English is an additional language make similar progress to their classmates. Standards in information and communication technology, religious education, art and design, history, music and physical education are above average with all pupils making good progress and achieving well. Standards in design and technology and geography are at an average level with all pupils making satisfactory progress.

When children start school their attainment covers the full ability range and is at an average level overall. The children benefit from good and at times very good teaching and as a result make good progress. By the time that children start in Year 1, attainment is above average in personal, social and emotional development, in communication, language and literacy, mathematical development, and in physical and creative development. Children meet the Early Learning Goals in their knowledge and understanding of the world.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are enthusiastic learners and have a very positive attitude to all that the school has to offer.
Behaviour, in and out of classrooms	Good. Behaviour is generally of a good standard in class and around the school with the vast majority of pupils showing a good sense of self-discipline and awareness of the impact of their actions and behaviour on others.
Personal development and relationships	Very good. The school provides many opportunities for pupils to take responsibility and initiative for their own learning and for jobs and tasks around the school. The pupils thrive and flourish on the responsibilities that are entrusted to them and this makes a significant contribution to pupils' personal development. Relationships across the school are very good and this adds much to the community and family ethos of the school.
Attendance	Very good. Attendance rates are well above the national average and pupils clearly enjoy coming to school.

TEACHING AND LEARNING

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

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 and in Year 1 to Year 2 is consistently good with some very good features. Occasionally teaching in the Foundation Stage is excellent. The quality of teaching for pupils in Year 3 to Year 6 is satisfactory overall. However teaching for some of the younger pupils is often good and at times very good some good and occasionally very good teaching was observed for some of the older pupils in school. The main area for improvement is to ensure that the tasks and work that are set are more accurately matched to the individual needs and abilities of the pupils so that all pupils consistently make the progress of which they are capable.

The good quality of teaching in the Foundation Stage provides many opportunities for children to learn through investigative, practical and open-ended tasks alongside the more formal activities. Every activity is seen as a learning opportunity and teachers and support staff help to make sure that learning is fun. Support staff make an important contribution to how well children learn and children get a good start to their educational lives at the school.

Teaching in English is good in Year 1 to Year 2 and satisfactory in Year 3 to Year 6. Reading skills are taught well across the school and many opportunities are provided for pupils to develop their speaking and listening skills through discussions and debates and through the greater emphasis the school is now putting on drama activities and role play. There is a need to ensure that writing skills continue to be taught in a direct and systematic manner.

Mathematics is taught well across the school with many opportunities provided for pupils to investigate numbers and problem solve alongside the development of pupils' numeracy skills. Good opportunities are provided for pupils to carry out experiments in science where they are expected to put their scientific knowledge to the test in hypothesising and making accurate predictions. Teaching in music and physical education is good with some very good features throughout the school. Teaching in information and communication technology, religious education art and design and history is good in Year 1 to Year 2 and satisfactory with some good practice in some classes in Year 3 to Year 6. Teaching in design and technology and geography is satisfactory across the school with some good features. Where teaching is at its best, 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 impact most positively on pupils' learning and achievement. There are some good examples of the marking of pupils' work being used to explain what pupils need to do to improve or why a particular piece of work is good. This very good practice is not as consistent across the school as it should be.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provision for the children in the Foundation Stage is good. In Year 1 to Year 6 the school is providing a broad and balanced curriculum which is enhanced by a good range of visits, visitors and a very good range of extra-curricular activities. The provision made for pupils' personal, health, and social education is good.
Provision for pupils with special educational needs	The school makes good provision for children in the Foundation Stage and satisfactory provision in Year 1 to Year 6. There are appropriate levels of support for pupils but not all teachers make the most effective use of pupils' individual education plans to enhance pupils' learning still further.
Provision for pupils with English as an additional language	Satisfactory provision is made for the small number of pupils for whom English is an additional language. This enables pupils to take a full and active part in all aspects of the curriculum and the life of the school as a community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes very good provision for pupils' social development and good provision for pupils' spiritual, moral and cultural development. This quality of provision makes an important and significant contribution to pupils' personal development.
How well the school cares for its pupils	Good. This is a caring and supportive school where the welfare and well-being of pupils is nurtured alongside their academic development. Good procedures are in place for assessing pupils' attainment and progress.
How well the school works in partnership with parents.	Very good. The school has established strong links with parents and provides parents with very good quality information. Parents make a significant contribution to supporting children's learning both within the school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership and management of the headteacher are very good. She is well supported by an effective deputy headteacher and a recently extended senior management team who share her determination and vision in raising standards.
How well the governors fulfil their responsibilities	Good. The governors are very supportive of the school, fulfil their statutory roles and responsibilities very well and are effective in monitoring the work of the school
The school's evaluation of its performance	Good. The school has put in place good procedures for analysing test and assessment data and is increasingly using the data for analysing attainment by gender, year groups and performance of similar aged pupils in different classes. There is some good practice of monitoring teaching and learning which has helped to improve standards. The school has identified the need for some co-ordinators to play a more active role in this process.
The strategic use of resources	Good. The school uses its funds and access to grants in an effective manner to support and enhance educational planning. Financial planning is of a very good standard and governors play an important and significant role in setting and monitoring spending. The school applies the principles of best value well when purchasing goods and services.
The adequacy of staffing, accommodation and learning resources.	There is an appropriate number of teachers and support staff to meet the demands of the curriculum. The accommodation is good and together with a number of attractive displays around the school this contributes to an attractive and effective learning environment. Resources are satisfactory overall with good resources in art and design, design and technology, music and physical education.

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 school. • The good teaching and progress that pupils make at the school. • The approachability of the staff at the school. • The expectations that the school sets. • How well the school is led and managed. • The way in which the school helps children become mature and responsible. • The range of activities provided outside of lessons. 	<ul style="list-style-type: none"> • The behaviour in school. • The amount of homework that is set • Information relating to how children are progressing.

The inspection findings generally support the very positive views of the parents although there is some variability and inconsistency in the progress that some pupils make. A small minority of pupils behave in an inappropriate manner but the behaviour of the vast majority of pupils was judged to be good during the week of inspection particularly when taking into account that on a number of occasions pupils needed to stay indoors during adverse weather conditions. The range and variety of homework tasks that are set throughout Year 1 to Year 6 are better than found in most schools and are therefore judged to be good. The quality of information that is provided for parents regarding what is being taught, opportunities to converse with the school through the homework diaries, parents' evenings, the approachability of the staff should parents have any concerns and the annual reports of pupils' progress are generally of a very good standard.

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 and overall is at an average level. During their time in the Foundation Stage the children benefit from consistently good and at times very good teaching and curriculum provision that is well planned to meet their needs. The children are keen to learn and quickly show very positive attitudes to school. As a result of these strong factors, children of all abilities make good progress. Attainment is above average in most areas of learning by the time that children are ready to start in Year 1. Most children have attained the nationally recommended Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, creative development and physical development. A significant minority of children have exceeded the expected level in these areas of learning. In knowledge and understanding of the world, children make similarly good progress but because of the level of attainment in this area of learning when children start school, attainment by the end of the Foundation Stage is at an expected level. Children of all abilities receive a good start to their educational lives in the Foundation Stage and are well prepared to start work on the National Curriculum programmes of study when they start in Year 1.
2. By the end of Year 2, on the basis of the 2002 National Curriculum test results, pupils' attainment was above the national average in mathematics, average in reading and below average in writing. Teacher assessments in science show attainment to be at an average level overall. When the school's results are compared to similar schools, attainment is average in mathematics, below average in reading and well below average in writing. Results in writing are suppressed by the fact that too few pupils exceeded beyond the level expected of 7-year-olds. Over time there have been fluctuations in pupils' attainment. Inspection findings show that attainment in speaking and listening, reading, mathematics and science are above average and standards in writing are at an average level. Differences between test results and inspection findings can be explained by a number of factors. Over time there have been considerable staff changes and there are differences in the natural ability of pupils from year to year. However, the main factor is that the pupils are now benefiting from consistently good and at times very good teaching. The impact of this is that pupils of all abilities and pupils for whom English is an additional language are currently making good and at times very good progress and are achieving well. The school has already rightly identified the improvement of writing as a priority area for development to bring standards in line with other subjects.
3. By the end of Year 2, inspection findings show that standards in speaking and listening and reading are above average. Pupils are provided with many opportunities to discuss and debate issues and to put forward their point of view. Pupils respond well to this and the skilful questioning of teachers is effective in getting the pupils to expand on their answers and to use an expressive vocabulary. Pupils listen attentively to their teachers and to classmates and this helps to create an effective and productive learning environment. The teachers introduce the pupils to a wide range of literature. Pupils are encouraged to use dictionaries and are able to use content and index pages to locate information. Pupils read out loud well and many pupils are accurate, fluent and expressive readers. A small number of pupils are not as aware of the differing strategies to use to tackle unfamiliar words or phrases and occasionally this prevents reading being as fluent as it could be. The good strategies that are in place for the

regular teaching of phonics and the good partnership with parents in supporting children's reading development impact most positively on the standards that are achieved. Standards in writing are improving and are at an average level. Pupils' spelling skills are at an average level and they use punctuation appropriately. Pupils are increasingly provided with opportunities to write for a wide variety of audiences and purposes and to write in other areas of the curriculum and are being increasingly taught the necessary skills to enable the pupils to complete the tasks well. This good practice has not yet had sufficient time to have its biggest possible impact on standards.

4. Inspection findings indicate that standards in mathematics and science by the end of Year 2 are above average as a result of the consistently good quality of teaching that is now a feature in these subjects. In mathematics by the end of Year 2 pupils carry out problem solving activities well, although a small number of pupils find a little more difficulty in devising their own strategies. Pupils' number skills are good with the higher attaining pupils recognising negative numbers. Pupils have a good understanding of shape and measures, tell the time accurately, use standard and non-standard measures and collect data well. Standards in science are above average by the end of Year 2. Pupils explore ideas well and have developed a good knowledge and understanding of how to carry out investigations. Pupils have a good knowledge and understanding of materials, physical processes and electricity and use classification skills well when comparing animals, plants and humans. Occasionally pupils do not always use their good scientific knowledge to the best effect in practical and investigative work.
5. By the end of Year 2 standards in information and communication technology, religious education, art and design, history, music and physical education are above average. The pupils benefit from good quality teaching in these subjects where skills are developed alongside knowledge. These factors together with the very positive attitudes of the pupils form a powerful combination that enable pupils of all abilities, including those with special educational needs and the higher attainers, to make good progress and to achieve well. The progress made by pupils for whom English is an additional language is similar to their classmates. Standards in design and technology and geography are at an average level and the progress and learning of all pupils is satisfactory.
6. By the end of Year 6, on the basis of the 2002 National Curriculum tests, pupils' attainment in English and science was well above the national average and above the national average in mathematics. When the school's results are compared to schools in similar contexts, attainment was above average in English and science and average in mathematics. The Inspection findings show that standards in English are above average overall with reading and speaking and listening well above average and standards in writing at an average level. Standards in mathematics and science are above average. The test results and inspection findings however do not tell the full story. Levels of attainment have varied over the years. This again is partly due to the natural ability levels of the different groups of pupils. However over time the changes in teaching staff have led to some inconsistencies and variability in the quality of teaching and this has resulted in progress for different groups of pupils being inconsistent and at times unsatisfactory. Teaching and learning are presently satisfactory overall in Year 3 to Year 6 with good and at times very good teaching for some of the younger pupils and some good practice for the older pupils. When this is the case good and at times very good progress is made by pupils. There are still occasions however when a number of the oldest and, less frequently, younger pupils of all abilities do not consistently make the progress of which they are capable and this has an adverse

impact on their learning. The school has put in place effective procedures and strategies to tackle the issue.

7. Standards in reading and speaking and listening are well above average by the end of Year 6. The majority of pupils are very attentive listeners when appropriate expectations are set by the teacher, and they show a good understanding of new work that is explained to them. Again most pupils show a high level of understanding of contributions made by classmates and show a readiness to modify their own contributions after listening to what has been said. Many opportunities are provided for pupils to take part in discussions, debates and role-play. In these activities and class discussions skilful questioning and promptings by teachers encourage pupils to use an expressive vocabulary and to justify their views and opinions in a highly effective manner. Standards in reading are well above average by the end of Year 6. Many pupils leave school as accomplished, expressive and fluent readers with the higher attainers having well developed higher order reading skills that enable them to locate information accurately and at speed and pick up on the nuances of text. Learning is enhanced by the good opportunities that are provided for pupils to cultivate their own love of reading through regular time spent exploring the work of a good range of authors, poets and dramatists. Standards in writing are at an average level by the time that pupils leave school. Pupils' basic punctuation and spelling skills are at an average level. Work is often technically correct but writing for a number of pupils lacks flair and imagination. The school has accurately identified the need to ensure that specific writing skills are consistently taught for pupils to write for a variety of audiences and purposes. Presentational skills are satisfactory and in some classes they are good and although there are some good examples of pupils' writing skills being put to good effect in other subjects of the curriculum, this good practice is not consistent enough with some teachers relying too heavily on worksheets.
8. Standards in mathematics and science are above average by the end of Year 6. The quality of teaching in mathematics is generally good, although a little weaker for some of the oldest pupils in school. Overall however the majority of pupils are making good progress and learn and achieve well. Pupils have a good grasp of number skills, clear understanding of fractions and calculate areas and perimeters with ease. Many pupils readily compare two simple distributions, identifying, the range and median and many pupils have a good understanding of the concept of probability. The weaker elements are in pupils' ability to develop their own problem solving strategies and consistently presenting work in an organised way. In science, pupils of all abilities are making satisfactory progress overall. Where teaching is good and better, for some of the younger and older pupils in school, progress within lessons is good. There are occasions, for the oldest pupils in school, when progress is not consistent for similar aged pupils in different classes. Most pupils have developed good scientific enquiry and investigative skills and have a developed a good base of scientific knowledge across all elements of the subject. Many pupils are clearly aware of the factors needed to carry out a fair test and the higher attaining pupils put their scientific knowledge to good use in hypothesising and predicting outcomes of experiments. Pupils use a good scientific vocabulary when explaining their work but are not as confident in instigating or initiating their own investigations when provided with suitable opportunities.
9. Standards are above average by the end of Year 6 in religious education, history and physical education. Standards in information and communication technology, art and design, design and technology, geography and music are at an average level although there are a number of pupils who are accomplished musicians because of the instrumental tuition that they receive. Pupils have made satisfactory progress over time

in these subjects with progress good in physical education. When teaching is good and at times very good within individual lessons, pupils make good strides in their learning.

10. The provision that is made for pupils with special educational needs is good in the Foundation Stage and satisfactory in Year 1 to Year 6. The progress and quality of learning for pupils with special educational needs is satisfactory overall with progress being good when teachers closely match work to the targets that are set for pupils in their individual education plans. A number of pupils are withdrawn from lessons for additional basic skills support. This often results in pupils making appropriate strides in their learning in terms of the acquisition of literacy skills but there are occasions when pupils are missing lessons other than literacy. The headteacher is already addressing this issue as she recognises that although pupils may be acquiring literacy skills it is sometimes at the expense and enjoyment of other subjects of the curriculum. Arrangements for supporting pupils who have statements of special educational needs are effective and ensure they attain standards which are in line with their prior achievements. The provision that is made for pupils for whom English is an additional language is satisfactory and this helps to ensure that the pupils make similar progress to their classmates and take a fully inclusive role in all aspects of the curriculum and the life of the school as a community.
11. This is an improving school. The school's trend of improvement has been above the national trend, the school sets challenging targets in literacy and numeracy and there are no significant differences in attainment by gender or ethnicity that cannot be explained by natural ability differences. Standards are set to continue to improve. The increasingly good and at times very good teaching and the attitudes and behaviour of the pupils have made a significant contribution to the continuing picture of improvement. The very good leadership of the headteacher and the shared commitment of the staff to improving the quality of education that the school provides are playing an equally important role. The school is determined to improve further and inspection evidence indicates that the school is well placed to continue to improve and that the results of 2002 may well be exceeded in the coming years.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, values and personal development overall are a strength of the school. They contribute greatly to the pleasant and enthusiastic environment in which pupils learn.
13. Pupils have very good attitudes to their work. Pupils enjoy coming to school and they feel that they are provided with many opportunities to learn new and exciting things. They feel that the teachers provide them with help and encouragement in their lessons. Pupils throughout the school reflect these views in their high levels of enthusiasm for activities and lessons in all subjects. Pupils listen very well to their teachers and one another and instructions are followed quickly and quietly. They work hard and maintain concentration throughout the day. When presented with challenging and stimulating questions pupils offer thoughtful and confident replies. Pupils have very good independent learning skills and are provided with good opportunities to take responsibility for their own learning from an early age. Pupils are ready to take initiative in their own learning and to carry out independent study and research.

This is a good improvement since the last inspection and is being further enhanced by the increasing involvement of pupils setting their own targets for improvement. Pupils work collaboratively very well. The support and encouragement that pupils offer one another is a feature of many lessons. For example in a Year 1 and Year 2 history

lesson where pupils worked in groups to explore old domestic artefacts and compare them with the modern equivalent. Pupils took turns to record their findings and listened to one another's views in an exceptionally mature and polite way, which led to advances in their learning and understanding. The high value placed upon pupils and their achievements is evident in the high quality displays of work in the classrooms, shared areas and the hall.

14. Pupils with special educational needs generally respond very well to their lessons and demonstrate a very positive attitude to learning alongside their classmates. A minority of pupils who are withdrawn from their lessons for additional help with their literacy are sometimes disappointed in having to miss other subjects, such as design and technology, art or history. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and are successful in building meaningful relationships with adults and their classmates.
15. Children in the Foundation Stage show great enthusiasm for learning and the 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. Children 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 one other when working in adult led activities or independently. Behaviour is very good. Children learn from the adults who help in showing them how to be kind, how to share and how to talk to one another. Children are encouraged by staff to take responsibility for themselves and this is often seen in the way in which children quickly get ready for physical education lessons and in how they help to set up and return resources before and after lessons.
16. The behaviour of the majority of pupils is good, and this has a beneficial effect upon their learning and upon the school community as a whole. Most pupils behave consistently well in lessons, assemblies and at lunchtimes, and recognise the impact of their actions on others. A small number of older boys behave less well when not closely supervised and at times do not show enough regard for the needs of others. Policies on behaviour are well understood and consistently and sensitively implemented. Incidents of bullying are very rare and are dealt with quickly and effectively. There have been no exclusions in the past year and appropriate procedures are in place should they be needed.
17. The relationships amongst all members of the school community are very good. Adults in school treat pupils with care and respect. In turn pupils are polite and helpful towards each other and to adults. They work and play together amicably. In particular older pupils adopt a very mature and caring approach to those younger than themselves. In lessons the very good relationships amongst pupils and between them and their teachers has a very positive effect upon their learning and upon the confidence with which pupils offer their ideas and opinions.
18. Pupils' personal development is also very good. Pupils act responsibly and are all provided with many opportunities to carry out class duties or to serve the whole school community, for example by preparing for assemblies, by helping at lunchtimes, fund raising activities and by serving on the school council. This new initiative is being met with interest and excitement. Opportunities are given in lessons and circle times to express thoughts and feelings and to consider other values and beliefs. Pupils display a sensitivity for the feelings and needs of others that is often beyond their years. For example in a reception class lesson where pupils composed sentences about the Christmas story and were asked to evaluate one another's efforts. Children thought

carefully before offering each other constructive but kind comments and were quick to cheer pupils who thought they had not done well.

19. Attendance rates are well above the national average and are very good. Pupils are eager to come to school and they usually arrive on time. Parents provide the school with good information about absences that are largely due to illness. A number of families take holidays in term time sometimes for extended periods, this has a detrimental effect upon the learning of these pupils. Registration time is brief and efficient and leads promptly into the first lesson.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is good in the Foundation Stage with examples of very good and occasional excellent practice. Teaching in Year 1 to Year 2 is consistently good with some very good features. Teaching in Year 3 to Year 6 is satisfactory although teaching is often consistently good and at times better for some of the younger pupils and there is some good teaching for some of the older pupils. During the week of inspection, teaching was good or better in nearly two-thirds of lessons, including a quarter of teaching that was very good or better. Teaching was satisfactory in a further third of lessons and unsatisfactory in a small percentage of lessons. The main area of improvement is to ensure that the work and tasks that are set are more closely matched to the needs and abilities of the pupils so that all pupils consistently make the progress of which they are capable. This need is greatest, but not exclusively so, in year 3 to Year 6. There have been some inconsistencies in the quality of teaching over time throughout the school, which has been mainly caused by the high staff turn over. The headteacher has worked tirelessly to address the situation and is quick to tackle situations where the quality of teaching is not good enough. There are good procedures in place in some subjects for the monitoring of teaching and learning which have led to improvements in teaching and learning. The school has recognised the need to ensure that subject co-ordinators play a more active role in this process so that monitoring procedures are effective and consistent across all subjects. Although there is scope for further improvement in the quality of teaching, teaching has improved quite significantly since the time of the last inspection, with a higher incidence of good and importantly better teaching and a reduction in the incidence of unsatisfactory teaching. Teachers show a readiness to reflect critically on how they teach and this suggests that the school is well placed to continue to improve.
21. In the Foundation Stage teachers have a good knowledge of individual areas of learning and know very well how young children learn. A good balance is struck between learning through practical and investigative tasks and of the direct teaching of specific skills. At its best, teaching is very well tuned to the needs of individuals and small groups of pupils and is extremely skilfully done, with tightly focused aims, excellent methods, and suitable pace and timings. Only very occasionally does teaching lack sufficiently high expectations for children with the potential to learn more quickly or for early writing skills not to be taught in a direct enough manner. Teachers and teaching assistants collaborate well together, with teaching assistants making a valuable contribution to the children's learning and the happy atmosphere and smooth running of the classrooms. They are briefed well by teachers, so they understand well the reason for an activity and how to challenge children further or give the correct amount of help to individuals. All staff see every activity as a learning opportunity and as a result of this and other very positive features in the teaching, children get off to a good start in their educational lives, make good strides in their learning and achieve well. The children are well prepared for National Curriculum work when they start in Year 1.

22. The National Literacy Strategy is well established in school and is having a positive impact on helping to improve standards and the quality of pupils' learning. What is to be learnt within a lesson is often shared with pupils and in the better lessons the session at the end of the lesson is being used well to assess what pupils have actually learnt or not and the information is then used in an effective manner to guide and inform future lessons. Reading skills are taught well across the school which does much to contribute towards the well above average reading standards that pupils achieve by the time that they leave school. Many opportunities are provided for pupils to take part in discussions, debates, role-play and drama activities. These are often well planned and the skilful questioning and interactions provided by the teachers do much to ensure that pupils use an expressive vocabulary and pay much attention to instructions, explanations and to the contributions of their classmates. Punctuation, spelling, presentational and comprehension skills are taught in an appropriate manner overall with some good practice across the school.
23. The school has rightly identified the need to ensure that writing skills continue to be taught in a direct manner and that opportunities are consistently capitalised on to extend pupils' writing skills in other areas of the curriculum so that by the time pupils leave school writing skills are at the same level as reading skills and pupils are then able to write extended and expressive pieces of writing which hook and then maintain the interest and imagination of the reader. In the best teaching, lessons move at a brisk pace and pupils are excited and regularly involved through the teachers' skilful use of open questions. The pupils waste no time and respond well to the challenges which both tax and motivate them to make more effort. Lessons such as these were observed in Year 1 and Year 2 and for some pupils in Year 3 and Year 4. On occasions lessons lack a sense of urgency or sparkle and this has an adverse impact on pupils' enthusiasm and learning. This was particularly the case in a lesson for pupils in Year 5 and Year 6. Here the teaching was unsatisfactory because the teaching lacked pace, the work was not challenging enough for pupils of differing abilities, particularly the higher attainers and inappropriate behaviour was not tackled. These factors led to the pupils making little or no progress during the lesson. Such practice is the exception rather than the norm.
24. The teaching of mathematics is good across the school with examples of very good teaching observed during the week of inspection. The National Numeracy Strategy is firmly embedded in school practice and has a positive impact on pupils' learning, attainment and achievement. All teachers make good use of mental activities at the beginning of lessons to extend and enhance pupils' mental agility and to bring a sense of fun and enjoyment to the teaching of mathematics. Many opportunities are seized upon to extend the use pupils make of an appropriate mathematical vocabulary. Teachers have a good subject knowledge and this is used well to explain new concepts to pupils or to deal with any misconceptions. Examples of good or very good teaching were observed in most classes. In these instances teachers use a variety of stimulating methods to encourage pupils to use different strategies to problem solve. The pace of these lessons is very brisk and explanations are clear so that pupils are under no illusions as to what is expected of them in terms of the quality or quantity of work that they are expected to produce. When teaching is not at this level it is because work is not accurately matched to the individual needs of pupils or discussion sessions at the end of lessons are too short to adequately check pupils' understanding or celebrate the work they have done.
25. The quality of teaching in science is good in Year 1 to Year 2 and satisfactory with some good practice in Year 3 to Year 6. Teaching is at its best when challenging

opportunities are provided for pupils to learn through investigative and practical tasks alongside the development of scientific knowledge. In Year 1 to Year 2, particularly good emphasis is given to the development of pupils' scientific enquiry skills and to pupils finding things out for themselves and of putting their knowledge to the test in practical work. This sows the seeds for pupils to act as scientific enquirers. In examples of good teaching observed for pupils in Year 3 to Year 6, work is challenging and demanding, teachers use skilful questioning to ascertain exactly what pupils have or have not learnt and the teachers' good subject knowledge enables them to enthuse the pupils and to deal with any misunderstandings. When teaching is not as good, it is because work is not closely enough matched to the needs of the pupils or teachers do not intervene quickly enough when pupils are off task. In both instances pupils do not make the progress, either within a lesson or over time, of which they are capable.

26. The quality of teaching in religious education is good in Year 1 to Year 2 and satisfactory with some good features in Year 3 to Year 6. Lessons throughout the school are well planned, and thought-provoking and interesting ideas are often presented to pupils. Teaching is strongest when teachers use their subject knowledge to good effect to challenge pupils' understanding of religious matters and to think things through for themselves. Good use is made of religious artefacts to extend pupils' understanding and to motivate and enthuse pupils. In information and communication technology teaching is good in Year 1 to Year 2. Specific skills are taught in a direct manner, explanations are clear, pupils are managed well and opportunities are often capitalised upon to enhance pupils' computer skills in other areas of the curriculum. Teaching is satisfactory with some good features in Year 3 to Year 6. Here again there is some good practice of the direct teaching of specific skills such as graphic modelling and of teachers using their knowledge well to enthuse the pupils and to deal well with any gaps in pupils' knowledge. However teachers' subject knowledge is not as secure in these year groups and there are occasions when opportunities are missed for pupils to use computers to support and enhance their learning in other areas of the curriculum.
27. The quality of teaching in music and physical education is good across the school. In music in Year 1 to Year 2 the class teachers teach music. They are confident, have secure subject knowledge and use their great enthusiasm to motivate the pupils. Teaching covers all elements of the subject and is successful in enabling pupils to become confident musical performers, composers and appraisers. Lessons in Years 3 to Year 6 are taught by a specialist teacher who puts her knowledge and expertise to good effect. High expectations are set in terms of performance and the musical vocabulary that pupils are expected to use. The tasks that are planned are inventive and exciting but occasionally the inappropriate behaviour of a small number of older boys prevents all tasks being completed in the given time. In physical education, lessons are well planned with a good emphasis given to the direct teaching of specific skills. Opportunities are provided for pupils to practice and refine their sequences of movements and the use of examples of good practice being shown to the whole class leads to improvements in the quality of pupils' performance.
28. Teaching in history and art and design is good in Year 1 to Year 2 and satisfactory with some good elements in Year 3 to Year 6. In history pupils are being encouraged and taught the ability to act as historical enquirers and investigators alongside the development of their historical knowledge. There are times when opportunities are not capitalised on to enhance pupils' writing skills through the subject. This is more prevalent in Years 3-6 where copying or the use of worksheets is used instead of pupils writing accounts in their own words. There are however some very good examples and

in these instances pupils' writing skills are advanced as well their historical understanding being strengthened. In art and design, pupils are often taught a good range of skills across the curriculum, encouraged to use sketchbooks and to evaluate the work that they have completed. This good practice is more embedded in Year 1 to Year 2 than in Year 3 to Year 6. The area for development across the school is for pupils to be able to work at their own level of challenge as they experiment with materials and effects. Teaching in design and technology and geography is satisfactory across the school. Although no direct teaching was observed during the inspection in design and technology evidence indicates that all elements of the subject are taught in sufficient depth and that pupils are provided with opportunities to put learnt skills to the test when making slippers, moneybags or in food technology. In geography, the quality of teaching is satisfactory throughout the school and teachers promote wide-ranging discussions which frequently encompass issues of a moral or social nature. A good example of this was recorded in pupils' books when pupils in Year 5/Year 6 pursued issues of concern relating to the quality of the local environment. Not all teachers use the subject in an effective manner to promote pupils' literacy skills or to use computers well to enhance learning.

29. Support in whole class lessons for pupils with special educational needs is satisfactory. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Learning support staff, when deployed appropriately, are particularly effective and make a valuable contribution to the quality of teaching and learning. Teachers do not consistently make good use of individual education plans to inform their planning or match the work they provide to the pupils' individual needs. Pupils who are withdrawn from class lessons for additional literacy help receive a satisfactory quality of teaching. However, the work they do in these sessions is not always well enough linked to the tasks they do in class and does not adequately reinforce specific targets from their individual education plans. The quality of teaching overall for the higher attaining pupils is satisfactory. Teaching is at its best when the work that is set for these pupils is challenging and demanding and stretches the pupils enabling them to achieve well in relation to their ability. However this good practice is not as consistent as it could be, particularly in Year 3 to Year 6. Teaching for pupils for whom English is an additional language is satisfactory overall and ensures that pupils take a full and inclusive part in all aspects of the curriculum, ensures that their individual needs are met and enables pupils to contribute well to the life of the school as a community.
30. The quality of relationships across the school is very good. Pupils respond very well to the enthusiasm and humour of their teachers. The school places a great emphasis on pupils undertaking personal study and research and in taking the initiative for their own learning. Pupils are aware of what is expected of them and often rise to the challenge. The school is increasingly and effectively involving pupils in setting their own targets for improvement. This is a good way of ensuring that pupils recognise that they too have a responsibility for their own learning. 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 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 good practice is not as consistent across the school and at times marking is cursory and unsatisfactory. 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 14% 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 throughout the school is good and adds positively to the quality of pupils' learning.

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

31. The quality of the curriculum in the Foundation Stage and for pupils in Year 1 to Year 6 is of a good standard and is enhanced by a good range of visits, visitors and a very good range of extra-curricular activities which enrich and enhance the learning opportunities outside of the formal curriculum. This represents a significant improvement since the time of the last inspection, when the quality of the curriculum was judged to be unsatisfactory and failing to meet the needs of pupils. The school now 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 ensure 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 in Year 1 to Year 2 and satisfactory progress overall with some good progress in some subjects and lessons in Year 3 to Year 6.
32. 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. Reading skills are taught well across the school and this contributes well to the above average reading standards when pupils leave school. The school has identified the need to ensure that writing skills continue to be taught in the same direct and systematic manner and that every opportunity is capitalised upon to promote pupils' writing skills in other subjects of the curriculum. 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 each subject having a detailed plan of what is to be taught on a two year rolling programme, with the exception of art and design where the school is planning to change from a yearly programme. The curriculum for religious education is in line with the locally agreed syllabus.
33. The curriculum provision that is made for children in the Foundation Stage is good. A good range of learning opportunities is provided with activities that allow children to learn through practical and investigative activities alongside the more formal and direct teaching of specific skills. Many of the learning opportunities are vibrant and interesting and at the same time planning carefully takes account of the nationally recommended Early Learning Goals for children of this age. Curriculum provision meets the needs of young learners and is well matched to the individual needs of children. All of these factors help to ensure that children get a good start to their educational lives.
34. The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils, the most effective being in class support from teaching assistants. When teaching assistants are deployed in an effective manner by teachers they make a telling and significant contribution to how well pupils learn. Although teachers have copies of

pupils' individual education plans they are not always used effectively to plan suitable work to meet the needs of individuals. Where they are used well it leads to more significant advances in pupils' learning. The school ensures that the provision outlined in pupils' statements is carried out and is reviewed annually in line with Code of Practice guidance. Some pupils are withdrawn from class for additional teaching and support. Whilst this provision and support is effective in improving pupils' literacy skills there are occasions when pupils miss other subjects of the curriculum. The provision that is made for the higher attaining pupils is satisfactory overall, although at times work is not challenging enough. The curriculum provision that is made for pupils for whom English is an additional language is satisfactory and enables pupils to have full and inclusive access to all elements of the formal and informal curriculum. The school has made good progress in terms of equality of opportunity and access since the time of the last inspection when this aspect of school life was judged to be unsatisfactory and it is now at a satisfactory level with scope for further development. The school now has good quality policies for equal opportunities and racial equality. Year group staff plan together, to ensure that all classes are provided with the same range of activities and learning experiences.

35. The provision for pupils' personal, social and health education is good. There is a well-structured scheme of work and relevant issues are well supported across the curriculum. Health education including the provision of sex education and issues surrounding the misuse of drugs are appropriately included. Citizenship is well provided for with many opportunities in lessons and circle times for pupils to acquire good discussion skills and to voice their opinions. Assemblies and circle-time are also used well to reinforce messages regarding people's responsibilities to one another and the virtues of kindness, caring and acceptances of the differences between people. Self-confidence and self-esteem are developed consistently and pupils feel valued and respected by adults within the school. The school is keen to give pupils a voice and to listen to their views and opinions. A newly formed school council is a positive addition to this area. 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. 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.
36. The provision for extra curricular activities is very good. Teachers, parents and specialists provide pupils with a wide and exciting range of after school clubs. The large number of pupils involved in these clubs gain enjoyment and enrichment from them. In addition, the school provides a very wide variety of musical instrument tuition and has a thriving orchestra and a choir. These activities and the extra curricular provision have a very positive effect upon pupils' enthusiasm for school and for the creation of good social skills and relationships. The school's links with the community are good and have a positive effect upon pupils' learning. Members of the community provide direct help in lessons and in assemblies. Visitors to school enhance the curriculum and widen pupils' experience by sharing their skills and experiences, for example, by generating discussions about local road improvements or talking about the work of various charities. The pupils are provided with opportunities to take part in a good range of visits to places of educational interest and on residential visits. The relationships with partner institutions are good. Pupils benefit from interschool sporting events and have taken part in national school events recently with the Young World Concert in Birmingham. Secondary schools invite pupils from Year 5 to science and design and technology events. They also provide support for the information and communication technology facilities in the school. There are good relationships between staff in Year 6

and Year 7 that ease pupils' transfer from school to school. The school maintains a close relationship with the playgroup that is accommodated in the school's community wing.

37. The provision for pupils' spiritual, moral, social and cultural development is good overall with the provision made for pupils' social development being very good. This level of provision has a most positive impact on pupils' behaviour, attitudes to school and to their personal development. The provision for both spiritual and social development has improved since the last inspection.
38. Spiritual development is good and is promoted well through assemblies, religious education and lessons across the curriculum. The statutory requirements regarding acts of collective worship are met in full. In assemblies pupils are offered opportunities to reflect and pray and to consider their own thoughts and feelings and those of others. For example, in a Key Stage 1 assembly candles were lit to accompany discussion and pupils were encouraged to think about how each individual can shine in the world. As more and more candles were lit, pupils were encouraged to consider how working together produced greater strength. Throughout the school pupils are provided with opportunities to consider the feelings of others in many different lessons as well as in assemblies. Pupils are provided with opportunities to appraise and reflect upon different pieces of art and music. Pupils are constantly encouraged to develop self-confidence and to feel good about themselves. The celebration of life and achievement is evident in much that the school does and is reflected in pupils' enthusiasm for learning.
39. The provision for pupils' moral development is good. There is a strong code of conduct that is reflected in the high level of respect pupils afford one other and their teachers. They are taught to know the difference between right and wrong. Expectations are high, but through gentle reminders and careful guidance, pupils become sensitive to the needs of others. Pupils are taught to respect and to appreciate one another. Good behaviour is rewarded. Relationships between adults and pupils are very good and there are good levels of courtesy and respect. Pupils have developed a good awareness of justice and fairness and put this to good use in many of their activities and interactions within school. The good provision for personal and social education and circle times supports this aspect of pupils' moral development well. For example when pupils in a 3 and Year 4 lesson considered the resolution of various problems surrounding misbehaviour and bullying it was clear that principles of fairness and justice were paramount when pupils made their contributions and decisions.
40. The provision for pupils' social development is very good. As pupils' needs are considered as a high priority in what the school does, much effort and thought is given to ensuring that very good provision is made for pupils' social development. Pupils have opportunities to take part in discussions, debates and drama activities. From an early age pupils demonstrate good discussion skills and the ability to evaluate one another's work in a positive way. Opportunities for trips and social functions are good, and there are occasions where parents and carers are invited to celebrate with the school. The very good range of extra-curricular activities, which are well attended by many pupils and the variety of events and activities which pupils join in with pupils from other schools, offer very good opportunities for pupils' social development. The success of the school's work is seen in the very good relationships that exist and in the way pupils work together in groups or pairs. This is a feature of many lessons and has a very positive effect upon the learning of all pupils. 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. Another strength is

the way in which the school provides for pupils to develop independent learning and research skills, and for pupils to contribute more to school life for example through the establishment of a school council. There are some good opportunities for pupils to contribute to the wider community through organising or contributing to collections for charities.

41. The provision for pupils' cultural development is good. Pupils learn about their own traditions and those of other faiths and cultures and are encouraged to appreciate different aspects of culture from both the past and present. Visits to a wide variety of places enrich pupils' lives and widen horizons. Pupils learn about the culture of other countries and faiths in the differing subjects of the curriculum, in assemblies and by visits to the Mosque and Gurdwara. Music lessons and assemblies offer pupils the opportunity to listen to and take part in a range of musical styles from the present and from history. The school has a good range of instruments to support this. Pupils are offered opportunities to study the work of artists and to appreciate a variety of materials and styles but the art from other cultures is less well represented. The school is well aware of the need to prepare pupils for a life in a culturally diverse society and is always seeking to provide new opportunities to add to pupils' cultural experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. This is a caring and supportive school where the welfare and well being of pupils is afforded a high status. The school provides a safe and caring environment where all are equally valued. Pupils are very well supported by the very good relationships that exist and they feel confident and happy during their time at school. All adults in school know the pupils well and are sensitive to their particular needs and difficulties. 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. Provision in this aspect of school life has been maintained and in some areas improved since the time of the last inspection.
43. The school has good arrangements for the care and protection of its pupils. There is a comprehensive health and safety policy that is complemented by careful daily practice and in the sensible approach that pupils make to practical activities. The procedures for child protection are also good. All adults in school are suitably trained are fully aware of procedures that relate to child protection and in addition are provided with good written guidance.
44. The procedures for monitoring and promoting good behaviour are satisfactory. A clear policy has now been formed and this is an improvement since the last inspection. There is a clear system of rewards for good work and behaviour and these are highly valued by pupils. Pupils understand how the school deals with unacceptable behaviour but some pupils state that they do not think that the procedures always bring about improvement in behaviour. The school has already started to address the issue. The procedures for monitoring and improving attendance are satisfactory and have proved effective in helping to improve attendance rates in general. The school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day. However some school registers do not always identify authorised and unauthorised absences accurately and some extended holidays are incorrectly authorised.
45. Good procedures are in place for monitoring pupils' personal development. Teachers know their pupils very well and report annually to parents on how pupils are developing personally, as well as academically. The school has fewer formal records that note how pupils are demonstrating qualities such as persistence, application, co-operation with others, the ability to concentrate and be self- confident. However, good initiatives have been introduced which develop pupils' responsibility for their own learning and provide them with a good knowledge and understanding about their own progress and achievements. The school has increasingly involved the pupils in setting their own targets for personal as well as academic improvement. Any personal achievements outside school are also celebrated, such as those gained in sport or music. The school recognises that this can have a great impact on raising pupils' self-esteem and further promote positive attitudes to learning and personal initiative.
46. Assessment procedures for pupils aged 5 to 11 are good. There are effective systems in place to monitor what pupils know and are able to do in mathematics, English and, to a lesser extent, science. In these subjects teachers make effective use of assessment information to help them plan what they intend pupils to learn next. The procedures are established and, as a result, all teachers are familiar with the systems of record keeping. Good procedures are also in place for most of the other subjects. The more recent introduction of regular assessment linked to subject schemes of work is enabling teachers to plan more effective lessons which clearly build upon pupils'

existing knowledge and understanding. The area for development is to ensure that the assessment information is consistently used in an effective manner to ensure that there is a close match between the work that is set and the ability of the pupils.

47. In the Foundation Stage classes the teachers' systems for assessments and record keeping are good. In the first two weeks of the year the "stepping stones" are used well to identify children's starting points. Staff then regularly update and use these as the basis for providing children with the correct level of challenge in their day-to-day tasks. The school implements good assessment procedures to identify pupils with special educational needs and comply with the new Code of Practice. The information is used effectively and consistently for reviewing the appropriateness of pupils being retained on the school's special educational needs' register and deciding what further help they may require. The school has devised good links with other agencies to ensure the provision outlined in pupils' statements of special educational needs is implemented. All statements and reviews are up to date and specified provision is implemented effectively, including access to additional staffing. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently as is the organisation of annual review meetings.
48. The headteacher is effective in the manner in which she uses the results of the analysis of test and assessment data to identify strengths, areas for development and to inform the target setting process. The information is used to identify, for example, pupils that may need additional support or pupils that may need more challenge. The school is constantly looking to refine the analysis of data to take full account of attainment and achievement of year groups, groups of pupils, of gender and of attainment of similar aged pupils in different classes. The school has rightly identified the need for subject co-ordinators to take a more active role in this process. Teachers place appropriate emphasis upon the development of monitoring and tracking pupils' achievements. The assessment records include information about what pupils do well and what they need to do next. Portfolios of levelled samples of pupils' work are being developed in most subjects and teachers have a range of information about the quality of pupils' work throughout the school. The school is ensuring that the best use is made of these portfolios by making teachers fully aware of exactly what is needed for a pupil to achieve at a particular level. The process is to be extended to involve pupils so that they also know what they need to do to achieve at a certain level. The school has also established effective strategies to track the achievements of particular groups of pupils and used the information to compare with the achievements of pupils in similar schools. In discussion with staff it is clear that systems are also in place to use information to monitor groups of pupils, such as the achievement of boys and girls, minority groups and other groups of pupils who from time to time, may be represented in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The partnership with parents is very good and one of the schools strengths. The parents' views of the school are good and the school is held in high regard. They feel the school has high expectations, that the teaching is good and that their children make good progress. They feel that the school is approachable and provides good support for both pupils and parents. Some parents are concerned about the amount of homework provided and the information about how their child is getting on. Concern has also been raised about some aspects of behaviour. The inspection findings support the positive views of parents. Whilst the quality and standard of behaviour are good, there are a

small number of older boys who do not always meet the school's high expectations. The provision for homework is good and it supports pupils' learning well. Parents receive very good information about their child's progress and every aspect of their learning.

50. The effectiveness of the school's links with parents is very good. Parents are welcomed into school and are closely involved in the life of the school and their children's education. Parents are invited to school performances and assemblies and have good opportunities to gain insight into the work that their children do. A wide variety of information events and meetings are held, for example, the recent numeracy workshop. Daily contact is good and teachers are readily available at the start and finish of the day to meet with parents should parents have any concerns.
51. The impact of parents' involvement on the work of the school is very good. A considerable number of parents are able to offer to help in the classrooms with reading, art, cookery and other tasks and this has a positive effect on pupils' learning. During the inspection a parent led assembly provided pupils with insight into the geography and geology of Iceland and promoted thought and consideration for those less fortunate than themselves. School meetings and events are all enthusiastically supported indicating parents' commitment to the school and their children's education. The Parent Teacher Association provides strong support for the school. It holds a variety of fund raising and social events for both pupils and parents. These are very well supported and funds raised provide the school with welcome additional resources for example, playground games and the refurbishment of the school library.
52. The quality of the information provided for parents is very good. The school brochure and governors' annual report are well-written and useful documents. They both meet requirements and this is an improvement since the last inspection. Regular newsletters keep parents very well informed about the life of the school. There is a wealth of additional information that includes booklets for new parents, curriculum information for each year group, information about topics and about homework requirements. The quality of these is high, all are clearly written and cover every aspect of school life. Information about pupils' work and progress is conveyed in high quality written reports and with regular consultation events. Written reports offer very good information about the work that pupils have done. Successes and areas of difficulty are clearly identified and guidance for improvement is given. Parents feel that consultation evenings provide equally valuable information.
53. Arrangements for children starting school are very good and as a result reception class children make a confident start to their school careers. The written information given to parents is particularly clearly written and very helpful. Parents receive general information about starting school and information about the curriculum for this age group. They also receive useful information about supporting children within communication, language and literacy, and the school lays on a meeting for parents about this aspect of the curriculum soon after the children start school. Arrangements for parents to assist with simple homework such as reading are satisfactory. Arrangements for reporting to parents and carers are good. Parents are made very welcome in the classrooms and many come in each day when they deliver and collect children.
54. The contribution that parents make to their children's learning at home and at school is very good. Homework is very well supported particularly when it centres on research activities. An excellent example of the value of parental support was seen during the inspection when pupils in Year 3 and Year 4 produced a museum in their classrooms

entirely composed of items and information produced by the pupils. Good use is made of reading records and homework books to record parental support and convey any difficulties encountered. Parents are clearly committed to supporting their children's learning as is seen in the very good attendance levels and the strength of the partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The overall quality of leadership and management in the school is good, and that provided by the headteacher is very good. She has been instrumental in the significant improvements that have taken place since the previous inspection and she has a very astute grasp of the strengths of the school and the areas that need to be improved further. The headteacher leads and manages the school both efficiently and most effectively, and her strong leadership gives the school a very clear educational direction. The headteacher shows a fierce determination to continue to raise standards and the quality of education that the school provides and she tackles any issues of concern swiftly, but with a high degree of professionalism and sensitivity. The deputy headteacher, middle management team and subject co-ordinators ably support her. The role of the co-ordinators has been much improved since the previous report, although there is still scope for more improvement. The support provided by the deputy headteacher has been particularly significant. Apart from the clear educational vision she shares with the headteacher, she leads by example with the quality of her teaching. There continues to be a significant degree of commitment amongst staff to continue improving the school still further. The clear aims of the school are well reflected in the work of the school, and there is a most positive ethos founded on very good personal relationships.
56. The headteacher and deputy headteacher meet on a regular basis. The focus of meetings between the head and deputy concentrates on discussing strategies and initiatives directly aimed at improving standards, curriculum provision and the quality of teaching. These issues are then 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 ensures that the impact of all initiatives is carefully monitored and evaluated.
57. The monitoring and evaluation of teaching are good, and there has been an improvement since the last inspection. The headteacher and the deputy headteacher observe lessons and provide appropriate formal feedback to teachers. Some subject co-ordinators have also observed lessons in addition to evaluating pupils' work and teachers' planning. This forms an important part of the school's strategy for the performance management of the teaching 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.

58. The school has made good progress since the time of the last inspection with improvement accelerating and taking on a sharper edge with the appointment of the present headteacher. Standards have improved since the last inspection and although there is still some variability in the progress made by different groups of pupils, the picture is nonetheless much improved since the last inspection. Teaching has improved as have the attitudes of pupils' to school in general and learning in particular. In terms of the specific key issues that were identified curriculum planning has greatly improved and the improvement in pupils' personal development is such that it is now a strength of the school. More effective procedures to monitor curriculum provision and the quality of teaching and learning are now in place. The annual Governors' report to parents now fully meets statutory requirements and is of a good standard. Under the leadership of the headteacher, a committed staff and a most supportive and effective Governing Body the school is well placed to continue to improve.
59. 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 ensures 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 school
60. The leadership and management of special educational needs are good. Support staff are particularly effective in the contribution they make to teaching and learning, especially when they are effectively deployed to support pupils in whole class lessons. The additional support provided for pupils with statements of special educational needs is most effective when used to enable pupils to be taught alongside their classmates. The role of special educational needs co-ordinator is undertaken by the headteacher. Therefore, there are good opportunities to directly monitor and evaluate the work of colleagues. The school recognises the need for class teachers to use individual education plans more effectively, and throughout all subjects of the curriculum. Learning support assistants are well managed and are provided with good opportunities to avail themselves of ongoing training. However, within the classroom, not all teachers make the best use of their skills and expertise. There is a satisfactory policy for special educational needs which reflects the new Code of Practice guidance. Special educational needs features in the school development plan and there is a named governor with responsibility for this aspect of the school's work. The school provides a suitable level of resources and staffing to meet the needs of this group of pupils. The management of provision and support for pupils for whom English is an additional language is effective in ensuring that their needs are met and that the pupils are able to take a fully inclusive role in all that the school has to offer.
61. 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.

62. Governors successfully fulfil their statutory duties, in helping to shape the direction of the school, and their involvement in the running of the school is good. The chair and vice-chair, in particular, are keenly involved in school life, being very supportive of the headteacher and staff. All governors are active in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the school development plan. This is an improvement since the previous inspection. They are fully aware of the school's many strengths and its weaknesses, and they are most committed to helping the school to move forward. They are also frequent visitors to the school, and they are dedicated to carrying out their roles, in their various areas of responsibility, to the best of their ability and are successful in holding the school to account for the quality of education it provides.
63. Led by the headteacher, the school has put in place good procedures for analysing test and assessment data. Extensive data is collected, to measure both progress within the school, as well as the school's progress in relation to other schools. Clear targets are set, and a close check is kept on the school's performance in relation to them. This is contributing well to the overall improvements now being seen. The information is being increasingly 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, to track the progress of pupils by gender, the progress of those pupils who have not spent their full educational lives in the school and other groups of pupils such as pupils for whom English is an additional language. The school is constantly recognising and 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. The school has accurately identified the need for subject co-ordinators to play a more active role in the process to give them a better grasp of strengths and areas for improvement in subjects that they are responsible for.
64. The level of financial planning and strategic use of resources and grants 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 are very 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.
65. 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 with very open minds evident as to 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. Parents are often consulted on some major school decisions and the setting up of the school council has provided an opportunity for pupils' views to be taken on board. Commercially, the school is a

discriminating purchaser, well aware of the needs for a competitive approach. The school has a small budget surplus and the recommendations of the latest auditor's report have been fully implemented. The unit cost per pupil is relatively high and taking into account all factors, the school is providing satisfactory value for money.

66. The school has a satisfactory number of teachers and support staff to meet the needs of the curriculum. There is a good quality staff handbook to provide good practical information about school procedures for existing staff and for those new to the school. The accommodation provided is good. There are a sufficient number of classrooms and some good specialist facilities for example for music and for food technology. The school benefits from a recently refurbished and attractive library and a good-sized school hall. Reception pupils have their own outside play area and hard play and field areas are also good. The use of the lap top computers in an open area is not ideal as there are quite a lot of distractions from other classrooms and general movement around the school. However, the school has few other options at present and most teachers deal with the situation well through good management of the pupils. Movement to and from the outside classroom also causes some practical problems such as attending assembly in inclement weather. Learning resources are satisfactory overall. There are strengths in the resources available in art and design, music, physical education and design and technology. Where resources are good they support learning well, for example the good resources in music provide pupils with exciting instruments and sounds to explore and enjoy and in physical education pupils skills and attainment are promoted well by the good range of equipment available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

1) Improve standards in writing by:

- ensuring that writing skills, to enable pupils to write well for a wide variety of audiences and purposes, are consistently taught in a rigorous, progressive and systematic manner;
- ensuring that opportunities are regularly provided and fully exploited to enhance and extend pupils' writing skills in other areas of the curriculum.

(paragraphs 3, 7, 23, 28, 32, 85, 86, 88, 114, 124, 126)

2) Ensure that the progress that is made by all pupils in all year groups is consistent and of a good rate by:

- ensuring that the work that is set for the higher attainers is always of a challenging and demanding nature;
- ensuring that available assessment information is used to accurately plan and provide work that matches the ability of the pupils;
- making sure that teaching assistants are effectively deployed within all lessons so that best use is made of their significant skills;
- making best use of pupils' individual education plans in matching work to pupils' needs;
- ensuring that withdrawal of pupils with special needs from lessons for additional support is not at the expense of learning in other subjects;
- ensuring subject co-ordinators play a more active role in the monitoring of teaching and learning and in the analysis of test and assessment data to give them a better grasp of how well pupils are achieving, attaining and progressing.

(paragraphs 10, 20, 23, 25, 26, 29, 34, 46, 48, 57, 60, 63, 92)

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

- improve the quality of the marking of pupils' work so that it consistently identifies what a pupil needs to do to improve or to highlight why a particular piece of work is of a good standard.

(paragraphs 30, 89, 120, 125)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	24	22	2	0	0
Percentage	3	23	37	34	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	294
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.6

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	21	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	18	18	20
	Total	37	37	39
Percentage of pupils at NC level 2 or above	School	90 (93)	90 (96)	95 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	18	20	21
	Total	36	38	40
Percentage of pupils at NC level 2 or above	School	88 (96)	93 (96)	98 (96)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	19	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	18	17	18
	Total	34	34	36
Percentage of pupils at NC level 4 or above	School	89 (89)	89 (73)	95 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	18
	Girls	18	16	17
	Total	33	30	35
Percentage of pupils at NC level 4 or above	School	87 (71)	79 (80)	92 (80)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	228	0	0
White – Irish	0	0	0
White – any other White background	42	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	11	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	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	10	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)	11.4
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	212

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	615496
Total expenditure	632874
Expenditure per pupil	2301
Balance brought forward from previous year	24000
Balance carried forward to next year	6622

Recruitment of teachers

Number of teachers who left the school during the last two years	8.1
Number of teachers appointed to the school during the last two years	9.9

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	2	0	0
My child is making good progress in school.	50	46	2	2	0
Behaviour in the school is good.	31	57	5	5	2
My child gets the right amount of work to do at home.	34	52	14	0	0
The teaching is good.	50	46	4	0	0
I am kept well informed about how my child is getting on.	36	54	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	29	4	2	0
The school expects my child to work hard and achieve his or her best.	40	48	0	0	2
The school works closely with parents.	34	55	5	4	2
The school is well led and managed.	38	53	3	4	2
The school is helping my child become mature and responsible.	43	51	4	2	0
The school provides an interesting range of activities outside lessons.	38	50	7	0	5

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

68. The school provides a good start to children's formal education. This is similar to the findings of the last inspection, where teaching and curriculum provision were judged to be good. Teaching is still good overall, with some very good and excellent teaching observed. One of the key issues from the last inspection concerned children's ability to organise themselves and initiate, plan and carry out their own investigation. Teachers now provide well for this area in the classes containing reception-age children and, as a result, children select activities and work well independently. Another key issue from the last report concerned the progress of higher attaining pupils and the need to provide work that is more challenging and better suited to their needs. At present, most tasks given to reception children contain the correct level of individual challenge. However, just occasionally the children with the potential to achieve more highly are not given a great enough challenge. The tasks that are provided for children to learn are well planned and enable children to learn through practical and investigative activities alongside the more formal teaching of specific skills.
69. Children enter the school with average levels of attainment, but with a minority of children above average, especially in the areas of mathematical development and speaking and listening. Children's knowledge and understanding of the world are less well developed. Children of all abilities, including those with special educational needs, make good progress in all areas of learning and achieve well. By the time they start in Year 1 attainment is above average in personal, social and emotional development, communication, language and literacy, mathematical development, creative development and physical development. In knowledge and understanding of the world, children make similarly good progress but because of the level of attainment in this area of learning when children start school, attainment by the end of the Foundation Stage is at an expected level.

Personal, social and emotional development.

70. The teaching in this area is good and, as a result, children of all abilities make good progress. Teachers put a considerable emphasis on this area of development, so by the time children leave the reception classes their attainment exceeds the level expected for this age group for this area of development. Helped by good teaching from all staff, children settle quickly into the routines and expectations of school. For example, in one class, time is given to singing a "welcome" song and the teacher explains the plans of the day each morning by using photographs of the children doing the different activities talked about. As a result, children are confident and clear about the shape of the day and what adults expect of them. Adults develop children's self-confidence well. The children demonstrate this in how well they respond to the opportunities given to them, such as reporting back to the whole class about activities they have worked on; for example, their drawings of objects that they have felt in the "feely box" or from a walk around the school grounds.
71. Adults promote the formation of good relationships well. Behaviour is generally very good. The awareness of right and wrong is very well promoted by the staff, who have suitably high expectations for this area. Good relationships are well modelled for the children by the teachers and the teaching assistants who work with them. From the start, children in both classes are expected to co-operate well with one other. For

example, in one class, children take turns, without adult help, to be the “doctor” and the “patient” in the hospital. In the other class, they take turns with the computer mouse, again unaided. Staff give children many chances to make choices, about playing on the wheeled toys or in the sand or water, or in selecting collage materials for Christmas cards or models. Children respond very well to this and when making their choices act sensibly and maturely. Children work together well and show good levels of independence when for example changing for physical education or returning resources and tidying up at the end of lessons.

Communication, language and literacy.

72. Teaching is good overall and leads to good progress for pupils of all abilities. By the end of the reception year most are likely to have achieved the Early Learning Goals and a considerable minority exceed them in speaking and listening and in reading, but fewer are likely to have exceeded them in writing. One teacher’s reading of “The Bear Hunt” entranced children; consequently they listened very well because of the way she read the story, enacting the part of the bear. Speaking skills are generally well, and sometimes very well promoted by teachers. For example, in a “circle time”, children sat in two circles, not one, so that they each had a partner to talk to. They then moved on round the circle so that they quickly gained confidence and ideas by talking to a wide range of other children. This very good practice also supports their social development very well and enables strong friendships to form. Through activities like this children are able to develop good speaking and listening skills using a growing vocabulary with increasing fluency to express their thoughts.
73. The teachers are successful in quickly establishing elementary reading skills. The children understand words such as “author” and “illustrator”. Helped by the very active methods used by the teachers, they are beginning to recognise many letters of the alphabet well by shape and sound. Many children recognise a few key words and explain the methods that they use to decode text, such as looking at the pictures and trying to make the text make sense from the words that they do know. The most able children have already achieved the Early Learning Goal for this area. Excellent teaching of small groups of children very strongly promotes this area with elements of the Literacy Framework being extremely well used by staff.
74. Attainment in writing is not as strong as in reading. Staff provide a wide range of opportunities for writing. Children regularly practise letter formation but some form letters incorrectly. In adult-led sessions children are rightly encouraged to make a connection between the spoken and the written language and to use their knowledge of sounds. As a result, most will confidently have a try at writing, for instance when writing key words on a white board or inside a card, or reporting how they made a model when asked. Adults support these activities well. Supplies of paper, pens, crayons and pencils are readily available, but too few children choose to use them regularly and too little is done to further stimulate and challenge children to do so in child-chosen activities

Mathematical development.

75. Teaching is good overall and children of all abilities make good progress throughout the Foundation Stage. By the end of the reception year most children achieve the standard expected for their age and a significant minority will have exceeded it, particularly in number. Many good opportunities are given to children to count, such as the number of children having school dinners. They then are encouraged to estimate if more or fewer children are having packed lunches. They count the totals accurately in rows or

columns and spot the totals on the number line, thereby practising a wide range of mathematical skills and language at one time. Appropriate elements of the National Numeracy Strategy are used in both classrooms to develop children's mental arithmetic skills; for example, finding out which group of objects has more, or counting totals by just listening to objects being dropped into a tin with closed eyes. One higher attaining child explained that counting is "just adding one on and on till you get the total number". Children count objects to ten confidently and nearly all beyond ten, with many very far beyond. Occasionally tasks that are set could be more demanding for the highest attaining children.

76. Teachers provide good experiences to develop children's understanding of mathematical language through their play. They make good use of a computer to enable children to draw symmetrical patterns, and make simple repeating patterns with coloured cubes. They provide opportunities for children to make models with 3-D shapes and make pictures with 2-D shapes to practise the names and their properties which children are able to do. For the less able and for children with special educational needs, activities are particularly well tailored to individual and group needs. For example, sorting counters from one-penny coins in order then to be able to give a correct number of pence for a particular toy was one observed activity well matched to individual needs.

Knowledge and understanding of the world.

77. The teaching of knowledge and understanding of the world is good overall. This enables children of all abilities to make good progress throughout the Foundation Stage so that by the time they start in Year 1 their attainment is in line with that generally found, with most children achieving the Early Learning Goals in this area and a small number exceeding this level. Staff give children a very wide range of suitable first-hand experiences to develop their knowledge and skills and motivate them to learn. For example, they go on a "Bear Hunt" around the school to learn more about the school grounds and develop their scientific understanding. They do not find any bears, but they do learn and reinforce their vocabulary, and show a good level of knowledge about the school's amenities. They also have a more developed awareness of the effect of ice on grass, leaves and faces by the time they return.
78. One of the teachers makes class books containing photographs of the children engaged in memorable activities from earlier in the term, such as watching bread cooking in the school kitchen, and visiting a local dentist, all of which help to develop in the children a good understanding of the passage of time. Here the teacher makes good connections with learning to read. Reading the added captions to the book is a favourite activity with the children at free-reading time, which they often complete with confidence and accuracy. Teaching is good in religious education. Design and technology skills are developed satisfactorily by the making of box models and recording the materials and processes children used. Children's computer skills are developing well by having constant and freely available access to machinery and a suitable range of programs and good adult support when it is needed.

Physical development.

79. Teaching in this area is good and sometimes very good, and children of all abilities make good progress. When they transfer to Year 1 most children have achieved the Early Learning Goal for this area and a significant minority have exceeded it. In the constantly available outdoor area they ride a variety of wheeled toys with increasing confidence and skill. Indoors, they take part in lessons in the hall where they run and dance with good control for their age. They work with small equipment, such as balls and ropes and develop good levels of mobility, co-ordination and awareness of space. They throw a beanbag into a hoop some distance away with a good level of accuracy for children of their age. Teachers' expectations for this sort of work are high. Children demonstrate physical skills well in dressing and undressing for physical education, which they generally do unaided.
80. In the classrooms children move with a good sense of space and balance and are generally mindful of the other children around them - especially important, as some classroom and cloakroom spaces are small. Teachers give children many good opportunities to handle scissors, crayons, and other small equipment such as construction toys and directly teach the necessary skills in an effective manner to enable children to complete tasks well. Modelling tools and malleable materials are also used satisfactorily to develop manipulative skills.

Creative development.

81. Teaching is good overall and children of all abilities make good progress in the acquisition and development of their creative and aesthetic skills. By the end of the reception year attainment is good. Staff regularly provide a wide range of activities including art and design, music, imaginative play and dance. In a very good dance lesson observed the children made up dances to illustrate "Winter", complete with stamping feet and moving vigorously. Children also express their ideas well in drawing, painting houses and modelling. Through a good range of activities, they learn how to confidently explore colour, shape and texture. Children confidently use pencils and paint. An appropriate range of opportunities is provided for the children to develop their music skills, such as singing and dance. Role-play is also well used and children respond very well often showing good levels of imagination and using an expressive vocabulary. Classroom displays, such as posters to keep Red Riding Hood safe and collages of favourite food, all help to enliven the classroom and provide much information for the children to use.

ENGLISH

82. The results of the National Curriculum tests for 2002 showed that by the end of Year 6 pupils' attainment in English was well above the national average and above the average for similar schools. Inspection evidence shows the standards of attainment are above average overall with attainment in reading and speaking and listening well above average and attainment in writing at an average level. The results for the National Curriculum tests in 2002 for pupils in Year 2 showed that attainment in reading was in line with the national average but below the national average in writing. When compared with similar schools reading was below average and writing was well below average. Inspection findings show that attainment in reading and speaking and listening are above average and average in writing. There have been erratic test results over time across the school but standards overall are as high as at the time of the previous inspection. This together with the improvements in curriculum provision indicate that

improvement overall since the last inspection has been satisfactory. However, standards in writing are not high enough and not as good as the standards pupils achieve in reading, and speaking and listening. The fluctuation in test results over time can be partly explained by the differing ability of different groups of pupils but also by a considerable number of staff changes that has resulted in inconsistencies in the progress made by different groups of pupils. The situation has improved, but although teaching and progress are now satisfactory in Year 3 to Year 6, with some good and at times very good examples, there are still instances where pupils have or do not always make the progress of which they are capable. In Year 1 to Year 2, pupils are now making good progress and achieving well because of the consistently good and at times very good teaching. This helps to explain the differences between test results and inspection findings. The progress made by pupils with special educational needs and pupils for whom English is an additional language is similar to their classmates.

83. Good improvement has been made this year in the standards of reading which pupils attain by the end of Year 2. These standards are now above the national average, and much has been done to accelerate their progress. The school uses a wide range of approaches to the teaching of reading. Books go home regularly and the school provides good guidance for parents to support their children's development of reading at home. The school has a regular programme of teaching sounds and sound blends as part of the literacy strategy and this has had a positive impact upon raising the standards of pupils' attainment. As a result the progress made by pupils in English in Year 1 to Year 2 is good.
84. By the end of Year 2 pupils use pictures, including the illustration on the cover, to predict the story and then read fluently and with confidence, and appreciate the humour. However, a minority of pupils, although recognising many of the words in the text, which they read accurately, do not have well developed strategies for dealing with unfamiliar words, and so there is sometimes a lack of fluency in reading. Pupils in Year 3 to Year 6 continue an appropriate programme of reading development and make good progress in basic reading skills. Pupils have good opportunities to cultivate their own love of reading through regular time spent exploring the work of a good range of authors, poets and dramatists. More able pupils engage in useful discussions about what the title might mean, although some need prompting before they will commit themselves to an idea of a possible outcome to the story. By the end of Year 6 standards in reading are very good. Most pupils read with confidence, accuracy and flair. The higher attaining pupils use expression to add interest to their reading. These pupils express great interest in reading for pleasure and in school time there are many occasions when pupils can develop their higher order reading skills through following their own interests and extending their school work through independent research.
85. There has been improvement in the standards of writing in Year 1 to Year 2. This is evident in the quality of work pupils have produced in their books since the beginning of the academic year, which is of a standard expected of their age. Pupils' spelling skills are at an average level and they use punctuation appropriately. Pupils are being increasingly provided with opportunities to write for a wide variety of audiences and purposes and are being increasingly taught the necessary skills to enable them to complete the tasks well. This good practice has not yet had sufficient time to have its biggest possible impact on standards and in ensuring that a higher percentage of pupils exceed the level expected of 7-year-olds in writing.
86. By the end of Year 6 pupils' basic writing skills such as punctuation and spelling are average, but pupils do not always demonstrate sufficient competence in writing in other subjects. On occasions, the over use of undemanding worksheets by a minority of

teachers, and limited opportunities for pupils to write imaginatively, hamper the extension of writing skills. The pupils develop a clear understanding of punctuation, which they use accurately, and the school provides an appropriate range of opportunities for writing in English lessons. However, not all teachers use these imaginatively. Opportunities include written instructions, narrative poetry, biography and autobiography book reviews and reports, as well as play scripts and pieces of creative writing. However, these are almost always linked to the structured scheme and topics of the literacy hour. The school has identified the need to ensure that the skills necessary to write for this variety of audiences and purposes are consistently taught in a systematic manner across the school. The school does, however, provide good opportunities for pupils to take responsibility for their own work and to extend their experiences through additional independent work. The teachers who do not always have high enough expectations of what pupils can do, do ensure the work is usually technically correct, even if it does lack excitement, interest and flair. Presentation of written work is satisfactory and often good, particularly among pupils in Year 2. In formal handwriting lessons they develop a clear handwriting style which prepares them well for their work as they move on through the school. But not all teachers in the junior classes have such high expectations. The school has a regular programme for the development of pupils' spelling across the school and this has a positive impact upon standards which are broadly in line with what might be expected of pupils in a primary school at the end of Year 2 and Year 6.

87. By the end of Year 2 standards in speaking and listening are good. They are very good by the end of Year 6. A minority of pupils are admitted to the school with well-developed communication skills, particularly speaking and listening. They often make good progress in developing these skills throughout the school, but this is more evident in the infant classes where teachers encourage pupils to voice their feelings and opinions in response to skilful questioning. As pupils move through most junior classes there are effectively planned opportunities for extending these skills in the regular pattern of lessons, through debate, discussion and role-play. Good examples of this development were seen during the inspection. Pupils in a Year 5/Year 6 class prepared an evaluation and analysis of writing styles which included debate and discussion about appropriate audience and difference of purpose. The session was well structured by the teacher and it was clear that these pupils had prior experience of debating skills. This aspect, as well as the opportunity to develop deeper understanding of social issues, is also a strong feature of language development through work in some other subjects. Nevertheless, there are still some missed opportunities for developing pupils' literacy skills in all subjects.
88. Pupils' attitudes towards learning are very good and behaviour in lessons is always well managed. When given the opportunity to work collaboratively, in pairs or small groups, the pupils do so sensibly and productively. The quality of teaching is good with very good features in Year 1 to Year 2 and satisfactory with some good or better practice in Year 3 to Year 6. Some good teaching was seen in most year groups and some very good teaching was seen in a Year 1 and Year 2 class and a Year 3 and Year 4 class. The better teaching is having a significant impact upon standards and upon the breadth of experience which is offered to the pupils. The National Literacy Strategy is well established and provides a good structure for teachers' planning and for the development of basic skills. However, not all teachers are planning sufficiently to develop pupils' English and particularly writing skills in other subjects of the curriculum so that the development of English can continue through purposeful extended writing in subjects such as history and religious education, or for writing for different purposes in the reports of findings in science and descriptions in geography.

89. Planning, now, is beginning to take account of the wealth of opportunities which the pupils' own experiences offer for drama and role-play. All teachers make good use of the available resources, they explain tasks clearly and establish good relationships in the classroom which give pupils the confidence they need to contribute willingly during lessons. However, the marking of pupils' work is inconsistent. This needs to be sharpened up so that planning includes a clear focus for marking and ensuring that the information gained from the process is used effectively to help with the planning of the next stage of learning. Assessment of pupils' ability is usually accurate, but there are a number of pupils who could achieve higher targets. Classroom management and organisation are good and teachers manage the behaviour of the pupils well.
90. In examples of the best teaching practice, the teachers' planning shows progression during the week, building on previous learning and shows imagination in the way the tasks are introduced. Resources are well prepared and are designed specifically for the pupils being taught. There are clear explanations, and discussions are managed sensitively and with appropriate humour. The lessons move at a brisk pace and pupils are excited and regularly involved through the teachers' skilful use of open questions. The pupils waste no time and respond well to the challenges which both tax and motivate them to make more effort. All of these features were evident in the two very good lessons observed. In the good lessons the teachers expected much of the pupils and the pupils enjoyed the work and made good progress. Some good use of computers is made in lessons, although not all teachers are confident in using information and communication technology to support their teaching of English. However, on occasions some lessons lack sparkle and pupils work slowly and without enthusiasm as the teaching is so slow.
91. Leadership and management of the subject are very good. The headteacher is the subject leader and has been instrumental in devising a clear and appropriate action plan based on findings from the previous inspection, and from more recent monitoring. Better attention is given to using assessment to plan work and build upon what has already been taught. The subject leadership is very good because there has been rigorous monitoring with a clear focus so that the subject leader has a very clear picture of what is happening throughout the school in the teaching of English. There is a regular check on teachers' planning and an effective overview of the outcomes to inform the next stage of curriculum planning and development. The school has recently refurbished its library, which is in the process of being restocked with up to date material. The new stock is of good quality and any out of date books and any material which includes stereotyping has been disposed of. It is a comfortable, yet purposeful facility but is not yet used sufficiently by small groups, or individuals for browsing, or for more concentrated study or research.

MATHEMATICS

92. Inspection findings are that standards at the end of both Year 2 and Year 6 are above average. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, are making good progress. No differences were noted in the performances of boys and girls. In the National Curriculum tests in 2002, attainment was above the national average in both Year 2 and Year 6. When the school's results are compared to similar schools attainment is at an average level. There has been fluctuation in results over time as a result of staff changes. The quality of teaching is presently good across the school and this is resulting in all pupils achieving well. Only very occasionally are there differences in progress by different groups of pupils because the work is not matched to the needs of pupils or the work is not challenging enough. Improvement since the time of the last inspection has been good because of a rise in standards and improvements in the quality of teaching and provision made for practical work.
93. By the end of Year 2, pupils successfully carry out a range of practical and problem solving activities, and, although a small number of pupils find it difficult, many confidently try to discover their own ways to find solutions. Pupils have a clear understanding of addition and subtraction. Most know the multiplication facts relating to 2, 5 and 10, and they successfully undertake a range of simple multiplication and division exercises. They have a secure understanding of place value to three figures, and they readily identify odd and even numbers. Higher attaining pupils also recognise negative numbers. They successfully identify halves and quarters, and many find a fraction of a whole number. Pupils confidently carry out addition and subtraction of money, in the form of shopping activities. Most pupils can correctly identify two and three-dimensional shapes, and they have a good understanding of time on the hour and half-hour. In measuring activities, pupils are confident in using non -standard units of measure, and most readily use standard measures also. Pupils successfully collect data, such as on their favourite holidays, and, whilst a small number have difficulties drawing them accurately, most carefully represent their findings in bar graphs and pictograms.
94. By the end of Year 6, pupils, on occasions, successfully develop their own strategies for solving problems. They readily identify the information they need, they draw their own conclusions and they present their work in an organised way. A small number of pupils continue to find this aspect of work difficult, however. Pupils confidently undertake work in addition and subtraction, as well as in various multiplication and division tasks. Many are confident in using brackets in some of their calculations. Pupils have a clear knowledge of place value to seven figures, and most are confident in quickly recalling individual multiplication and division facts to 10x10. Pupils have been introduced to decimals, to two and three places, and most use them confidently, especially in the context of measurement and money. Most pupils have a good understanding of fractions, and they readily identify equivalent fractions and reduce a fraction to its lowest terms. Pupils use and interpret co-ordinates in the first quadrant. Many pupils are able to identify and calculate perimeters and areas of regular and compound shapes, with higher attainers using an appropriate formula when required. However, a small number of pupils find this exercise difficult. Many pupils are competent in drawing angles to the nearest degree. Many readily compare two simple distributions, confidently identifying, for example, the range and median. Many pupils understand the concept of probability, and they confidently use the appropriate terminology when discussing and describing their work.
95. The overall quality of teaching and learning is good and some very good practice was also observed during the inspection. This is an overall improvement since the previous

report. Lessons are carefully planned, based on the pattern of the National Numeracy framework. Teachers now make most careful allowance for the provision of practical and problem solving activities, and, although it is not always the case, care is usually taken to ensure that pupils receive work that is suited to their particular needs. Good use is made of mental activities, at the beginning of lessons, and teachers are also aware of the need to continue to extend pupils' mathematical vocabulary. Teachers have good subject knowledge, usually provide clear instructions and illustrations and fully involve pupils through questioning. Lessons are brisk in pace, expectations are generally high and much help and support is provided, with the result that all pupils, including those with special educational needs and English as an additional language, make good gains in their overall mathematical ability. Where teaching is very good, and where, for example, teachers' subject knowledge is particularly good, a variety of stimulating methods is used to instruct the pupils, a very positive learning environment is developed and pupils are challenged in their work and they are helped to make very good progress. Pupils clearly enjoy the work, the mental activities in particular. They settle to their written and practical tasks with interest and concentration, they work well with other pupils when required and they know what they are expected to do. Pupils are well behaved, and often very well behaved, and this helps them to make every effort to complete their work. They readily turn to adults for help when required. Teachers regularly hold discussion sessions at the end of lessons, but on occasions these are too short to adequately check pupils' understanding or celebrate the work they have done. Whilst some pupils are less careful, most take care with the appearance of their work. Teachers mark pupils' work promptly, but comments of advice or praise are often not added and this on occasions prevents pupils' learning from being stronger.

96. The school utilises the National Numeracy document, as its scheme of work, with the staff making suitable additions where necessary. Teachers use the scheme well to produce good quality planning. The strategy itself has been implemented effectively, and high standards are now being achieved, together with consistently good progress. Leadership and management of the subject are good. The subject co-ordinator is enthusiastic and knowledgeable, as well as being a good practitioner. She carefully monitors work being undertaken in the school, and regularly supports her colleagues in their classrooms. This is an improvement since the previous inspection. Assessment procedures are good. They are being used effectively to identify pupils' current attainment, the progress they have made and, in most cases, to provide work that is suited to their particular needs. Further, suitable use is also made of this information to plot the progress that individual pupils make as they move through the school, and to provide them with targets for improving their work. Mathematics is now used appropriately in other subjects, such as science and design and technology, and suitable use is also made, on occasions, of information and communication technology, to further develop pupils' mathematical skills, for example in data handling.

SCIENCE

97. The results of the National Curriculum tests at the end of Year 6 in 2002 show pupils' attainment to be well above the national average and above average when compared to similar schools. Teacher assessments at the end of Year 2 in 2002 showed the percentage of pupils reaching the expected level of 7-year-olds to be above average with the percentage of pupils reaching the next higher level, below the national average. This makes attainment overall at an average level. The inspection findings indicate that standards are above average at the end of both key stages. The reason for this difference between test results and standards of work seen is due to the different cohort of pupils and to the fact that teaching in Year 1 to Year 2 is now consistently of a good standard ensuring that pupils of all abilities, including those with special educational needs and those for whom English is an additional language, are making good progress and achieving well. Teaching for pupils in Years 3-6 is satisfactory, with some good practice. All pupils make satisfactory progress overall, with progress good when the quality of teaching is good. Staff changes over time have caused some fluctuation in attainment over the last 3 years and resulted in inconsistent progress in some year groups and for different groups of pupils. The situation has improved, although there are still occasions when some pupils do not make the progress of which they are capable. This is more prevalent, but not exclusively the case, in Year 3 to Year 6. Standards have improved since the time of the last inspection as has the provision that is made for pupils to take part in investigative activities and in the quality of curriculum planning to help pupils progress more consistently. Improvement overall is judged to be good
98. By the end of Year 2 standards are above average and pupils make good progress. Pupils explore ideas and have developed a good knowledge and understanding of how to carry out investigations. For example, they investigate which solids will dissolve in water, record their results accurately and demonstrate good independent learning skills. This is a considerable improvement since the previous inspection. Pupils know what constitutes a fair test and make simple but accurate predictions. Pupils do not always use their scientific knowledge to its best effect to help explain why things happen as they do. Throughout Year 1 and Year 2 they develop a good knowledge and understanding of the properties of common materials and demonstrate their knowledge of physical processes well. They explore and explain how, for example, batteries are used in torches and observe and explore shapes of shadows. They identify the differences between animals, plants and humans and talk with confidence about how humans are unique. Most pupils use an appropriate scientific vocabulary. Pupils know that they should eat certain foods to stay healthy and name the major body parts and explain their functions in a basic but understandable manner.
99. Standards at the end of Year 6 are above average with pupils making satisfactory progress overall. By the end of Year 6 pupils continue to have and to use a good base of scientific enquiry. They know that some changes to materials cannot be reversed and that dissolving, boiling, freezing and evaporating are changes that can. They recognise the differences between gases, liquids and solids and use a wide scientific vocabulary to describe changes, including evaporation and condensation in their correct context. They make predictions confidently and experiment for example, to show how the sun casts a shadow. They explain how the moon orbits the earth and that the sun is orbited by the earth. Pupils have a good understanding of how electrical circuits work and know that motion is affected by forces such as gravity, magnetism and friction. They learn about the environment and life processes including nutrition, growth, movement and reproduction. Pupils use scientific names for major body organs and know that different creatures exist in different habitats. Not all pupils are

confident in making conclusions on the basis of the data that they have collected from their investigations.

100. There are sufficient resources to meet the needs of the curriculum and they are generally well used. Pupils have very positive attitudes to science and especially enjoy the practical activities. They are confident and ready to talk about the work they have done and in most classes they share resources well and readily help one other. The scrutiny of work shows that pupils take a pride in their work and are keen to make improvements. However, not all teachers mark pupils' work with informative and supportive comments in order that the pupils can move forward in their learning.
101. The quality of teaching is good in Year 1 to Year 2 and satisfactory with some good practice in Year 3 to Year 6. In Year 1 and Year 2 pupils make good progress in developing scientific enquiry skills. The teachers convey their interest and enthusiasm to the pupils. This enables them to learn for example, how humans are different from animals. They learn how each one of them is unique as they examine their fingerprints closely with a magnifying glass. Planning is of a good standard and in most instances the tasks that are set are challenging and demanding and meet the individual needs of the pupils. In Key Stage 2 the quality of teaching seen was satisfactory. In good lessons seen in Year 3 and Year 4, teachers build on pupils' prior learning and have good subject knowledge. However, in some classes at this key stage, teachers do not always provide sufficient challenge for higher attaining pupils. Teachers are well organised and encourage pupils to experiment but there are times when they do not always intervene quickly enough when pupils are not concentrating enough on their work. In effective teaching seen in Year 1 to Year 6, class teachers share lesson objectives with pupils so that pupils feel confident in making predictions, know exactly what is expected of them and remain well focused on the task. Most teachers use praise and encouragement effectively and use homework well to extend pupils' knowledge and understanding.
102. There have been considerable improvements in the curriculum since the last inspection. The new scheme of work provides effective guidance for teachers and ensures that pupils, including those with English as an additional language and those with special educational needs acquire a broad range of scientific skills, knowledge and understanding. The scheme of work includes clear learning objectives, key concepts and questions for teachers to explore with pupils as well as a range of activities and learning opportunities which are well matched to the National Curriculum Programmes of Study. Assessment procedures are good with the school making increasing use of assessment data to identify areas for improvement and to set targets for groups of pupils as well as for year groups.
103. Leadership and management of the subject are good. The curriculum co-ordinator has considerable subject knowledge and a clear vision of what is needed to develop the provision and standards further. She reviews the quality of teachers' planning and pupils' work regularly and action plans indicate that monitoring of teaching and learning through classroom observation is to commence next term. The consistent approach to scientific enquiry through investigation is a very effective strategy for continued improvement in the future.

ART AND DESIGN

104. By the end of Year 2 attainment is above national expectations and pupils, including those with special educational needs and pupils for whom English is an additional language, make good progress. Standards are in line with those found nationally by the end of Year 6, and progress is satisfactory for all pupils. This is the reverse of standards found at the time of the last inspection. The good attainment in the Year 1 and Year 2 classes is due to good teacher subject knowledge, good teaching and a more varied and challenging curriculum. High levels of staff changes have also had a greater impact in Year 3 to Year 6. Improvement since the time of the last inspection has been satisfactory.
105. Throughout the school pupils are given many good opportunities to link artistic work to other subjects. Much of art and design work is linked to other subjects. For instance, in a Year 3 and Year 4 class, pupils dress Roman soldiers in the correct layers of costume, while in Year 5 and Year 6 they use pastels to draw meandering rivers. Both sets of work are to a good standard. However, while this work enlivens the classrooms, supports the others subjects well and in itself is worthwhile for helping pupils learn their history or geography, the art element of the work is often reduced and the finished products are all too similar.
106. By the end of Year 2 pupils are able to draw and paint to a good standard because they are taught the specific skills to enable them to do so. Pupils know how to mix primary colours to achieve secondary colours. When painting, they represent the human figure with satisfactory proportions and use materials such as paint, collage and pastels with a good level of skills. When given opportunities to do so, they are able to evaluate their work and suggest improvements to their work well. The work of a wide range of artists, mostly from the European tradition and culture, is built well into the schemes of work for both key stages. Some good use is made of them throughout the school to further artistic knowledge and to encourage pupils to be aware of similarities and differences in styles and techniques. In Year 1 and Year 2, pupils use strips of paper effectively to make brightly coloured designs after studying Mondrian. The work has a stamp of their own originality rather than being an identical copy of the work of Mondrian. In Year 1 to Year 2 pupils are provided with opportunities to produce work using a range of media in both two and three-dimensions and the finished products are often of a good standard. Pupils are encouraged to use sketchbooks and they do this well. Pupils recognise that some materials are more suited for a specific artistic purpose than others. Pupils' knowledge of famous artists is satisfactory.
107. Attainment by the end of Year 6 is at an expected level. Pupils are provided with opportunities to work in different media such as pencils, pastels and crayons and know that different shading techniques will give greater depth to their drawings. The finished products are of a satisfactory standard with the higher attaining pupils producing good pieces of work. Attainment is better when observational drawings are based on real life with its different angles and perspectives rather than a copy of a picture and pupils are able to put their drawing and shading skills to more effective and attractive use. Pupils have a satisfactory knowledge of famous artists and the pupils' reproductions of Lowry's townscapes show that they have a good understanding of perspective. Although pupils have sketchbooks they are not always used to practice techniques and try out different ideas. The main area for development is the fact that the quality and range of learning opportunities in Years 3 – 6 is narrower than in Year 1 to Year 2 with fewer opportunities for three-dimensional work and for pupils to choose different media so that they can comment on different ideas and approaches.

108. Pupils have positive attitudes to art and design and thoroughly enjoy the practical activities that the subject offers. Pupils show good levels of concentration and perseverance and take a pride in their finished work. Behaviour within lessons is often good with pupils always willing to share resources and to provide helpful and supportive comments to classmates.
109. Teaching is good in Year 1 to Year 2 and satisfactory in Year 3 to Year 6. At its best, pupils are taught techniques well and given ample opportunities to learn by investigation and increasing knowledge and skills. The most effective teaching provides pupils with opportunities to work in a range of different media. In these instances pupils are encouraged to be inventive and creative and to put their own artistic stamp on their work. This means that work is original and not uniform across the class. Teachers use the subject in an appropriate manner to promote pupils' spiritual and cultural development. Teaching is less effective when specific skills are not taught in a direct manner, sketchbooks are not used for pupils to experiment or there are not enough opportunities for three-dimensional work.
110. Leadership and management of the subject are satisfactory with plenty of opportunities for informal monitoring of the subject through the scrutiny of work, displays and teachers' planning. A more formal approach will be adopted when the subject is an identified area of priority on the school development plan. The policy for the subject and the whole-school planning document are satisfactory. However, the whole-school planning document is not designed to fit the mixed-year classes. As a result, sometimes pupils are given too many experiences of using a particular medium, such as pastels, and no experiences of using other media or working on a larger scale. There is a straightforward whole-school system for assessment and record keeping in the subject that supports the subject well. The school has a good range of art materials and a good collection of reproductions of artists' work. Displays are well labelled and annotated to increase pupils' knowledge and interest in the work covered. Teachers display pupils' work very well, and this helps makes the school colourful and welcoming.

DESIGN AND TECHNOLOGY

111. By the end of Year 2 and Year 6 pupils' attainment is in line with national expectations. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language make satisfactory progress and achieve at a level appropriate to their ability. Pupils thoroughly enjoy the practical aspects of the subject, behave well, share resources effectively and are keen to take on board constructive comments to help improve their work. This creates an effective environment for learning. Improvement since the last inspection has been satisfactory.
112. By the end of Year 2 pupils demonstrate satisfactory design and technology skills. Pupils have been provided with a satisfactory range of opportunities to design, make and evaluate a range of products. They use a suitable range of materials and techniques and develop ideas through shaping materials and assembling different components, for example, they make a puppet which has at least one moving part. 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. Pupils draw up detailed plans for

making a sandwich with an original sandwich filling that they select for themselves. They discuss their ideas with other pupils and record them accurately. They make and evaluate a sandwich and suggest possible changes for improvement, although pupils are generally more confident with the making aspect of the subject than the evaluation.

113. Pupils continue to achieve satisfactory standards by the end of Year 6. In Year 3 and Year 4 they make good quality money bags and test the effectiveness of their design by using money to see if it can be safely contained. They assemble, join and combine different materials and use appropriate finishing techniques. In Year 5 and Year 6 pupils examine different kinds of slippers, they have taken one apart and have designed and made slippers of different materials. They work with a suitable range of tools, equipment and materials. They combine fabric through gluing, staples and sewing to create different objects. The desk lamps and alarms that they have designed and made demonstrate a good knowledge of electrical circuits and simple switches. Their finished products are of a satisfactory standard and pupils confidently discuss their ideas and what they need to do in order to improve their design. Pupils have an enthusiastic attitude towards all design and technology activities and take a pride in the objects they produce.
114. The quality of teaching is satisfactory overall. Appropriate opportunities are provided for pupils to use a variety of different materials and to learn about different cutting and joining techniques. Planning clearly sets out what precisely pupils are to learn and the skills they are to acquire. These objectives are shared with the pupils so that they too have a responsibility for their own learning. Evidence indicates that pupils' prior learning is taken into account and that good opportunities are provided for pupils to put their mathematical skills to the test when measuring and designing. Less evidence was available of the subject being used to enhance pupils' writing skills in a systematic manner or in the use of computers to enhance learning.
115. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and is keen to improve standards and the quality of teaching and learning in the subject still further. She has produced a detailed scheme of work with comprehensive plans for each year group. Suitable assessment tasks are built into each unit of work in addition to the informal assessment that teachers carry out in class. The co-ordinator monitors pupils' work and attitudes with interviews and questionnaires as well as scrutinising teachers' plans. The direct observation of teaching and learning is to commence when the subject is an identified priority area on the school development plan. There is a good range of resources to meet the needs of the curriculum.

GEOGRAPHY

116. The standards of attainment reached by pupils at the end of Year 2 are in line with national expectations. These pupils make satisfactory progress. Pupils make steady progress in the development of their skills, knowledge and understanding as they move through Year 3 to Year 6 and by the end of Year 6 their levels of attainment remain in line with the nationally expected level. Pupils with special educational needs and pupils for whom English is an additional language receive appropriate support and make similar progress, according to their ability, with the other pupils in their classes. Standards are similar to those reported at the time of the last inspection. Satisfactory progress has been made in addressing weaknesses identified at the time of the last inspection.
117. Throughout Year 1 and Year 2, pupils have an appropriate curriculum which reflects the National Curriculum well. By the end of Year 2 pupils have a secure knowledge of countries and identify many European countries such as France, Spain and Italy, as well as countries which are much further afield like America. Many pupils find these countries on a world map, especially those who have travelled to such destinations for holidays. Pupils are developing a satisfactory knowledge and understanding of scale and distance in relation to appropriate means of transport, including cars, planes, buses and trains. The pupils also have good opportunities to use computers to search on screen for objects which link to their topic about a different locality. The pupils have good knowledge about their local area and have compared life in a Leicestershire village with that on a remote Scottish island, for example, they know an island is surrounded by water and, therefore, is accessible by boat and air.
118. As pupils move through Year 3 to Year 6, the skills and knowledge learned in Year 1 to Year 2 are developed and extended. By the end of Year 6 pupils have a secure knowledge of local geography and have engaged in various appropriate studies. Pupils have good recollections of studying other regions and contrasting localities, including a village in India and a Caribbean island. Their knowledge of countries of the world is good and many pupils confidently include references to their own travels and experiences of different places whilst on holiday. The pupils talk clearly about the course of the river, its source and estuary, the effects of erosion and the uses which can be made of the water as it flows from the mountains to the sea. They are confident with the vocabulary including tributary and meander, and use them appropriately. Year 3 and Year 4 pupils build on their knowledge and understanding about mountains. They recall factual information such as Mount Everest being the highest mountain in the world and use relief maps of the United Kingdom to identify regions of high and low land. In one class the teacher also provided good opportunities to extend pupils' learning through studying weather conditions, natural habitation and tourism. Therefore, pupils in this class had a more comprehensive knowledge and understanding of their work. Pupils' interest in geography is fostered through field trips, including opportunities to visit Newton Harcourt and Evington Brook and arboretum. Older pupils attend a residential visit in Scarborough, visit France and a local outdoor education centre. Pupils' geographical understanding and skills in research are well developed because the curriculum is challenging and includes well planned opportunities for pupils to undertake personal research at home. Pupils' mapping skills are not as developed as other aspects of their geography knowledge and skills.
119. The pupils are well motivated and keen to talk about their learning. They are interested in their lessons and behave well in class. They are keen to learn more and find information for themselves through independent work and research, either individually or in pairs and small groups. This was observed during the inspection when pupils in

Year 5 and Year 6 showed their research findings about rivers. Pupils could select a river from the United Kingdom or worldwide for their group study. When showing their findings at the end of the project they were amazed at the differences they found between, for example, the Mississippi and the Amazon. They are very well motivated when given opportunities to participate in field work activities.

120. The quality of teaching is satisfactory throughout the school. The strengths of teaching lie in the match between lesson content and the pupils' experiences. There are well planned opportunities for older pupils to carry out their own research. For example, lessons are planned so that pupils have opportunities to explore alternative ideas about the way in which settlements develop. This results in teachers being able to prompt and promote wide-ranging discussions which frequently encompass issues of a moral or social nature. A good example of this was recorded in pupils' books when pupils in Year 5/Year 6 pursued issues of concern relating to the quality of the local environment and the effects of quarries and mines in adjacent townships. Many teachers have high expectations of what the pupils are capable of and, as a result, work in these classes is challenging. This means that expectations are appropriately matched to pupils' prior attainment and to their identified needs. Teachers' planning for individual lessons is satisfactory. Teachers have appropriate subject knowledge and the aims for lessons are guided by the school's programme of work. Some teachers also provide regular opportunities to develop pupils' literacy and mathematical skills through the teaching of geography. This good practice is not as consistent as it could be. Teachers manage pupils well. A weakness in teaching throughout the school is the quality of marking. Teachers do not provide pupils with enough guidance on what they have done well and what they need to improve. In a small number of classes work is not marked often enough.
121. The leadership and management of the subject are satisfactory. The subject leader monitors teachers' planning sheets and ensures that resources are available to cover all of the curriculum aspects. There is now an assessment system for recording pupils' attainment in geography and this assessment information is being monitored by teachers to ensure new work builds on pupils' existing knowledge and understanding. Teaching and learning in the subject make a good contribution to pupils' spiritual, moral, social and cultural development. The school has satisfactory resources for geography, including world atlases, road atlases, and a good supply of large scale Ordnance Survey maps covering the local area. Good use is made of different localities and the village environs for field work.

HISTORY

122. Pupils' attainment at the end of Year 2 and Year 6 is above the nationally expected level. The quality of teaching in Year 1 to Year 2 is good and this results in pupils of all abilities, including those with special educational needs, making good progress and achieving well. Teaching in Year 3 to Year 6 is satisfactory overall with some examples of good and on occasions very good teaching. Pupils of all abilities make satisfactory progress overall with progress and learning being good within individual lessons when teaching is of a good or better standard. Pupils for whom English is an additional language make similar progress to their classmates. Standards in the subject have been maintained since the time of the last inspection with a greater emphasis now being placed on the progressive teaching of historical skills alongside the development of historical knowledge.

123. By the end of Year 2 pupils have a good base of historical knowledge of periods of history that they have studied. They are presently studying Britain in the 1940s. Pupils' knowledge is quite impressive. They readily and accurately talk about how appliances such as irons, cleaning implements and hot water bottles have changed since the 1940s. Pupils have a very good knowledge of bomb shelters and lucidly explain about rationing and evacuation with the higher attaining pupils explaining in detail the reasons for these procedures. The pupils have a good sense of chronology and the good quality of teaching enables pupils to place famous people in history, such as Florence Nightingale and Guy Fawkes, in correct chronological order. Pupils have good recall of periods of history that they may have studied some time ago such as the Romans. Pupils use a good historical vocabulary to describe events from the past and are conversant with terms such as artefacts with pupils having a good understanding of the different sources of evidence that can be used to tell them about the past.
124. Standards remain above average by the end of Year 6. Pupils continue to have a good level of historical knowledge of periods of history that they have studied which include the Romans, Ancient Egypt, the Vikings, and Ancient Greece. Pupils have a good awareness that artefacts from the past can tell a great deal about how people lived. Pupils have a good knowledge of the differences in lifestyles of the rich and poor for example in Ancient Egypt and in the Victorian era. Pupils are aware of the role of archaeologists and know that there are both primary and secondary sources of evidence to tell them about the past. Pupils are currently studying the Tudors and already have a good awareness of what life was like in Tudor times, of the Spanish Armada and of the impact that Henry V111 had on the lives of people of the time. Pupils are less secure in their understanding that some events, people and changes in history have been interpreted in different ways and in suggesting why this may be so. Good opportunities are provided for pupils to find things out for themselves through independent study and research both at home and in school and although there are some good examples of the subject being used to enhance pupils' writing skills, this good practice is not consistent across the school.
125. Pupils' attitudes and behaviour in the subject are very good in Year 1- Year 2 and good in Year 3 to Year 6. Throughout the school, the pupils are keen to find things out for themselves. They thoroughly enjoy learning about the past. In many lessons pupils show high levels of interest, enthusiasm and are always ready to ask and answer questions. In most instances pupils listen carefully to the teacher and their classmates and are eager to learn new knowledge. Occasionally when teachers' expectations are not as high in terms of how pupils are to present their work or how much work they are to complete, the work that is produced is not always as good as it could be. This is the exception rather than the norm. The fact that throughout the school many pupils have a good recall of topics that they have studied some time ago indicates that teaching and learning has a positive impact on them. Many pupils are ready to take on board constructive comments that are made in their books to help them improve their work. Whilst there are some very good examples of the marking of pupils' work there are times when marking is not effective enough in outlining to pupils what is needed to improve or why a particular piece of work is of a good or very good standard.
126. The quality of teaching and learning is good in Year 1 to Year 2 and satisfactory with some good features in Year 3 to Year 6 and makes an important contribution to pupils' spiritual, moral, social and cultural development. Throughout the school planning is of a good standard with clear learning objectives which are often shared with the pupils. Good opportunities are provided for pupils to learn through discussion about historical artefacts and through role play and drama activities. These help pupils to gain a deeper understanding of how people lived in the past. Teaching has increasingly focused on

the development of pupils' historical enquiry skills alongside the acquisition of factual knowledge and this has further enhanced the pupils' ability to become independent and inquisitive learners. There are examples of computers being used to enhance pupils' learning but this is variable. As are the opportunities for the subject to be used as a vehicle for further developing pupils' writing skills with work sometimes copied or worksheets filled in, rather than pupils writing an account in their own words. This is more prevalent in Year 3 to Year 6. Visits that are provided to museums to gain a deeper insight into life in Egyptian and Victorian times bring an added dimension to pupils' learning. In a very good lesson observed for pupils in Year 3 and Year 4 mirrored by an excellent lesson in the other Year 3 and Year 4 class, the pupils had to set up a museum of Roman artefacts that depicted life in Roman times. These included weapons, every day tools, clothing and shoes, food and menus, even models of Roman toilets. The pupils then had to devise questions about different groups' of artefacts and about their uses, what they were made of, or how long they would last before being replaced. The atmosphere was heightened by the teachers acting as the curators of the museum, teasing out of the pupils more complex questions and detailed answers. By the end of the lesson all the pupils had developed a far greater knowledge of the Romans, had enhanced their questioning and answer skills and had thoroughly enjoyed themselves. In addition the activity provided a good opportunity to further pupils' design and technology skills because they made many of the artefacts themselves and all pupils had to carry out independent study and research at home to be able to answer questions about the artefacts.

127. Leadership and management of the subject are satisfactory. The co-ordinator has monitored teachers' planning and carried out scrutinies of pupils' work. He has not had an opportunity to monitor the quality of teaching and learning through classroom observations, but provision is to be made when the subject is a priority area on the School Development Plan. Good procedures are in place for assessing and tracking pupils' attainment. The co-ordinator has accurately identified the need for more consistent use to be made of computers to support pupils' learning as an area for further improvement. Resources, within school, to support pupils' learning are satisfactory and are supplemented by artefact loans from museums. These are used well by teachers to help enthuse pupils and to bring the teaching of history to life.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Pupils' attainment at the end of Year 2 is above the nationally expected level. Pupils of all abilities, including those with special educational needs, make good progress and achieve well. This is due to the good quality of teaching and very positive attitudes of the pupils. Attainment at the end of Year 6 is in line with the nationally expected level. This does not suggest that standards have fallen but reflects the fact that the younger pupils in school have benefited from more direct access to computers and to good quality teaching over time while for the older pupils this has not been the case with pupils not having the benefit of the large number of laptop computers because these are recent additions to the school. Over time not all elements of the subject have been consistently covered in sufficient depth in Year 3 to Year 6 and not all teachers have had sufficient subject knowledge and expertise. The school has addressed this issue in an effective manner as pupils are now taught all elements of the subject and there has been and continues to be good quality staff training that is helping to improve the quality of teaching and learning. The progress that is made by all pupils in Year 3 to Year 6 is satisfactory. Teaching is satisfactory with some good elements and pupils have very positive attitudes to the subject. The progress made by pupils for whom English is an additional language is similar to that of their classmates. Improvement since the last

inspection has been good, with an improvement in standards by the end of Year 2 and an improvement in curriculum provision and resources.

129. Standards at the end of Year 2 are above national expectations. Pupils have good word processing skills. Pupils combine text and graphics and know how to change font size confidently. Pupils use the mouse well to select items and to move and drag items across the screen to another location. Pupils know how to save work in a file and what instructions are needed to print out or retrieve work. Pupils have a good knowledge of how to write instructions for a programmable toy and predict what the outcome of these instructions will be. The higher attaining pupils can, for example, recognise that the input of certain instructions will enable the toy to "turn 360 degrees, which is a full circle." Many pupils use computers confidently to organise information and present findings from surveys that they have carried out in different formats. Many opportunities are provided for computers to support pupils' work in other areas such as mathematics, history, English and for research. Pupils carry out these tasks well. The higher attainers speak knowledgeably about the Internet and electronic mail whilst other pupils are not as aware of these facilities or of the uses of computers in the wider world.
130. Standards at the end of Year 6 are at a nationally expected level. Pupils' word processing skills are at an expected level and these are put to appropriate use when editing and drafting their work. The younger pupils merge pictures and text to produce a more dramatic effect when for example, composing letters to send to Father Christmas. The older pupils are confident at interrogating databases, data handling and in presenting information in a range of formats such as text, graphs, pie charts and tables. Pupils are secure in their knowledge of graphical modelling and are beginning to develop the skills to rotate and move shapes to model real life situations. For example designing a room, with an array of furniture to meet the needs of a disabled person. Some good examples were observed of computers being used to support and enhance pupils' learning in other areas of the curriculum such as mathematics and research in history. This good practice is not always consistent across the key stage. The pupils are beginning to recognise the potential and communicative power of the Internet but opportunities for pupils to use the Internet over time have been limited. Little evidence is available to suggest that pupils are able to use computers to control events in a predetermined manner and to sense physical data.
131. Pupils have very good attitudes to learning in the subject. They are attentive and are keen to learn new knowledge and skills. Behaviour within lessons is usually good. The siting of the lap top computers in an open area means that there is quite a lot of background noise, but most pupils ignore this and get on with the tasks that are set in a productive manner and show high levels of concentration and attentiveness. A small number of pupils do not always behave in an appropriate manner but good management skills by the teacher quickly deals with the issue without the learning of other pupils in the class being adversely affected. Throughout the school pupils work well together, share computer resources and are only too ready to help their classmates with little prompting from the teacher.
132. The quality of teaching is currently good in Year 1 to Year 2. Teachers have good subject knowledge and use this well to clearly teach and explain to pupils new skills and knowledge. This clear teaching on areas such as setting instructions for a programmable toy, how to locate information or how to combine text and images leads to pupils making good progress in their learning. Pupils are left in no doubt as to the tasks that they are to complete and when they encounter any difficulties teachers are able to deal with the problems in an effective manner with little loss of time. Teaching

takes good account of the fact that some pupils come to school with good computer skills and have regular access to computers at home. Teachers make sure that tasks that are set for these pupils are of a more demanding nature with the skills of teaching assistants and other adult helpers used very well in making sure that the needs of all pupils are met. In a very good lesson for pupils in Year 1 and Year 2 the teacher asked half of the class to complete a merging of graphics and text on the computer and the other half completing a similar task on paper. This was not only good management because of the number of computers that were available but the task vividly showed to pupils the power of computers and how effective and time saving they can be when completing such tasks.

133. Teaching for pupils in Year 3 to Year 6 is satisfactory with some good elements. Many of the lessons take place in the open area where the lap top computers are situated. Teachers recognise that there is quite a lot of background noise and so the opening session of lessons is often conducted in the classroom where specific skills and tasks are explained before pupils put them to the test on the computers. Teaching is most effective when teachers have a good level of subject knowledge and are able to deal with any pupils' misunderstandings well. Not all teachers are at this level and at times this prevents pupils' learning from being stronger. Effective teaching is in evidence when the teacher stops the lesson at pertinent times to deal with problems that the class may have experienced and then after this pupils' learning advances. At times however some teachers do not gain the full attention of the class or do not make their expectations known and this has an adverse impact on learning because some pupils have missed some very relevant teaching points. Again teaching is more effective when opportunities are seized upon to use computers to support pupils' learning in other areas of the curriculum and where specific skills are taught directly. A good example of this was in a lesson for pupils in Year 5 and Year 6 where the teacher taught the pupils precisely and accurately what they needed to do to complete a task on graphical modelling successfully, adding more complex demands as the lesson progressed. The pupils responded well to the challenge and completed the task successfully.
134. Leadership and management of the subject have been good over time. A teacher who is presently off school has over time carried out the role of co-ordinator and another teacher temporarily holds the role. Opportunities have been provided for the direct monitoring of teaching and learning, and for the scrutiny of teachers' planning and pupils' work. This has led to targets for improvement being set such as the provision of good quality staff training that has led to improvements in the quality of teaching, learning and curriculum provision. The co-ordinators have accurately identified the need to improve older pupils' ability to develop their skills and knowledge of control and sensors and in using the Internet and electronic mail. Good procedures are in place for assessing and tracking pupils' attainment and progress with the best teaching using this information to guide and inform future curriculum planning. Resources are satisfactory overall with the school seeking to set up a computer suite to further aid teaching and learning in the subject. The school runs a very well attended after school computer club which is proving successful in adding to pupils' computer skills as well as bringing a further dimension to pupils' personal and social development.

MUSIC

135. At the end of Year 2, standards in music are above national expectations and at the end of Year 6 they are in line with expected standards, although there are some accomplished musicians in school whose attainment is clearly above and in some

instances well above average. The progress made by all pupils, including those with special educational needs and for pupils for whom English is an additional language is good because of the consistently good and at times very good teaching. Differences in attainment between Year 2 and Year 6 can be explained by the fact that the younger pupils in school have had a shorter period of time in school during which the quality of teaching has been consistently good, whereas the older pupils in school have not over time had this consistency of good quality teaching. Improvement since the time of the last inspection has been good.

136. Good improvements have been made in the curricular provision for music since the last inspection. When the school was last inspected, there was insufficient coverage of all parts of the National Curriculum programmes of study as much teaching was undertaken from radio programmes and from a published scheme. Now, the school has well-written plans that fully cover the programmes of study, and very knowledgeable teachers to put the plans into operation. The last time the school was inspected there was no co-ordinator for the subject. Now one is in place and the school places a high and correct emphasis on music. In the 7 to 11 age group, 10 different instruments are now being taught to approximately 50 children in total. There is a choir and an orchestra. This very good provision is helping to raise the profile of, and standards in, music.
137. Singing at the end of Year 2 and Year 6 is in line with expected standards. Pupils join in with singing with enthusiasm in class lessons and in assemblies, where they sing songs, carols and hymns to an acceptable standard. They have satisfactory diction and control of pitch and, with teachers' help, try to vary the volume of their voices to add to the sense of the words. When they know the piece well their singing improves. It also improves when the teacher demonstrates particular phrases and they rehearse them. Younger pupils benefit from the good methods that teachers use to reinforce pulse by moving around the room to a set pattern of steps. Older pupils are not often asked to learn or sing rounds. Although the orchestra meets and practises regularly, and many pupils learn instruments, they are not regularly asked to accompany or to contribute to school singing such as in assemblies.
138. By the end of Year 2, pupils' composing skills are currently of a good standard. By the end of Year 6 they are satisfactory. Year 1 and Year 2 pupils benefit from being taught by class teachers who are knowledgeable about the subject and who are able to break tasks down into small sections to enable pupils to perfect them. Teachers encourage pupils of all abilities to take part fully, which they all do with a good level of enthusiasm, concentration and very good behaviour and self-discipline. As a result, they learn very well from the lessons. Pupils practise different rhythmic patterns, from written symbols on different instruments, and confidently describe the sounds, such as the tambour as "Low booming elephant steps". They also discuss the "texture" of the music. Helped by very good teacher knowledge in Year 3 to Year 6, pupils compose 'raps' about school life that are of a good standard. To a chosen rhythmic accompaniment, they perform these into a tape recorder so that they can then evaluate and improve their performance. The performances are rhythmic, but occasionally the behaviour of a few pupils interrupts and slows down the pace of the lessons.
139. Standards in listening and appraising music are currently above average at the end of Year 2 and at an average level at the end of Year 6. Pupils of all abilities and age groups listen and appraise music regularly. The music of famous composers is played as part of assemblies. Pupils in Year 5 and Year 6 have recently learnt about different historical styles of music such as Tudor, Baroque and classical styles. In a very good Year 1 and Year 2 dance lesson observed, pupils listened carefully to the well chosen

music that represented winter. They then made good suggestions of movements that would fit the tempo and the mood of the music. They then tried out their rhythmical movements to the music with very good success.

140. The overall quality of teaching is good. In the 1 and Year 2 classes, good class management promotes a brisk pace of learning and very positive attitudes. High expectations, and the teachers' good subject knowledge and skills, all ensure that pupils' knowledge and skills are systemically developed. In the older classes, the teachers' very good subject knowledge and planning provide a good and varied range of learning opportunities but occasionally the inappropriate behaviour of a small number of boys, means that the management of the pupils takes precedence rather than delivering the planned content of the lesson. Pupils with special educational needs and with English as an additional language are helped and enabled by teaching assistants to take part fully in music lessons. Some good links are made for pupils to other subjects such as the links history in a Year 5 and Year 6 class. The school uses a good set of resources to enable pupils to learn music systematically.
141. Leadership of the subject is satisfactory. Teachers' planning is scrutinised to ensure that full coverage of the Nation Curriculum is taking place. The subject makes an important contribution to enhancing pupils' spiritual, moral, social and cultural development. Teaching is not regularly monitored and, as a result, the co-ordinator is not precise in his knowledge about standards or what needs doing to raise them further. Peripatetic music teaching for many instruments supports the curriculum very well. The school has an annual programme of concerts and musical events. There is a strong choir, open to all of the older pupils. They sing regularly in local festivals and church services, and to local old people. The school has a simple but effective assessment and record keeping system for the subject.

PHYSICAL EDUCATION

142. Standards in physical education are above national expectations for pupils at the end of Year 2 and Year 6. The good quality of teaching results in pupils of all abilities, including pupils with special educational needs and pupils for whom English is an additional language, making good progress and achieving well. Standards have been maintained since the time of the last inspection and improvement overall has been good.
143. Standards at the end of Year 2 are above average. In gymnastics pupils by the end of Year 2 show good co-ordination and control. They move around the hall using a variety of methods, including hopping, skipping, twisting and running. They balance well showing a good awareness of safety when using apparatus and are beginning to develop the ability to perform a sequence of movements with skill. In games they practice basic skills well with bat and balls and dribble a large ball around a series of markers with accuracy. Pupils have a good awareness of space and in small games show good levels of co-operation. Pupils are well aware of the fact that exercise is an important component of a healthy lifestyle. As pupils progress through the school they continue to demonstrate high levels of skill in gymnastics and other elements of physical education. In a very good lesson in Year 3 and Year 4 pupils showed a good sense of space and demonstrated considerable precision and control of their bodies. As they reach Year 5 and Year 6 they are confident and mature as they work together in pairs with varied and imaginative movements. Pupils have good ball skills and show an equal measure of competitiveness and sportsmanship. Swimming is taught in a concentrated way and pupils' progress is monitored carefully. This intensive and

skilled teaching helps pupils to make good progress and to achieve above average standards by the end of Year 6.

144. Pupils in both key stages show considerable enjoyment and enthusiasm in physical education lessons. They listen carefully to instructions and are keen to demonstrate, trying hard to improve their performance. Pupils behave well and are ready to take on board comments to help them improve. These positive attitudes help to create a good learning environment and contribute much to how well pupils learn and progress.
145. Teaching across the school is good. Lessons are well planned and prepared and teachers have high expectations of all pupils. Time is well used and teachers ensure that lessons begin with appropriate warm up activities. In all lessons seen there was good attention to health and safety. Teachers are keen and enthusiastic when teaching physical education and this motivates pupils to respond effectively to the challenges of the curriculum. Teachers make good use of the teaching of specific skills to help improve pupils' performance and use examples of pupils' good practice to demonstrate to other pupils. This is effective in improving levels of performance. Teachers have good subject knowledge and monitor pupils' progress throughout the lessons making assessment notes of individuals' performance. They provide good opportunities for pupils to share their work with the rest of the class and ensure that pupils are accurate but sensitive in the evaluations of what they have observed.
146. The leadership and management of physical education are good. The co-ordinator is knowledgeable and enthusiastic and provides a good example to his colleagues through his own good teaching. He closely monitors the quality of teaching and learning through classroom observation and ensures that wherever necessary staff have access to training. There has been an improvement since the previous inspection as provision for outdoor activities is now in place. Currently it has been incorporated into the residential week attended by pupils in Year 6. Further work on orienteering is planned for the Spring term. Pupils are encouraged to join in a very wide range of extra curricular activities including football, netball, cricket, athletics and cross-country running. These add much to pupils' personal and social development as well as their sporting skills. There is also a range of activities supported by the school but run by the community that include Karate and Tennis. Resources are good, well organised and used effectively.

RELIGIOUS EDUCATION

147. Standards by the end of both Year 2 and Year 6 are higher than those expected in the Local Agreed Syllabus. For pupils of all abilities and those for whom English is an additional language, progress is good in Year 1 and Year 2 and satisfactory in Year 3 to Year 6. No differences were noted between boys and girls. At the time of the previous inspection standards were reported to be in line with those expected. Significant improvements have been made since that time.
148. By the end of Year 2, pupils are familiar with two major world faiths, the Christian and Sikh faiths. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Guru Nanak. Pupils explain clearly that religions have different religious buildings, and they can readily name and describe the church and the gurdwara. Pupils understand that religions have various ceremonies and special occasions, and they describe in great detail why Christmas is so important to Christians. Pupils confidently explain the importance of the 5 K's to Sikhs, and they describe the particular relevance, for example, of the Kangha. Pupils understand well the need to belong to a variety of groups and they recognise in particular the

importance of their own family and friends. Pupils are aware of the need for caring, both for people and the environment.

149. By the end of Year 6, pupils are well-informed about a number of world religions, successfully discussing many aspects of the Christian, Hindu, Jewish and Islamic faiths. They readily name important figures in these religions, such as Mohammed and Rama and Sita. They confidently identify and discuss similarities and differences between religions, such as in clothing, food and ceremonial rites. Pupils readily name various religious books, such as the Bible and the Qu'ran, and they confidently identify some of the requirements for entering religious buildings, such as removing shoes or covering one's head. Pupils have a good understanding of the fact that all religions have distinctive traditions and life-styles, and, for example, pupils in Year 5/Year 6 identify the importance of the Five Pillars of Wisdom to Moslems. Pupils recognise that all religions have special ceremonies and festivals, and, for instance, pupils identify the importance Diwali and Hanukkah to Hindus and Jews respectively. Pupils are well aware of the need for love and care, in their dealings with others, and they recognise the importance of sharing. Pupils, throughout the school, clearly understand the need to be tolerant of other people's dress, lifestyle and ritual.
150. The quality of teaching and learning is good in Year 1 and Year 2 and satisfactory with some good features in Year 3 to Year 6. This is an improvement since the previous inspection. Lessons throughout the school are well planned, and thought-provoking and interesting ideas are often presented to pupils. Teachers have sound subject knowledge, and through clear instruction and a careful use of questioning to involve them all, pupils, including those with special educational needs and English as an additional language, are able to make satisfactory gains in their knowledge and understanding. Where teaching is good, in Year 1 and Year 2, where teachers' knowledge is particularly secure, the lessons are especially well organised and resourced, and where pupils are challenged in their understanding of religious matters, pupils make good progress. Teachers throughout the school provide a variety of tasks for pupils, and they make good use of appropriate resources to involve pupils and to make them think for themselves. Most pupils find the subject interesting and many provide a variety of thoughtful answers and observations. Just occasionally, a very small number of older pupils show less interest in the work. Teachers are careful to introduce pupils to all the correct terminology used in different faiths and most pupils show confidence in using the appropriate terms. Pupils' attitudes and behaviour are usually good, and in Years 1 and 2 they are generally very good. Pupils relate well to both their teachers and to each other. Pupils usually take care with the presentation of their work, although a small number take less pride in its appearance. Teachers mark this work regularly, but they do not always provide detailed comments of praise and advice to encourage pupils further.
151. The school closely follows the local Agreed Syllabus, together with the government's curriculum guidelines, and all areas of work are more than adequately covered. The school is particularly successful in developing the pupils' understanding of different faiths, and visiting speakers and trips to religious buildings play a significant part in this provision. The work, undertaken successfully, supports all aspects of pupils' spiritual, moral, social and cultural development. Through the written activities provided for pupils, religious education provides some limited support for the school's initiative in literacy, but there are some missed opportunities. The school is beginning to make use of information and communication technology, to enhance pupils' learning, such as when they search the Internet for information on different faiths. Assessment procedures are good, and most suitable information is recorded to judge both pupils' current understanding and to identify the progress they have made. Leadership and

management of the subject are good. The co-ordinator is knowledgeable and committed, and she is fully aware of the work being undertaken in the school. As yet she has few opportunities to observe teachers and pupils at work in the classrooms, to see for herself the standards being achieved. However, through the scrutiny of pupils' work and teachers' planning, and the advice and support she provides for her colleagues, she has contributed significantly towards the overall improvements that have been made in the subject.