

INSPECTION REPORT

PRIORY JUNIOR SCHOOL

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122531

Headteacher: Mrs Judith Saunders

Reporting inspector: Fred Ward
18605

Dates of inspection: 20th – 23rd January 2003

Inspection number: 248355

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
School address:	Priory Rd Gedling Nottingham
Postcode:	NG4 3LE
Telephone number:	(0115) 9526100
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Anne Baldry
Date of previous inspection:	2 nd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18605	Fred Ward	Registered inspector	English Music Religious education English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
19716	Katy Blake	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2756	Michael Barron	Team inspector	Mathematics Art and design Geography History Special educational needs	
16761	Melvyn Hemmings	Team inspector	Science Information and communication technology Design and technology Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Priory Junior School is about the same size as most primary schools, currently attended by 245 pupils, serving a former mining housing estate and nearby area in Gedling, a suburb of Nottingham. Since 1998, the number on roll has been falling steadily. Nearly all pupils are white of United Kingdom heritage with 14 from other backgrounds including white, black, Asian and mixed ethnic groups; three children have English as an additional language but are fluent speakers. Nearly all pupils transfer at seven from the nearby Phoenix Infant school with overall average attainment. There are nine more boys than girls in the Year 5 group of 61 pupils while, in other year groups, there are broadly the same numbers of boys and girls. Twenty four pupils are entitled to free school meals (below the national average). Fifteen pupils are on the register of special educational needs (below average) with a range of difficulties but none have statements (well below average). There are eight gifted and 10 talented pupils spread across the school.

HOW GOOD THE SCHOOL IS

Pupils gain much from attending Priory Junior school: standards in reading, information and communication technology, art and design, and history are above average, behaviour is good, and pupils enjoy learning. The newly appointed headteacher, governors and senior staff are working well together to raise pupils' achievement higher, particularly in writing. Overall, teaching is good and often very good. The school gives good value for money.

What the school does well

- Standards in reading, information and communication technology, art and design and history are above average in Year 6.
- Pupils with special educational needs make good progress.
- Pupils like school and behave well in class; relationships are generally good.
- Overall, the teaching is good and often very good.
- The school is very good at helping pupils develop personally and providing them with rich and varied learning opportunities in and beyond the classroom.
- Pupils' personal development and progress in literacy and numeracy are very carefully checked and problems quickly tackled.
- Parents are supportive and appreciative of the school, which they see as at the heart of the local community.
- The school is ably led by governors and the headteacher.

What could be improved

- Pupils' skills in speaking, writing, mathematical problem solving and scientific investigation.
- The achievement of the more able pupils, including the few who are gifted.
- Checking and developing teaching and learning in design and technology and music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and has made good progress, completing nearly all of the key issues raised:

- no pupils, who should attend, miss collective worship;
- development plans are properly costed;
- regular checks on managers' performance take place.

Teaching and learning is now regularly reviewed in most subjects. Teaching is still good and often very good and pupils generally achieve well and standards in English, mathematics and science are better than they were. The school looks as if it will continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on National Curriculum test results.

Performance in:	compared with				Key well above average A above average B average C below average D well below average E
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	C	C	C	
Mathematics	D	C	D	D	
Science	B	C	D	D	

In the 2002 tests for 11-year-olds, standards in English were about the same as most schools nationally and with similar schools but were below the national average in mathematics and science. Compared to when they were aged seven, two thirds of the pupils made sound progress in reading and mathematics but around half did not do as well as expected in writing. Six pupils who joined the school other than in Year 3 did not reach the level expected for their age. Since 1998, standards overall have risen at the same rate as in most schools. Standards have not fallen below the national average in English but have been more variable in mathematics and science. The inspection found standards in reading, information and communication technology, art and design and history are above average. Standards in English, mathematics and science have improved as a result of changes to teaching and the way pupils learn and, overall, are average. Pupils are generally not very confident in organising and communicating their ideas in discussions and writing or when solving problems in mathematics and carrying out scientific investigations. More able pupils and gifted pupils do not always work hard enough. Though there is limited evidence, pupils generally achieve as expected in other subjects. By the time they leave school aged 11, nearly all pupils can swim 25 metres and are aware of how to keep themselves safe in water. Pupils from non-British backgrounds, including those who use English as an additional language, achieve well. The school has set suitable targets for the oldest pupils to reach in national tests in 2003 and 2004.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school, like learning and are very involved in activities.
Behaviour, in and out of classrooms	Pupils behave well in lessons; occasional isolated unruly incidents at lunch times are dealt with quickly and firmly.
Personal development and relationships	Pupils are helpful and considerate. They grow in confidence and take on responsibilities willingly.
Attendance	Attendance is above the national average and there is no unauthorised absence. No time is wasted and there have been no exclusions.

TEACHING AND LEARNING

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

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

Overall, teaching is good in English and satisfactory in mathematics. The basic skills of literacy and numeracy are taught well in these lessons but pupils do not always write as well in other subjects as they do in English. Teachers plan interesting lessons, adapt their teaching very well to suit circumstances and make good use of assistants and learning resources. Consequently, pupils enjoy learning, are given the support they need and generally achieve well. New technologies are widely used to support pupils' learning. The teaching of pupils with special educational needs is good and pupils talented in sports, the arts and information and communication technology are encouraged and supported.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Work planned for reading and improving literacy and numeracy basic skills is good and pupils are given many interesting experiences in other subjects and outside of lessons. Links with the nearby infant school and partner secondaries are good. Work for more able pupils is sometimes too easy.
Provision for pupils with special educational needs	Good. Pupils are given individual support and fully included in lessons. Provision for gifted/talented pupils is being looked at and improved.
Provision for pupils with English as an additional language	The few pupils, who arrived recently, are very well supported and have made rapid progress in speaking and listening.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Moral, social and cultural development are very good and a special feature of the caring family atmosphere. Pupils' spiritual awareness is well handled and they are given many opportunities to appreciate the contribution different cultures make to British society.
How well the school cares for its pupils	Pupils are well cared for. Staff know pupils very well and keep a very careful check on their progress in English and mathematics but not so well in design and technology and music.

Parents and carers are kept well informed about school activities but not always about what their children need to do to improve in all subjects. Parents are appreciative of the school and raise significant additional funds from social events.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the newly appointed, but experienced, headteacher, with good support from staff and governors. Subject managers are looking at how to improve ways of checking teaching and learning. Recent staff changes mean subject responsibilities are being examined to make the best use of teachers' expertise, particularly in design and technology and music, where little development has taken place recently.
How well the governors fulfil their responsibilities	Governors are committed and interested and know the school's strengths and areas for development, as they are kept well informed. Generally, they carry out their role well, visiting the school and meeting teachers.
The school's evaluation of its performance	Staff regularly check and improve their own and pupils' performance in English and mathematics but not always in other subjects. Parents' views are regularly sought through questionnaires and those of pupils through the School Council.
The strategic use of resources	The governing body now spends funds very carefully and has made good progress in reducing the predicted deficit for this year.

There have been few staff changes until recently and these are being well managed. Resources, including new technologies, are generally good. Overall the accommodation is spacious, apart from two smaller classrooms. Facilities include an attractive, well-used library, computer suite, practical room and area for special educational needs. The two playgrounds are well laid out and good use is made of the gardens and playing field.

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 school is approachable. • The teaching is good. • Pupils are expected to work hard. • Pupils are helped to become mature. 	<ul style="list-style-type: none"> • The amount of homework. • The range of activities outside of lessons. • Information about pupils' progress. • Awareness about the contribution of other cultures to British society.

The inspection confirms parents' positive views and finds that the range of activities outside of lessons is very good, the amount of homework is suitable and the school is giving pupils the opportunity to study other cultures. However, information on pupils' progress is not always clear enough in design and technology and music.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Standards are above average in reading, art and design, history and information and communication technology for pupils in Year 6; some do not do as well as they could in speaking, writing and aspects of mathematics and science. Pupils with special educational needs make good progress but the more able sometimes under-achieve.

1. Standards are above average in reading, art and design, history and information and communication technology because of the consistently good or better teaching and the many interesting and appropriate learning activities pupils enjoy in these areas. Standards in English, mathematics, science and religious education are average but pupils do not always achieve as well as they should.
2. Limited evidence was available in geography, music and physical education to make a secure judgement about overall standards but in the work seen most pupils' attainment is as expected for their age. It was not possible to make judgements about standards in design and technology, as there was insufficient evidence available. Nearly all pupils can swim 25 metres and know the principles of water safety when they leave at 11-years-old. Overall, standards have improved since the previous inspection when they were below average in English, mathematics and science. Although standards have fallen in music and religious education from above average to average, they have risen in reading, art and design, history and information and communication technology.
3. Pupils' attainment on entry at seven is around the national average and has been for a number of years, although there is some variation in the proportion of low and high attaining pupils. The current Year 3 has fewer pupils attaining as expected but more with high and low capabilities.
4. Pupils in Years 3 – 6 generally achieve well as most lessons are interesting and build appropriately on what has been learnt before. However, sometimes activities are too easy for more able pupils and they do not extend their learning sufficiently. While pupils work hard and are productive, they are not very confident in considering how to improve their work. The school is looking at ways of involving pupils more in identifying and agreeing what they need to do to improve.
5. Pupils with special educational needs benefit from the individual and group support given by classroom assistants and teachers. They are generally fully involved in lessons and overall they make good progress. The few pupils who use English as an additional language are very well supported, particularly in developing their speaking and listening skills, and have made rapid progress since their recent arrival. The small number of pupils from minority ethnic groups achieve as well as others in their class.
6. For pupils aged 11, 2002 test results show that standards in English were around the national average in comparison to both all and similar schools. Standards in mathematics and science were below average overall. When the results of individuals are compared to when they were aged seven, two thirds made sound progress in reading and mathematics but around half did not do as well as expected in writing. Six pupils who joined the school other than in Year 3 did not reach the level expected in the Year 6 tests.
7. Since 1998, standards overall have risen at the same rate as in most schools. Standards have been at least average in English but more variable in mathematics and science. Boys' results have tended to be higher than girls in English and mathematics but the school reports that over this period there were more higher attaining boys in each year group.

8. The school has set suitably challenging targets for 2003 in English and mathematics, agreed with the local education authority as appropriate for the current Year 6, where there are around a dozen lower attaining pupils on the borderline of reaching the required standard.
9. Standards of speaking and listening in Year 6 are average. However, many average and higher attaining pupils could do better if they overcame their lack of confidence when discussing and presenting their ideas to larger audiences.
10. Standards of reading for the current Year 6 are above average. Pupils enjoy reading a wide range of books and written material and are particularly good at finding information from a variety of sources.
11. Standards in writing in Year 6 are around the national average. Generally, pupils write appropriately for their age but higher attaining pupils do not use writing to express their ideas and explain their thinking easily, particularly in other subjects. The borderline lower attaining pupils do not always pay enough attention to spelling, punctuation and grammar. Overall, pupils write legibly, developing an appropriately joined handwriting style.
12. Standards in mathematics are average in Year 6. Pupils have a good grasp of number and solve calculations quickly and accurately. However, they do not always explain their mathematical thinking clearly when solving problems concerning shape, space, measure and data handling. Standards in science are also average. Pupils have sound knowledge and understanding but do not give enough thought to what might happen in scientific investigations and what conclusions to draw from their observations.
13. Standards in information and communication technology are above average in Year 6. Pupils use new technologies confidently to support their learning in different subjects and understand well and appreciate how information and communication technology developments have benefited the world.
14. Standards in art and design in Year 6 are higher than expected because, throughout the school, pupils have acquired and developed appropriate skills and techniques. They have learnt to express their ideas and feelings creatively and with great enjoyment and pleasure. Standards in history are above average because topics chosen are very well related to pupils' interest and, wherever possible, make use of local events and places.
15. The school has identified eight gifted and 10 talented pupils and is looking at ways of providing more opportunities for them to work at an appropriate level. Currently, gifted pupils are grouped with higher attainers and, as such, make satisfactory progress but they do not always work hard enough. Pupils with talents in sports, using new technology and art generally receive support outside of school. Their achievements are appreciated and valued, particularly in showing other pupils the standards that can be reached.
16. The school has raised standards in a number of subjects and is well on the way to improving pupils' achievement in areas where this is needed, particularly writing, mathematics and science.

Pupils' attitudes, values and personal development

Pupils respond well to their school experiences. Their attitudes, behaviour, personal development relationships and attendance are all good, similar to what they were at the previous inspection.

17. Pupils enjoy coming to school and the rich experiences it provides for them. They are attentive in their lessons and are keen to join in, work hard and do their best. This is a result of good teaching and interesting well-prepared lessons. Pupils of all ages look forward to learning with keen anticipation. The youngest pupils were very excited at the prospect of using a programmable toy and the oldest pupils greatly looked forward to a lesson on drug education.

18. Behaviour in lessons and in and around the school is generally good. The school functions as an orderly community. Pupils respond well to the school's clear routines, such as when moving from playground to class and lining up for lunch.
19. In the playground, boys and girls play happily together. Occasional unruly incidents are dealt with quickly and firmly. In classrooms they behave well, listen carefully to teachers and settle to tasks with the minimum of fuss. Pupils from different ethnic backgrounds work well together.
20. Pupils are courteous and polite to adults and respectful to each other. Visitors are warmly welcomed by pupils. Pupils are generally careful with resources. In a religious education lesson pupils in Year 3 handled Sikh religious artefacts with respect. Teachers deal appropriately with isolated incidents of disrespect to property, such as kicking giant dice on the playground.
21. The atmosphere in school is friendly, welcoming and caring, and there is no oppressive behaviour or bullying. Pupils show great respect for other people's beliefs and cultures and can understand how others feel. In a Year 6 personal and social education lesson this led to a boy expressing a moral challenge to racism with the words, *'it's not the skin, it's the heart within'*. Pupils willingly take on responsibilities, such as service on the School Council, organisation of audio equipment for worship or classroom duties.
22. Pupils form good relationships with each other and with adults. They work well in groups and pairs and appreciate each other's work. The good relationships with class teachers and support staff make a helpful contribution to pupils' learning and care. At lunchtimes older pupils help younger ones.
23. Throughout the school pupils show initiative, such as when they comfort anyone feeling upset or by seeking adult help. Pupils also take responsibility for their learning particularly in their use of the Internet for research. At the end of an art and design lesson, pupils in Year 5 wanted to continue experimenting in textile design at home.
24. Attendance is good and above the national average. There is no unauthorised absence. Few pupils arrive late and no time is wasted. There have been no exclusions.

HOW WELL ARE PUPILS TAUGHT?

Overall, teaching is good and often very good, with a strong emphasis on literacy and numeracy. Teachers plan interesting lessons, adapt their teaching well to suit circumstances and make good use of assistants and learning resources. New technologies are widely used to support pupils' learning. Pupils enjoy learning, are given the support they need and generally achieve well but more able pupils are not always challenged sufficiently and others are not confident in problem solving and investigation.

25. Just over two thirds of the teaching is either good or better and a quarter is very good; there was one instance of unsatisfactory teaching. Overall, the teaching of English is very good and, in mathematics and science, it is satisfactory. This is an improvement since the previous inspection in the proportion of very good teaching as teachers are more confident in using new technologies and in teaching literacy and numeracy.
26. Teachers work in close partnership with each other and assistants to plan interesting lessons in which all pupils can take part. This has been especially helpful for pupils who learn at a slower rate as they receive appropriate individual and group support. As a result, pupils with special educational needs are well taught. This has also been very beneficial for the few recently arrived pupils who use English as an additional language. They have quickly settled and made rapid progress in their understanding and use of spoken English and in their reading. Teachers make sure pupils from minority ethnic backgrounds are fully involved in lessons.
27. Staff are good at helping pupils learn spelling, punctuation and grammar in English lessons and also in building up their knowledge and understanding of words used in other subjects, but pupils

do not generally write easily to support their learning outside of English lessons. Much recorded work involves completing work sheets, which do not require much thought in organising writing. However, pupils are often able to practise their numeracy skills when learning other subjects.

28. Teachers' reliance on worksheets and exercises means that pupils do not confidently try out their own ideas, exploring different approaches and sharing their findings with each other. This holds back their progress in speaking and writing, particularly when explaining their thinking in mathematical problem solving and carrying out investigations in science.
29. Teachers have developed their information and communication technology skills considerably following recent training and support from the co-ordinator. Equipment, resources and facilities have also been very much improved and staff are making good use of new technologies frequently in their teaching.
30. Not enough lessons in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education could be seen during the inspection to report on the overall quality of teaching and learning in other subjects. Teachers generally have good subject knowledge but some are less confident in design and technology and music. While activities generally match pupils' capabilities, there are times when work is either too hard or too easy. The school is aware of this, particularly in providing more challenging activities for the more able and few gifted pupils.
31. Staff are generally good at checking the progress of pupils in lessons and then adapting their teaching to help pupils overcome difficulties and learn from their mistakes. As well as giving individuals and groups appropriate support in these instances, when appropriate, they give short teaching sessions to the class. Homework is used well to give pupils practice in reading and spelling. Some parents felt their children were given too much homework and others not enough. The inspection found that the amount was appropriate.
32. As a result of the generally good teaching, pupils are being well prepared for the next stage of their education when they move to secondary school at the age of 11.

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

The curricular and other opportunities offered are generally good, with shortcomings in some aspects. Pupils' personal development is very well undertaken. Links with the community are very good.

33. Overall, the curriculum has improved since the previous inspection. The national literacy and numeracy strategies have been put into practice well but the school is aware of the need to further develop ways to improve standards in speaking and writing in English and other subjects and to provide more opportunities for pupils to take part in problem-solving activities in mathematics and undertake investigations in science. The programmes for reading, art and design, history and information and communication technology are good and are a key factor in the above average standards that pupils attain in these areas. While the design and technology curriculum covers an appropriate range of topics, not enough attention is paid to helping pupils plan and comment on the products they make.
34. All statutory requirements are met, as are the demands of the Nottinghamshire agreed syllabus for religious education. There is a commitment to developing pupils' creative capabilities and they are able to take part in a variety of rich experiences with strong links made between subjects. Pupils are also involved in a variety of musical and drama performances for parents and members of the community. The curriculum is also enriched by involvement in national and local activities, such as the healthy schools' project and young enterprise initiative.

35. The range of activities organised outside of lessons is very good. Clubs for pupils to join include choir, netball, football, rounders, cricket, keyboard and computer. The pupils also benefit from the work of coaches from professional football and cricket clubs in developing their skills in football and cricket.
36. Curriculum planning is thorough and makes sure that due emphasis is given to the teaching of basic literacy and numeracy skills. National guidelines are followed and provide teachers with clear information about what needs to be taught. These plans are used well by teachers, so that pupils of the same age but in different classes are given similar learning experiences.
37. The school is very successful in making sure that all pupils are able to take advantage of what is being offered in and beyond the classroom. Pupils from minority ethnic groups are able to join in fully and achieve as well as others in their class. The support and work given to pupils with special educational needs are very appropriate, which helps them make good progress towards the targets in their individual education plans. The support given to recently arrived pupils who use English as an additional language has been particularly good. Teachers plan carefully for the needs of these pupils and assistants are used well to support their learning. Good use is also made of outside agencies to help with any specific difficulties that pupils may have. However, there are times when the work given to more able pupils is too easy and not enough account is taken of the few gifted pupils; the school is currently examining how to tackle these shortcomings.
38. As part of their work in science and the well-planned personal, social and health education programme, pupils are helped to develop good attitudes towards healthy eating and learn about the dangers of the drug misuse. The school also provides for sex and relationship education in a sensitive and supportive manner.
39. The school's links with the community are very good, including with sports clubs and local commerce. Teachers make full use of opportunities to broaden and enrich pupils' experiences through a very wide variety of visits and visitors. The local area is particularly well used. This is an improvement on the findings of the previous inspection.
40. The school has good relationships with its partner institutions as was found in the previous inspection. The local family of schools works well together. They share the cost of a 'family special educational needs co-ordinator' to help pupils with specific needs. There are good transfer procedures both from infant school and to secondary school. The school holds many joint events with its partner infant school, including staff training.
41. The school very successfully cultivates the personal development of pupils. This broadly reflects the findings of the previous inspection.
42. There are good opportunities for pupils' spiritual development. Staff make sure every pupil feels part of the school community so they can grow and flourish. Pupils' self-esteem is consistently promoted throughout the school by the use of praise and acknowledgement. Teachers enable pupils to make clear connections between subjects. They value pupils' questions and ideas, and give them space for their own thoughts. Teachers help pupils to respond sensitively to their learning in most subjects.
43. There are very good arrangements for promoting pupils' moral development. The school is very clear on the importance of good behaviour. Pupils are made aware of what is expected of them and the difference between right and wrong. Very clear models of moral virtue, such as Nelson Mandela and Mother Theresa, are provided in school assemblies. In personal and social education, pupils are strongly encouraged to develop moral concepts, such as racial equality, and to understand that responsibilities accompany rights. The strong support of charities shows clearly the importance the school gives to caring in the wider community.
44. Pupils' social development is promoted very well. The school successfully fosters a very strong sense of community where everyone is made to feel important. The annual residential visit, team

sports and a variety of drama productions give pupils very suitable opportunities to learn about co-operation, competition and fair play. There are numerous very good opportunities for pupils to learn to relate to each other by working in pairs and groups in lessons. The school helps pupils take responsibility by giving them a variety of duties in class and around the school.

45. There are very good arrangements for promoting pupils' cultural development. Pupils are helped to appreciate a variety of cultural traditions in and beyond the school. Positive contributions come from most subjects but more especially English, art and design, information and communication technology and religious education. The school provides very good opportunities for pupils to experience local and national cultural traditions, such as harvest festival and carol singing. The school values cultural diversity and pupils are given rich opportunities to learn about and experience a variety of different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

The school provides good care for its pupils. Teachers regularly check pupils' progress, especially well in English and mathematics, providing them with good guidance. This is not done as well in design and technology and music.

46. The school is a friendly community and does all it can to keep pupils safe. This reflects the findings of the previous inspection. Staff know their pupils very well, are aware of their various needs and respond in a positive and supportive way. This means that pupils feel secure and have confidence in staff for advice and support. The school takes good care of all pupils with particular special needs and works closely with parents. The provision of a Breakfast Club gives pupils a good start to the day as they meet friends, sharing a meal together.
47. The school works hard to improve the already good levels of attendance by keeping careful checks on registers. The school secretary follows up absence on the first day and, in cases of concern, the headteacher makes a home visit.
48. The school is good at making sure pupils behave well. Pupils know what is expected of them. There is a climate for good behaviour in this well ordered community where most teachers have high expectations of good behaviour. The caring lunchtime supervisors do not show enough awareness of the school's systems to support good behaviour. The school does not tolerate bullying or racist behaviour. Isolated incidents of unacceptable behaviour are dealt with quickly and firmly.
49. The way pupils' personal development is checked and supported is thorough and works well. Every class has personal and social education lessons. The school is keen to make all pupils feel appreciated. Their efforts, attitudes and behaviour in school are celebrated regularly in class and assemblies. Each week the headteacher entertains those pupils whose names have been entered in the 'honours book'.
50. Very thorough and regular checks are carried out in English and mathematics and the school makes very good use of this information, an improvement since the previous inspection. Teachers set challenging targets and help is given to tackle any shortcomings in pupils' learning. However in lessons, little reference was made to individual targets recorded on the covers of pupils' exercise books.
51. Checking of pupils' progress in other subject areas is variable but generally appropriate. However in design and technology and music, teachers do not have specific information about pupils' achievements and are therefore not always able to provide them with appropriate learning activities to help them improve.
52. Ways of checking the progress of pupils with special educational needs are good. The co-ordinator works well with staff and outside agencies to make sure that records are thorough, detailed and helpful. Individual education plans are used well by staff in their planning and teaching and, as a result, pupils with special educational needs make good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Parents are supportive and appreciative of the school, kept well informed and involved in their children's education.

53. Parents find it easy to approach staff and feel encouraged to be involved in their children's learning. A very small number of parents expressed some concerns that were partly justified: parents are given good information on pupils' progress but are not always told what their children need to do to improve in all subjects. However, other concerns about the amount of homework, range of activities outside lessons and awareness of the contribution of other cultures to British society are not justified.
54. The school's links with parents are good, as shown by the high degree of satisfaction expressed by parents both in the parents' meeting, in questionnaires and during the inspection. The quality of information provided by the school is good. The school prospectus and the annual report of governors are both detailed and informative. Very good regular newsletters keep parents informed about matters of interest. Class letters inform parents of topics for study in each subject and encourage them to support their child's learning.
55. The school has an open door policy and parents appreciate that they can readily talk to teachers about urgent issues. In addition, there are three formal opportunities a year for parents to discuss their child's progress. Parents are well informed about their child's progress in the annual written report, but these reports do not always provide sufficient information about what children need to do to improve in all subjects. Parents of pupils with special educational needs are encouraged to be involved with reviews of their individual education plans.
56. Parents make a good contribution to their child's learning, both at school and at home. Parents often help in classrooms, on school trips and with extra-curricular activities. Their help with pupils' learning is much appreciated by the school. The after-school computer club provided by a parent is so popular that four groups are run. Parents support their children's learning at home through shared reading and other homework. There is a very active parent teacher association that regularly raises funds to support pupils' learning, such as the refurbishment of the school library.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The school is a very well led and managed by the headteacher. Subject co-ordinators do a good job but development in design and technology and music has not taken place recently. Governors carry out their roles well and spend very carefully. There is a commitment and will to raise standards higher.

57. The school is very well led and managed by the newly appointed, but experienced, headteacher, with good support from staff and governors. They have been successful in raising standards in reading, art and design, history and information and communication technology. They have also made sure the school is at the centre of the local community and is appreciated by parents.
58. In the short time since her appointment in September 2002, the headteacher has gained the confidence and loyalty of the school community. Together with managers and governors, she has identified and begun to tackle shortcomings and has agreed realistic plans for further initiatives. The inspection's findings agree with the school's own look at itself. Already, there has been some improvement in the teaching and learning of writing and in mathematics, where standards have risen to around the national average. However, there has not been enough time for all these actions to be successful; speaking and writing, problem solving and scientific investigation skills are still not as well developed as they should be. There is a climate in the school where teachers frequently look at ways of improving what they do, try out new ideas and learn from each other. With this professional approach, the school should continue to move forward.

59. The headteacher and deputy work very well together, meeting once a week to look at what needs doing and keeping in frequent daily contact. Currently, they are seeing how best to work together as the headteacher becomes more familiar with how the school operates.
60. The senior management team of headteacher, deputy and assessment co-ordinator meet monthly to review developments and plan what needs to be done next. They are giving much thought to the re-distribution of management responsibilities to cope with recent staff changes. In particular, they recognise the need to appoint subject managers for music and religious education and look at the workload in other areas.
61. Except for design and technology and music, subject co-ordinators have a clear idea of their roles and what they need to do to improve teaching and learning in their areas of responsibility. They are beginning to be more thorough and systematic in their checking of pupils' attainment and progress, using tests and reviewing samples of work. This has been particularly successful in English and mathematics where the progress of individual pupils is now tracked.
62. The deputy head is also the co-ordinator for special educational needs. She has done a very good job in making sure recent changes to the classification and recording of pupils' needs meet requirements and provide useful information for staff and parents. As a result, pupils are given very suitable support and make good progress.
63. The governing body is well organised and works well through its committees. Governors do everything they are supposed to and recently have been particularly adept at managing the finances to reduce a large predicted over-spend. Once they became aware of the implications of rising staff costs and falling pupil numbers, they acted responsibly and quickly, following the guidance of the new headteacher.
64. The newly appointed chair and vice chair keep in regular touch with each other and the headteacher. Governors are frequent visitors to the school and each has a direct contact with a subject manager. The governing body is regularly given detailed reports from the headteacher and senior staff. In this way, governors have an accurate picture of the strengths and weaknesses of the school.
65. The headteacher and senior managers systematically check teaching and learning through classroom observation in English and mathematics each term and in other subjects less frequently. These sessions are followed by individual discussions with teachers about their work and the training they need. This process is seen as very important to the development of the school and teachers and has helped raise standards.
66. The cycle of development and improvement is being looked at by senior managers to make sure that areas to be tackled are the most important and plans are realistic and manageable. Previous development plans covered too many areas and were not helpful to managers. Results from tests, observations of teaching and learning and reviews by subject managers are providing reliable and accurate information from which to identify and plan what needs to be done in the short and long term. Staff, parents' and pupils' views are also sought and taken into account before plans are finalised.
67. Financial planning is clearly centred on raising standards and the need to manage the fall in pupil numbers that looks like continuing for a few more years. The governing body spends very carefully to make the most of a shrinking budget. Specific funds are used well, such as in support of pupils with special educational needs and to make sure staff are trained in new initiatives.
68. When new staff or temporary teachers are appointed, they are given appropriate support from the headteacher and senior managers. While the senior management team decides assistants' duties, day-to-day management is undertaken well by class teachers. Similar arrangements are used for student visitors.

69. New technologies are widely used by staff. This has helped in lesson preparation, tracking pupils' progress, writing reports and school administration.
70. The school is very well looked after by the site manager, who keeps the buildings and grounds in good order. The well-stocked library is appropriately sited in the entrance hall. It is attractively arranged and pupils enjoy working there. The recently refurbished information and communication technology room has sufficient equipment and space for a class and lessons are regularly held throughout the week. There are a further two rooms used for special educational needs and practical activities. The hall is large and extensively used throughout the day for a range of purposes. Although suitable for most activities, storage of equipment, tables and chairs does restrict activities in physical education lessons.
71. There are two playgrounds, the larger of considerable size and sufficient to allow the school to build a planned extension. As well as a large grassed playing field, there are attractive gardens, with a pond, green house and a good range of mature trees. The school makes good use of these facilities.
72. There is a good supply of books, apparatus, equipment and materials of good quality in all subjects, although some material to support history is wearing out from being used so much.
73. The headteacher and governors have had to become aware of how to apply the principles of best value especially in managing the reduction in their budget. They are carefully considering all the options and consulting widely before taking decisions. Their current plan to reduce spending has been approved by the local education authority.
74. Children transfer to the school with overall average attainment and by 11 years of age, most are confident and achieve well in reading, art and design, history and information and communication technology; pupils with special educational needs make good progress. This is a result of the generally good teaching they receive. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and senior managers should:

- improve pupils' speaking, writing and mathematical problem solving and scientific investigation skills by providing more opportunities where they can express and try out their own ideas and be helped to learn from their mistakes;

(Paragraphs: 4, 11, 12, 27, 29, 33, 58, 75, 73, 83, 91)

- raise the achievement of more able pupils and those with specific gifts by giving them harder work and encouraging them to do their best;

(Paragraphs: 4, 9, 11, 15, 30, 37, 77, 80, 86, 89, 91)

- develop teaching and learning further in design and technology and music by putting in place arrangements to identify and tackle shortcomings and regularly check for improvements.

(Paragraphs: 30, 33, 51, 53, 55, 60, 61, 98-100, 112, 114, 115)

Governors may wish to include these minor issues in their action plan:

- behaviour management at lunch times (*paragraph 48*);
- use of individual targets in exercise books (*paragraph 50*);
- storage in the hall (*paragraph 70, 120*); and
- replacing worn out history resources (*paragraph 106*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	55

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	10	18	12	1	0	0
Percentage	0	25	44	29	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	245
Number of full-time pupils known to be eligible for free school meals	24

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.1	School data	0.0

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	32	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	27	34
	Girls	27	21	28
	Total	54	48	62
Percentage of pupils at NC level 4 or above	School	77 (76)	69 (76)	89 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	28	34
	Girls	35	21	29
	Total	54	49	63
Percentage of pupils at NC level 4 or above	School	77 (86)	70 (82)	90 (90)
	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	231	0	0
White – Irish	0	0	0
White – any other White background	5	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	7	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	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	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	30.6
Average class size	30.6

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	90

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	545,674
Total expenditure	537,351
Expenditure per pupil	2,118
Balance brought forward from previous year	6,519
Balance carried forward to next year	8,322

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	44	2	0	0
My child is making good progress in school.	45	52	3	0	0
Behaviour in the school is good.	52	47	2	0	0
My child gets the right amount of work to do at home.	32	52	11	5	0
The teaching is good.	66	31	0	0	3
I am kept well informed about how my child is getting on.	34	56	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	0	2
The school expects my child to work hard and achieve his or her best.	71	24	2	2	0
The school works closely with parents.	40	56	2	2	0
The school is well led and managed.	50	44	0	0	6
The school is helping my child become mature and responsible.	56	42	2	0	0
The school provides an interesting range of activities outside lessons.	39	47	10	2	3

Other issues raised by parents

Raising pupils' awareness of the contribution of other cultures to British society.

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

ENGLISH

Strengths

- Standards in reading in Year 6 are above average.
- Pupils of all ages are skilful at finding information from the library, books and the internet.
- Pupils with special educational needs, including the few who use English as an additional language, make good progress as teachers and assistants give them suitable work and individual support.
- The teaching is very good overall.
- Accurate spelling and using grammar and punctuation are emphasised.
- Pupils use computer programs confidently to help them organise and publish their writing.
- Teachers carry out regular checks on pupils' progress and quickly spot and deal with individual problems.
- The headteacher's and deputy head's termly observations of teaching and pupils' learning have helped staff to see how to raise standards higher in writing.

Areas for development

- Pupils' speaking and writing skills in English and other subjects.
- Work for more able and gifted pupils.
- Pupils reviewing their own and others' work to find ways of improving what they do.

75. All pupils in Year 6 are keen to talk to each other and adults in small groups. They listen attentively to teachers, other adults and to each other, responding enthusiastically to questions and giving opinions. However in most classes, around half do not confidently express themselves when explaining and developing their ideas and thoughts to larger audiences. In a Year 6 higher ability set planning a detective mystery, two girls became somewhat confused as they described their plot to the class despite having made notes earlier. Generally, pupils do not have sufficient opportunities to discuss and comment on their own and others' work in English lessons and in other subjects. This holds back their progress in developing higher speaking and listening skills and also limits the quality of their writing but, overall, standards are around the national average.
76. Standards of reading are above average because right from Year 3, pupils are introduced to interesting and suitable books and given plenty of help to develop their skills, so, by Year 6, nearly all pupils are discerning, fluent readers who read widely. They know what they like and have a good understanding of what they read. They are skilful at finding information from books, other printed material and the Internet. They make good use of the library, which is well organised, attractive and has a good range of suitable books.
77. Around two-thirds of pupils in Year 6 organise and structure their writing as required for different readers. They write in a number of different styles and genres. They know how to make their writing interesting by using colourful words and phrases, as well as introducing direct speech. They spell most words correctly and use appropriate grammar and punctuation. Their work is generally well presented and their handwriting readable. A display of journalistic reports in one Year 6 class made very interesting reading. Around a dozen pupils find organising their writing difficult and still spell familiar words incorrectly, leaving out full stops and capital letters on occasions. However, when they concentrate and are encouraged their writing improves and is as expected for their age. Although all teachers emphasise grammar and punctuation in literacy lessons, the quality and range of writing to support learning in other subjects varies from class to class. Therefore, while Year 6 pupils' attainment in writing is generally as expected for their age, not enough pupils are reaching higher levels as they are not using and developing writing sufficiently throughout the school.
78. Teaching and learning are very good overall. Teachers plan very interesting lessons and are very good at adapting their teaching to take account of difficulties pupils have when doing their work.

They also make very good use of classroom assistants and provide a very good range of learning activities. Therefore, pupils enjoy literacy lessons, concentrate and complete activities and generally achieve very well. In a Year 3 lesson looking at traditional stories, the unexpected ending to an adaptation of 'Little Red Riding Hood' enthralled pupils as they followed a very appropriate and well-illustrated picture story. They eagerly participated in the follow-up activity to plot the route to grandmother's cottage, giving instructions to each other, practising their use of prepositions and directions. This linked well to their mathematics and geography lessons.

79. Pupils with special educational needs make good progress because teachers and assistants frequently check how they are doing and provide very helpful support. These pupils have many opportunities to work in small groups and their learning is broken down into small steps. Six Year 3 pupils benefited enormously from the short but concentrated session with an assistant to recognise and practise initial letter sounds and blends in familiar words, such as "fresh" and "bright". The few recently arrived pupils, who use English as an additional language, have made rapid progress, particularly in speaking, listening and reading because of this type of support. Pupils from different ethnic backgrounds are fully involved in lessons.
80. While more able pupils and the few gifted work at a faster rate, particularly in Years 5 and 6 where they are taught in classes set by attainment levels, the work is not always hard enough for them. They are not given enough opportunities to explore and extend their own ideas, as expectations of what they can do are not sufficiently high and they do not achieve as well as they should.
81. Teachers and pupils make good use of new technologies, especially in organising and editing writing and also for communicating by email. Selections of their poems and stories are 'published' and available on the school's website and in well-presented hard-covered books displayed in classrooms and the library.
82. There has been much overall improvement since the previous inspection largely as a result of the experienced co-ordinator's very good leadership. In particular, she has set up with the headteacher very accurate ways of checking pupils' progress and together they have helped teachers improve their teaching and tackle shortcomings in pupils' learning, for example observing lessons and then discussing with teachers what went well and what did not.

MATHEMATICS

Strengths
<ul style="list-style-type: none"> • Standards in mathematics have improved. • Pupils with special educational needs make good progress. • Staff regularly check and improve their own and pupils' performances. • The basic skills of numeracy are taught well. • Checks on pupils' progress are used very well to improve teaching and learning. • Leadership and management of the subject are very good. • New technologies are very well used to support teaching and learning.
Areas for development
<ul style="list-style-type: none"> • Pupils' mathematical problem-solving skills. • The level of challenge in some lessons.

83. Standards in Year 6 are around the national average. As pupils move through the school, their work in mathematics builds on previous learning and becomes more demanding. As a result, pupils gradually increase their knowledge, skills and understanding in nearly all areas of mathematics, especially in numeracy. Overall, pupils' achievement is satisfactory and it is good in numeracy. However, pupils are not confident in explaining their mathematical thinking when putting forward different ways of solving problems.
84. Generally, Year 3 pupils know how to locate a position using grid references and by Year 4 can use mental recall of addition and number facts to at least 20 in solving problems with larger

numbers. In Year 5, they understand how basic shapes are reflected in a mirror line and a third can identify all the symmetries of two-dimensional shapes. High attaining pupils in Year 6 are able to use brackets appropriately when solving problems and over two thirds can carry out mental calculations quickly and efficiently and can explain how to solve number problems using a variety of strategies.

85. Pupils with special educational needs make good progress in learning because they are usually given suitable work in lessons and are well supported by teachers and assistants. Work is linked to appropriate targets in individual educational plans that are well used to plan activities broken down into suitable learning steps. As a result, these pupils are interested in lessons and cope with work. The few pupils who use English as an additional language and those from minority ethnic groups are fully involved in lessons and achieve as well as other pupils in their class.
86. Years 4 and 5 are organised into two classes based on prior-attainment. This makes sure teaching and learning are better matched to the needs of both the lower and higher attaining groups. However, on occasions, as happened in a Year 5 higher set looking at symmetry, some of the work is too easy for some and too hard for others. The school is looking at ways of improving the level of difficulty, particularly for more able and the few gifted pupils.
87. In the six mathematics lessons seen, the quality of teaching and learning was good in two and satisfactory in the others. When teaching was good, lessons were well structured and paced and assistants were used well to support less able pupils. As a result, pupils were interested, stayed involved and worked hard. In Year 6 higher set on the use of brackets, planning was detailed and learning linked well to the previous lesson. Pupils enthusiastically joined in the opening question and answer session, where the teacher expertly probed their understanding and made them think hard. By the end of the lesson, pupils had achieved well and gained a firm understanding in the use of brackets.
88. The mathematics co-ordinator manages and leads the subject very well. She has been successful in making improvements to teaching and learning since the previous inspection, especially in the last school year. Raising standards in mathematics is seen as very important and teachers and assistants have benefited from recent training. In addition, the school has put in place very good ways of checking the achievement of individual pupils and uses the information very well to plan lessons and improve teaching and learning. Resources for teaching mathematics are good. They are easily obtainable and used well by staff. Links between mathematics and other subjects, including new technologies, are good and are used well to reinforce learning, particularly numeracy skills.

SCIENCE

Strengths

- The emphasis teachers place on pupils using correct scientific vocabulary.
- The enjoyment pupils show when involved in practical investigations.
- Pupils with special educational needs make good progress.
- The leadership and management of the subject are good.
- New technologies are used well.
- Visits extend pupils' scientific knowledge and understanding.

Areas for development

- The teaching and learning of investigation skills.
- The way pupils record their findings.
- The marking of pupils' work.
- The achievement of the more able pupils.
- Arrangements for checking pupils' progress and helping them improve.

89. Overall, standards in Year 6 are around the national average but not enough more able pupils reach higher levels. Pupils have a satisfactory knowledge and understanding in science. They

know the effects of forces and can confidently explain related scientific vocabulary, such as friction, gravity, up-thrust and air resistance. They understand the interdependence between plants and animals and how this affects their habitats. They can make close observations of different root systems in plants and then make labelled scientific drawings of them. They can make a variety of electrical circuits, incorporating switches, and then use circuit diagrams to record them. They know how to carry out a simple test and understand the importance of making it fair, as when investigating the effect of salt on the growth of different plants.

90. Pupils with special educational needs and the few who use English as an additional language make good progress as they are given additional help from teachers and assistants. In a Year 4 lesson on conductivity, a small group of pupils were able to find out which materials allowed an electric current to flow because the learning was broken down into manageable steps. The small numbers of pupils from different ethnic backgrounds also fully participate and achieve as well as others in their class.
91. In the five lessons observed, the quality of teaching and learning was good in two and satisfactory in the others. In the better lessons, teachers' explanations were clear, their questions challenging and the activities given to pupils interesting so that their concentration was maintained. This was evident when Year 4 pupils were exploring which materials made good or bad electrical conductors and when pupils in Year 6 were investigating different types of plant root systems. In both lessons, pupils were curious, worked well together and showed a lot of enjoyment in what they were doing. The school recognises the need to develop pupils' investigational skills further. At the moment, there are not enough opportunities for pupils to learn how to interpret information and identify trends, or to develop their skills in making conclusions rather than just describe what they have done. There is also an over-reliance on the use of worksheets as a means of recording results, which hinders pupils developing the skills of finding their own way of showing what they have discovered. In general, teachers do not use marking as a means of showing pupils how they can improve their work and there are times when the work given to more able pupils is too easy.
92. The subject is well led by a co-ordinator who has drawn up plans that appropriately concentrate on improving pupils' investigational skills. However, teachers do not check the progress of individual pupils sufficiently to track individuals and set specific targets to help them improve. Visits are used well to develop pupils' learning, as happened in a topic investigating different types of filtration that included a tour around a sewage treatment plant. Good use is also made of information and communication technology to further scientific learning, such as when Year 6 pupils were using the Internet to find out information about the water cycle. The school has made satisfactory improvement in science since the previous inspection.

ART AND DESIGN

Strengths
<ul style="list-style-type: none"> Standards in Year 6 are above average. Pupils paint and draw very well. Pupils really like art and design. Teachers have good subject knowledge and plan interesting and creative lessons. Teachers' high expectations of what pupils can achieve. Leadership and management are good.

Areas for development
<ul style="list-style-type: none"> Using new technologies more to support learning.

93. While only four lessons could be observed during the inspection, there was sufficient pupils' work available to make secure judgements about standards but not about the overall quality of teaching and learning. Standards in art are above average and there are examples of high quality painting and drawing produced by the few talented pupils. This is an improvement since the previous inspection when standards were average.

94. Pupils are given regular opportunities to develop their knowledge, skills and understanding in art and design as they progress through the school. Generally, pupils in Year 3 have developed good drawing and observation skills and by Year 4 are able to match and use tonal scales well to add effect to paintings. Pupils in Year 5 could discuss the different techniques they used to print on textiles to create different visual effects.
95. The still-life pastel drawings of pupils in Year 6 show pupils have developed good observation and drawing skills and can use colour and tone to create lifelike qualities in their pictures. They work hard, looking for ways to improve their work. Over a quarter of the drawings were of a very high standard and nearly all pupils could talk about their creative thoughts and compare what they had produced to the work of other pupils and well-known artists. They also have opportunities to work in other media and the standard of work seen was above average.
96. Pupils really like art and design and nearly all regard these lessons as the most popular they have. In a Year 4 lesson on building up skills in sketching portraits, nearly all pupils were keen to do well and the teacher's very good subject knowledge and good use of resources made sure they could. Pupils worked quietly and at a brisk pace with great interest. The work was quite challenging but still within their capabilities. They were engrossed with what they were doing and the lesson left them wanting to learn more.
97. The two co-ordinators have been successful in helping teachers raise standards since the previous inspection. In particular, they have shown by their own teaching the high quality work pupils are capable of. Work is attractively displayed and retained in portfolios, showing clearly the good achievement and development of skills. Resources are good and art and design is linked well to other subjects through work, which is based on a common theme. New technologies are just beginning to be used to support learning, but not widely.

DESIGN AND TECHNOLOGY

Strengths
<ul style="list-style-type: none"> The range and quality of tools and materials for design and making activities.

Areas for development
<ul style="list-style-type: none"> Pupils' planning and reviewing skills. Teachers' subject knowledge. Developing teaching and learning throughout the school. Checking pupils' progress and using the information to help them improve.

98. As no lessons were seen and little other evidence was available, it is not possible to make a secure judgement on the standards that pupils attain or the quality of teaching and learning. However, the school acknowledges that few developments have taken place in design and technology recently, as the emphasis has been on other subjects. Consequently, design and technology does not have a high profile within the school and some staff lack subject expertise. This means that teachers sometimes plan activities that do not offer appropriate challenge which hinders pupils' progress, especially in reviewing and improving things they have made. Overall, progress since the previous inspection has been unsatisfactory.
99. Year 6 pupils talk enthusiastically about their design and making activities and show a suitable awareness of the health and safety issues involved in working with tools and handling food. They have designed, made and discussed wall hangings incorporating a variety of different stitches, including running and backstitches. The hangings are well made but the pupils' design plans and final comments do not explain their thinking in enough detail. Some of the work by other pupils in the school is not so well made and indicates that expectations of what pupils can achieve are not high enough. Pupils in Year 4 have used pivots and levers to make moving models of frogs and the 'Mad Hatter'. However, these have been constructed using templates, so pupils have had little involvement in designing the models or in making changes as they develop. Generally, pupils'

progress is not checked sufficiently so that shortcomings in their learning can be identified and activities planned to help them improve.

100. The co-ordinator has been able to give little time to the subject as he has concentrated on developing art and design, which he also manages. However, he has made sure the stock of tools, equipment and materials for design and making are good and kept up together.

GEOGRAPHY and HISTORY

Strengths

- | |
|---|
| <ul style="list-style-type: none">• Standards in history are above average.• Pupils are very interested and enjoy lessons in both geography and history.• New technologies are used well in teaching and learning.• Good use is made of the local area to support pupils' learning in geography and history.• Leadership and management are good. |
|---|

Areas for development

- | |
|--|
| <ul style="list-style-type: none">• Some of the popular resources are beginning to show their age. |
|--|

101. Only one lesson of geography and two of history could be seen during the inspection, not enough to make secure judgement about the overall quality of teaching and learning. However, from looking at pupils' work and talking to both teachers and pupils, standards in geography are as expected and in history are above average. This is an improvement since the previous inspection when standards in both subjects were average.
102. In geography, Year 6 pupils use geographical vocabulary well when discussing environmental change and sustainability. They have a sound understanding of how climate and weather are different in other areas of the world. They are aware of the importance of conserving water to people in other countries such as Kenya. Higher attaining pupils understand that some of the world's resources can be used time and time again whilst others, such as petrol, can only be used once.
103. In a well planned Year 6 lesson, the teacher built on pupils' knowledge and understanding gained on a recent field visit to a water treatment works by giving them practical tasks such as working out how much water the school used in a day. Pupils found this very interesting and some were astonished at their findings and showed a good understanding of the need for conservation.
104. In history, Year 6 pupils generally have developed a good understanding of life in Victorian times, partly because they were given the opportunity to visit Newstead Abbey and role-play living in Victorian times. Pupils can explain why changes occur over time and are able to select and link information from a variety of sources. They have developed a good understanding of aspects of modern history in this country and abroad, especially in relation to the Second World War, which pupils study when they are in Year 5.
105. Teachers link history and geography themes successfully with other subjects. For example, Year 4 pupils learn about the Tudor period in history and then look at and replicate work in art from this period. Both subjects are improved by the good use of new technologies to help teaching and learning. Classes regularly use the Internet to search for information and video and audio recordings provide first and second hand evidence of both events and aspects of the past and different features of the world.
106. Both co-ordinators are experienced and long serving. They have been successful in making sure guidance to teachers is detailed and shows how to make the best use of the local area and learning resources. While these resources are very appropriate, some of the more popular ones are not in as good a condition as they once were.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- Standards in Year 6 are above average.
- Pupils are interested and enthusiastic when involved in information and communication technology (ICT).
- Teachers' knowledge and understanding and planning are good.
- ICT contributes well to pupils' personal development.
- Leadership and management are good.
- New technologies are used well to support work in other subjects.
- Equipment and resources are up-to-date and readily available.

Areas for development

- More opportunities in lessons for pupils to use new technologies.

107. Only three lessons could be seen during the inspection, insufficient to make secure judgements about the overall quality of teaching and learning. However, talking to Year 6 pupils and looking at their recorded work indicates that standards are above average.
108. Generally, Year 6 pupils are confident in using new technologies and understand how this helps them carry out tasks more quickly. They have good skills in bringing together text, tables, images and sound into a multimedia presentation. Pupils know how to use the Internet safely to find out information across a range of subjects. They can search large databases and then competently extract the information they need. They can develop their own ideas and review what they and others have done. Pupils use their ICT skills well to support their work in other subjects. Individuals with special educational needs also benefit from using ICT, particularly in learning and practising basic literacy and numeracy skills.
109. In the three lessons seen, one was very good, one good and the other satisfactory. The very good lesson for pupils in Year 5 was taught by the co-ordinator and his subject knowledge and expertise helped pupils of all capabilities make very good progress when searching a database. Similarly in the good lesson for pupils in Year 6, the teacher's demonstration of techniques allowed all pupils to make good gains in learning how to use a search engine. They successfully found out about the 'water cycle' as part of science and geography topics. In both lessons, pupils showed much enthusiasm for their activities, working hard and handled the equipment with care. Teachers have undergone a great deal of training since the previous inspection and this has led to increased confidence in their use of new technologies in all subject lessons.
110. The co-ordinator has played a major part in raising standards and all staff value him as a source of support and advice. There are realistic and appropriate plans to involve him more in reviewing and developing teaching and learning. Pupils enjoy and are enthusiastic about working collaboratively in pairs on computers and this makes a positive contribution to their personal development. Accommodation is good, with the computer suite being used well by teachers to help pupils learn. Also, pupils can join an after school computer club that has won two prizes for its website. However, while teachers are making good use of ICT in their teaching, such as with over-head projectors, calculators, audio and video recorders, as yet there are insufficient computers in classrooms for pairs and individual pupils to follow-up work; there are plans to remedy this. Overall, there has been significant improvement since the previous inspection.

MUSIC

Strengths
<ul style="list-style-type: none">• Pupils enjoy singing and taking part in musical performances.• Subject guidance and collections of recorded broadcast music programmes are helpful to non-specialist teachers.• The quality, range and number of instruments are good.

Areas for development
<ul style="list-style-type: none">• Non-specialists' confidence in music.• Checking and developing teaching and learning.• Subject management.

111. Only two music lessons were seen during the inspection and an assembly where pupils sang familiar hymns. This is not enough to report on the overall quality of teaching and pupils' learning or about attainment overall in music.

112. Year 6 pupils generally sing with enthusiasm and enjoyment. They know familiar songs by heart and take care to sing words clearly and distinctly. They perform a wide range of songs, including many from different cultures. They can sing in two parts, keeping their tune while listening to others. Sometimes, their voices are too harsh when they sing loudly. However, overall the standard of pupils' singing is as expected for their age.

113. Pupils benefit from following a music programme that is based around recorded broadcast material that has been chosen to link to their work in other subjects. In Year 3, the class topic in literacy had been looking at myths and legends, as well as traditional stories, and their music lessons were appropriately based around Vikings. The teacher made good teaching points after playing extracts from the tape to reinforce pupils' learning and generally they achieved well, particularly in repeating rhythms using non-pitched percussion instruments.

114. In Year 5, the class found much pleasure and enjoyment from learning and performing World War II songs linked to their history project but opportunities were missed to help pupils listen and comment on each other's performance in order to improve the quality of their singing.

115. There has been no co-ordinator for music over the past two years. The scheme of work produced by a previous post holder has stood the test of time and is helpful to non-specialist teachers. A good supply of musical instruments has also been built up. However, there are only two teachers currently who have good musical skills and generally teachers are not confident. There has been little checking of teaching and learning recently and pupils are not being helped sufficiently to improve the quality of their performance. This is unfortunate as pupils are very keen on music. They eagerly take part in two annual music events, well supported by parents and families, and some talented pupils enjoy instrumental tuition. The school is aware there has been unsatisfactory progress in music since the previous inspection and has plans to review how the subject is managed in the near future.

PHYSICAL EDUCATION

Strengths
<ul style="list-style-type: none">• Pupils with special educational needs are given extra support so that they are involved in all activities.• The enthusiasm of pupils taking part in physical activities.• The contribution the subject makes to the pupils' personal development.• The many opportunities for pupils to improve their physical skills, in and out of school.• Leadership and management of the subject.

Areas for development
<ul style="list-style-type: none">• To provide more gymnastic activities.

- The organisation of the hall, so that it provides a better environment for physical activities.

116. There is not enough evidence on which to make a secure judgement on the quality of teaching and learning or the standards in the different aspects of the subject as only two lessons of gymnastics and dance could be seen during the inspection.
117. Of the four lessons seen, one was very good, one good and the other two satisfactory. In these lessons, the teachers were suitably dressed so they could demonstrate techniques for pupils to improve their performance. There was also good use of talented pupils to show the rest of the class what they could do and to give others ideas as to how they might refine their movements.
118. In the very good lesson for Year 5 pupils, the expertise of the teacher helped them make very good progress in perfecting their timing of sequences in an African Dance routine. Pupils worked well in groups of six and showed appropriate control of their bodies when performing a variety of dance steps. In a good gymnastics lesson for pupils in Year 3, the clear explanation and demonstration by the teacher allowed all pupils to make good gains in developing a sequence of two different jumps and then discuss their performance looking for ways to improve.
119. The co-ordinator provides good leadership. Following a review of teaching and learning, she identified that pupils were not developing their gymnastic skills as well as they could and is looking at ways of tackling this shortcoming. Until recently, all classes had swimming lessons and, by the time that they leave school, nearly all pupils can swim the nationally expected 25 metres and have a good knowledge of water safety. A lack of money has meant these lessons have had to be stopped but, next September, they are to start again for pupils in Years 3 and 4.
120. Pupils join in a good range of extra-curricular activities, such as football, netball and cricket, which make a good contribution to their personal development. They also benefit from the work of coaches from professional football and cricket clubs in developing their skills in football and cricket. The hall is used to store dining tables and chairs and the co-ordinator is keen for these to be put elsewhere so as to provide a safer and more useful area for indoor physical education activities. Improvement since the last inspection has been good.

RELIGIOUS EDUCATION

Strengths

- Pupils are interested and enjoy finding out about world religions.
- There are good links to pupils' personal experiences and to other subjects.
- The very good contribution the subject makes to pupils' personal development.
- The opportunities pupils have to meet people from different faiths.

Areas for development

- Subject management.

121. Only two religious education lessons and two school assemblies could be seen during the inspection. This is not enough to report on the overall quality of teaching and pupils' learning.
122. Standards in Year 6 are as expected by the locally agreed syllabus. Pupils know that many people throughout the world feel the need to worship and meditate. They can explain some of the similarities and differences in these practices, particularly with regard to Christianity, Judaism, Hinduism and Sikhism. They know the names and reasons for important celebrations and the type of lives religious people lead. They can identify some of the important beliefs of different faiths and how these relate to everyday life and the natural world. They talk enthusiastically about their own lives and feelings and what is important to them, relating their ideas to special family events, such as birthdays, weddings and funerals. They like to explore and investigate topics linked to these areas using books and the Internet.
123. In a Year 3 lesson introducing Sikhism, pupils worked very conscientiously gathering information from the Internet and then looked at various religious artefacts while they discussed their findings.

This was a very well planned lesson as learning activities were well matched to pupils' capabilities and there were sufficient computers and resources for everyone to be fully involved. In the Year 5 lesson, meeting and listening to a Sikh visitor further developed pupils' understanding of Sikhism. The teacher had again planned very well, particularly in preparing both the visitor and the class. Pupils were very respectful and interested. After introducing and explaining an aspect of Sikhism, the visitor paused and the teacher used well-constructed questions to check pupils' understanding before allowing the class to ask questions.

124. The subject manager left the school at the end of the autumn term. She had successfully adapted the locally agreed syllabus to make links to topics in other subjects being studied and assemblies and built up a good range of religious resources. As a result, teachers are confident and plan interesting lessons. Religious education is also closely linked to the personal, social and health education programme and makes an important contribution to pupils' personal development. Temporary arrangements to manage the subject are satisfactory and the school reports a permanent co-ordinator will be appointed in the near future.