

INSPECTION REPORT

RYKNELD PRIMARY SCHOOL

Burton upon Trent

LEA area: Staffordshire

Unique reference number: 124063

Headteacher: Mr Mike Wenn

Reporting inspector: Mrs Chris Field
9479

Dates of inspection: 14th-17th October 2002

Inspection number: 248536

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Main Street Branston Burton upon Trent Staffordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Clewes
Date of previous inspection:	December 1997

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9479	C A Field	Registered inspector	Educational Inclusion	Information about the school The school's results and achievements How well are pupils taught? What should the school do to improve further?
14214	J Smith	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils? How well does the school work in partnership with parents?
1189	S Brown	Team inspector	English Music Physical education	
15414	D Carrington	Team inspector	Mathematics Information and communication technology Religious education	How well is the school led and managed?
30144	E Hastings	Team inspector	Science Art and design Design and technology	
2818	G Warner	Team inspector	Provision for pupils with special educational needs Provision for pupils with English as an additional language Provision for children in the Foundation Stage Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated at Branston, south-west of Burton-upon-Trent in the county of Staffordshire. Pupils who attend the school live locally and come from a mixture of private and social housing. Most pupils are from white European backgrounds but a few have a different heritage; including Indian, Chinese and Pakistani. All pupils are confident users of the English language. There are 459 pupils on roll: 255 boys and 204 girls aged between four and eleven years. Children's attainment on entry to school is average. About 6 per cent of pupils are eligible for free school meals which is well below average when compared to other primary schools. Some 11 per cent of pupils have special educational needs that cover a range of difficulties. Nine pupils have a statement of special educational needs. Overall, the number of pupils in school with special educational needs is above average. The school has experienced significant pressures on accommodation in recent years due to the rapidly rising intake. Governors have approached the local education authority to assist them in acquiring extra land for school use.

HOW GOOD THE SCHOOL IS

The school is effective and showing rapid improvement. Relationships are very good, pupils have very positive attitudes to their studies, and they show tolerance and respect for one another's different backgrounds. Standards are above average in most subjects and rising, except in information and communication technology (ICT) where they are average. Teaching is good for boys and girls of all ages and most achieve well during their time at school. The headteacher gives a strong steer to the school's direction and other managers carry out their roles well. There is good strategic leadership shown by the senior management team (SMT) and governors. The school is well placed for continuing the good improvement seen in the last two years and provides good value for money.

What the school does well

- Good teaching is enabling pupils to generally achieve well and reach above average standards in most subjects.
- Good leadership and a well-focussed development plan (SDP) are setting a clear agenda for continuous improvement.
- There is very good team spirit amongst staff both old and new, governors and the school community who share a common goal of making the school the best it can be for all pupils.
- Very good provision overall for pupils' personal, including spiritual, moral, social and cultural education is assisting them in becoming very responsible future citizens.
- Very good relationships underpin pupils' successful learning and support the development of very good attitudes and behaviour.
- Excellent links with the community and very effective links with parents make a very positive contribution to the life and development of the school.

What could be improved

- The school has begun to look critically at its work but does not yet know its own strengths and weaknesses well enough.
- Unsatisfactory accommodation and inadequate resources are depressing standards in ICT.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection took place in 1997 and found the need for governors and managers to provide clearer direction for the development of the school's curriculum and to exercise greater control over it.

The report also identified the need for the development planning process to be sharpened up and the cost implications shown. The report flagged that some crucial decisions lay ahead in respect of school aims, improvements to teaching, the role of coordinators, use of curriculum time, strategic planning and continued improvements to performance – all these were absent or had weaknesses. The school has made good progress in tackling the issues identified by the previous report. Very positive indicators of the school's recent successes are the awards of *Investors in people* and a *School Achievement Award 2000-1*. These reflect very creditably on the SMT all of whom are new in post since 1997, and their determination to raise standards.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	A	B
Mathematics	D	C	B	C
Science	B	C	C	D

Key

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

NB: Similar schools are those with up to 8 per cent of pupils eligible for free school meals.

The results achieved by Year 2 pupils in 2002 were well above average in reading and mathematics and above average in writing. Results were above average overall when compared against those of similar schools. The results show very significant improvement on those in 2001, when the school's performance was well below that of similar schools. Findings from inspection judge that standards in reading, writing and mathematics are above average. The results achieved in Year 6 in 2002 were well above average in English, above average in mathematics and average in science. When compared to similar schools results were average overall. The 2002 results overall show significant improvement in English and mathematics and sustained performance in science. Findings from inspection judge that standards in English, mathematics and science are above average.

Children enter reception with broadly average attainment. By the time they enter Year 1, the majority have made good progress and their attainment is above that expected in mathematics, physical, creative and personal and social aspects. The children's attainment meets the level expected in communication, language and literacy and knowledge and understanding of the world.

Evidence from inspection indicates that standards in all subjects are above average at seven and eleven years except in ICT where they are broadly average. The school does a reasonable job with ICT within very limited resources. ICT development is a top priority in the SDP.

Pupils with special educational needs, including those with statements make good progress over their time at school. The very highest attainers, including those with gifts or talents make satisfactory progress but could do better if they were more consistently provided for. The school has begun to look more critically at its work and now needs to refine practise to ensure that all pupils learn as well as they can. The push on improving reading last year is paying off. The current drive for extending

writing opportunities is proving beneficial to pupils' learning in English, as is the introduction of personal targets. However, there are shortcomings in presentation of work, spellings and mis-use of grammar that are holding back a potentially higher standard of work in quite a number of subjects, particularly science. Good attention is being paid in planning to investigative elements of pupils' learning that is supporting improved standards in mathematics and science but practise is inconsistent.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and are enthusiastic learners.
Behaviour, in and out of classrooms	Behaviour is very good in classes and at playtimes. This reflects significant progress since the last inspection when it was unsatisfactory at lunchtime. One fixed period exclusion last year, was entirely justified.
Personal development and relationships	Pupils' personal development is very good. They show a willingness to take on roles of responsibility. Very good relationships are a significant strength in school and pupils show a very high degree of respect for each other's values and beliefs.
Attendance	Attendance is well above average with almost no unauthorised absences. Pupils are punctual to school and all lessons start on time.

TEACHING AND LEARNING

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

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

There has been significant improvement in the quality of teaching since the previous inspection. Teaching is good for boys and girls of all ages and those from different ethnic groups. Teaching is good in all subjects, except ICT, where it is satisfactory. Classrooms are lively and purposeful places where the pupils benefit from a good range of exciting experiences that capture their effective learning. Children in reception are well taught and show good levels of confidence as a result of the strong emphasis on developing high self-esteem. There are strengths in teaching amongst staff that include: high expectations, good methods, effective use of time and resources, and good use of homework. Support staff who work in class and specifically in helping those pupils with special educational needs are highly effective. In some instances their input is pivotal to enabling these pupils to make the progress of which they are capable. All other characteristics of teaching are satisfactory but there are inconsistencies in practice that need to be ironed out. For example, teachers make insufficient use of on-going assessment to feed forward into planning suitably challenging work for all pupils, especially the highest attainers. The school has not yet set out clear criteria to promote the best practice in teaching and learning that would add sharper focus to monitoring work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has improved over the last five years and is now suitably balanced with good breadth. Significant enrichment is made through excellent business and community links, and a very good range of extra-curricular clubs.
Provision for pupils with special educational needs	Pupils with special educational needs, including those with statements, are well supported and make good progress. Pupils with physical difficulties are especially well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's positive ethos is very apparent in all areas of its work. Pupils are caring and tolerant young people who get along well together. There is a good range of experiences provided that enable pupils to consider the lifestyle and beliefs of different ethnic groups that is helping them prepare for life in a pluralist society.
How well the school cares for its pupils	Pupils are well looked after and child protection procedures are good. The school has made reasonable progress in developing effective procedures for assessing pupils' attainment and progress. However, the tracking of pupils' progress and the use of assessment in planning work at the right level for different pupils are two areas that need more work. Pupil management during lunch-time has improved and behaviour has improved accordingly. Monitoring of attendance is very good.
How well the school works in partnership with parents	The very good partnership between home and school is beneficially supporting pupils' good achievements. Some parents are concerned about the rising class sizes and others would like more homework set. The school has given attention to both of these aspects and is responsive to parents' views.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has established a clear mission and shared sense of direction. The SMT is highly effective, and provides a strong lead to the school's improvement. There is very good determination to raise standards shown by all staff.
How well the governors fulfil their responsibilities	There is good strategic leadership shown by the governors and all legal requirements are well met.
The school's evaluation of its performance	The school's tracking and target setting systems are being developed but are still areas for improvement. School self-evaluation systems have a number of strengths in other respects; not least the collegiate nature of the process that involves all staff in monitoring work. There is good concern for the principles of best value in all aspects of provision and procurement.
The strategic use of resources	The school uses its generous staffing effectively. There are ample learning resources, with the exception of ICT, that are used well. In terms of finance, the budget is tight but prudently managed. The increasing school roll is causing acute concerns for governors and managers, not least because of pressures on accommodation, and the impact that increased class sizes will have on the good quality education

	provided currently.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • Behaviour is good. • Teaching is good. 	<ul style="list-style-type: none"> • Class sizes reduced and more space provided. • Homework increased in upper juniors.

Inspectors agree with parents' positive views and would reassure them that there is good use of homework. The increasing class sizes and cramped accommodation are concerns shared by everyone in school and inspectors too. Parents should know that the school is doing a good job in ensuring that these aspects do not adversely affect current pupils' learning across the curriculum, (notwithstanding issues flagged up about ICT). Governors are doing what they can to find a way of increasing accommodation, as an urgent priority and with help from the local education authority (LEA).

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- The school has made rapid progress in improving standards in the last two years and is on track to keep this good momentum going as its effective improvement strategies kick in.
 - Standards in English, mathematics and science are rising as shown by the SATs in 2002 for seven and eleven-year-olds.
 - Standards are above average in all subjects, except in ICT where they are broadly average.
 - The majority of boys and girls, including those from minority ethnic groups achieve well during their time at school and make good progress in most subjects.
 - Pupils with special educational needs, including those with statements make good progress against their individual targets.
 - The very highest attaining pupils, including those with gifts and talents make generally satisfactory progress but could achieve higher standards if they were challenged more consistently in their studies.
 - The school agrees realistic targets with the local education authority (LEA) that it usefully reviews at appropriate intervals. However, the target setting systems in years, classes and at the individual pupil level are not rigorous enough to support fully the drive for improvement.
1. Standards are better than they were in 1997 when the school was last inspected. The standards in design and technology, which were reported as weak then, are now above average, and this reflects well on the very good leadership that has brought this about. Standards are above average in English, mathematics, science, art and design, design and technology, history, geography, music and physical education at seven and eleven years. Standards in ICT are average throughout the school. Problems associated with restricted accommodation, and limited resources, are hampering potentially better progress being made by pupils in ICT. The school has established effective strategies for promoting literacy and numeracy that are resulting in pupils acquiring the key skills they need to learn effectively. The concerted efforts to improve reading and writing are having a beneficial knock-on effect in all subjects. However, there is still a need to ensure that pupils of all ages present their work well, spell accurately and use the correct grammar. Good attention is paid to promoting the investigative aspects of subjects such as mathematics and science in planning and this is a positive feature. However, practice in enabling pupils to manage appropriate aspects of their learning is inconsistent. For example, in some year groups, an over-use of work sheets is enabling pupils to record their knowledge but is capping the potential for independent research and enquiry.
 2. The school's past performance in raising standards augers well for its future success. Subject leaders under the good direction of the headteacher and senior managers, are alert to the issues that will help improve the quality of education and standards being achieved in the subject for which they have responsibility. They have now to sharpen up the focus taken when undertaking monitoring and evaluation activities so that this work makes a significant difference to supporting raised standards.
 3. The results achieved by Year 2 pupils in 2002 were well above average in reading and mathematics and above average in writing. Results were above average overall when compared against those of similar schools. The results show very significant improvement on those in 2001, when the school's performance was well below that of similar schools. Findings from inspection judge that standards in reading, writing and mathematics are above average.

4. The results achieved in Year 6 in 2002 were well above average in English, above average in mathematics and average in science. When compared to similar schools results were average overall. The school's trend of improvement over four years is in line with that seen nationally. The 2002 results overall show significant improvement in English and mathematics and sustained performance in science when set against the results in 2001. Findings from inspection judge that standards in English, mathematics and science are above average.
5. Children enter reception with broadly average attainment. By the time they enter Year 1, the majority have made at least good progress, and their attainment is above that expected in mathematics, physical, creative and personal and social aspects. The children's attainment meets the level expected in communication, language and literacy and knowledge and understanding of the world.
6. The majority of boys and girls, including those from minority ethnic groups achieve well during their time at school and make good progress in most subjects. The work in books shows above average standards and the good amount of work completed. There is some high quality work being done by a reasonable proportion of pupils in all subjects. However, in science the proportion is less than in English and mathematics. The school does not target achievement in science and this is a missed opportunity. In some books, work is untidy and there are repeated spelling errors not acknowledged by the teacher's marking. This was drawn to the attention of senior managers as one aspect that could dampen down a higher standard being attained in tests.
7. Good attention is being paid in planning to investigative elements of pupils' learning that is supporting improved standards in mathematics and science but practise is inconsistent. Boys in particular were observed to enjoy the practical aspects of lessons and make good progress in acquiring key knowledge and extending key skills as a result. For example in an English lesson in Year 5, when re-enacting scenes from a play-script they were reading, the pupils better understood the importance of good dialogue and reported speech when they had to learn parts and perform for others. They enjoyed the hands-on experience and their very appropriate involvement in developing the lesson in conjunction with the teacher. This resulted in a high standard of work that showed personal flair and creativity. Inspectors found that pupils of all ages made the best rates of progress in lessons that engaged them in *learning by doing* as soon as possible. In contrast, in a minority of less successful lessons in the lower infant phase in particular, boys and girls were observed to become restless and made less progress than they should have when they were asked to sit on the carpet for far too long listening to over complicated instructions that suppressed enthusiasm and limited the time available for pupils to show what they could do.
8. The school has tried hard since the previous inspection to keep the standards in ICT at respectable levels, and has been generally successful. A shortage of both space and resources are hampering higher standards being achieved. For example, specialist staff are brought in to teach computer skills in the very tiny computer suite to small groups withdrawn from class once a week. This is enabling most pupils to build up satisfactory word-processing skills. However, the school has yet to look carefully enough at the current arrangements to ensure that when pupils are withdrawn from class to receive computer skills tuition they are not losing out on other aspects of their studies. Other aspects of ICT, for example modelling and control are less consistently planned for or provided. School managers are aware that the speed of technological change is faster outside the school than in, and have prioritised improvement in ICT to try and re-dress this. Inspectors agree that ICT should be an urgent priority for improvement.

9. Pupils with special educational needs, including those with statements make good progress over their time at school. Those pupils with specific needs, such as hearing impairments, make very good progress because of the extra effectively trained support that they receive. Their good level of progress ensures that they keep up appropriately with their classmates. The very highest attainers, including those with gifts or talents make satisfactory progress overall. However, the school has not identified them as a group in the same way that it does with pupils at the other end of the ability spectrum, there is no whole-school approach to tracking or targeting performance. They are not consistently provided for as individual teachers meet their needs and some do this better than others. Some of the highest attaining pupils could achieve higher standards if the level of challenge provided was more even across subject and years.
10. The school agrees realistic targets with the LEA that it usefully reviews at appropriate intervals. However, the target setting systems in years, classes and at the individual pupil level are not yet rigorous enough to support fully the drive for improvement.

Pupils' attitudes, values and personal development

- Pupils of all ages have very good attitudes to school and to work.
 - Pupils generally work very hard during lessons and are very well behaved.
 - Very occasionally, pupils' attitudes deteriorate when teachers manage behaviour inconsistently.
 - Pupils willingly accept responsibility and mature into sensible and sociable young people.
 - Very good relationships are a significant strength in school and pupils show a very high degree of respect for each other's values and beliefs.
 - Overall attendance is well above the national average. There are almost no unauthorised absences.
11. The previous inspection found that most of the pupils had good attitudes to their work and that they usually behaved well during lessons. This positive picture has further improved over the intervening five years. Pupils of all ages say that they enjoy coming to school and they clearly relish taking part in the wide range of activities the school provides. Pupils behave well in the playground during break and lunchtime. At the beginning of the school year, older pupils in Years 2 and 6 pair up with younger children in reception in order to make sure that they are all right. Relationships between pupils and with adults have improved and are now very good. There was only one fixed period exclusion over the last school year; and this was fully justified. Overall attendance is well above the national average and there are almost no unauthorised absences.
 12. Almost all the parents who responded to the pre-inspection questionnaire issued by inspectors, agree that their children like coming to school and that they work hard during the school day. Parents' confidence is well placed. Children entering the reception classes enjoy being at school and their enthusiasm helps to create a lively and vibrant atmosphere. Older pupils enjoy the many extra-curricular activities that are held during lunchtime and after school; the music and football clubs are particularly popular. The standard of teaching is good overall and, by presenting lively and interesting lessons, teachers create a purposeful atmosphere that is very conducive to learning. For example, during an English lesson, pupils in Year 5 concentrated really hard when learning how to convert a passage of narrative writing into a play script. Their teacher's infectious enthusiasm spurred her pupils on when they were trying to remember the various elements they needed to incorporate, such as square brackets and capital letters.
 13. Pupils usually behave very well during lessons and they are friendly and hospitable towards visitors. During lessons, pupils of all ages, including the youngest children in the Foundation Stage, settle down quickly and do their best. Outside lessons, they also behave responsibly.

This is particularly important as the school is very short of accommodation and space is at a premium. Lunchtimes are very well organised and pupils are pleased with way in which recent alterations to the timetable have alleviated congestion in the dining hall. They eat their lunch quickly and with the minimum of fuss. Very occasionally, pupils' behaviour deteriorates and they can become restless and fidget. This is usually because their teacher is too negative or critical in the management of behaviour, and pupils lose heart. Pupils say that although bullying does occur, once they inform a member of staff, the situation is quickly and effectively resolved.

14. Although the school does not specifically plan the way in which it promotes pupils' spiritual, moral, social and cultural development, these elements form an integral part of school life. Pupils' spiritual, moral and cultural awareness is very good. Assemblies are carefully planned and are of consistently high quality. Themes are regularly reinforced throughout other lessons, such as during circle time and during religious education. Over time, pupils form their own set of moral values and beliefs and increasingly appreciate how their actions impact upon others. As they move through the school, they learn to understand intangible concepts such as the value of friendship and how particular situations make them feel happy or sad. In response to a concerted effort by their teachers, pupils' self-esteem and confidence steadily grow. They enjoy extra-curricular clubs and relish the sense of achievement and pride they feel when, for example, the school choir performs at a local residential home or during a school production.
15. Teachers' high expectations of behaviour and mutual respect form the cornerstone of everyday school life. As they get older, pupils are increasingly able to distinguish right from wrong and develop the ability to make reasoned and responsible moral decisions. Pupils learn about their own culture and increasingly appreciate the diversity of other ways of life and traditions. Within religious education, Year 3 pupils learn about the symbols that are used by different faiths and, for example, the significance of the Sukkoth in Judaism. Pupils develop an ability to appreciate and understand their own cultures, as well as other people's values and beliefs. Although the school does not have a race awareness policy, there is a very successful policy for social and educational inclusion and race relations are very good.
16. Pupils' social development is good. The very high standard of the school's social provision helps to ensure that they quickly develop an awareness of one other's needs. Most of the pupils are soon able to play constructively with their classmates and to share openly, their views and opinions.
17. Overall attendance has improved since the last inspection and it is now well above the national average. The school is committed to following up each and every absence and this is reflected in a very low number of unauthorised absences, the rate of which is below average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- Teaching is better than it was in 1997 and despite over half the staff changing since the previous inspection.
- Teaching is good across the school for both boys and girls and those from all ethnic groups and across all subjects except ICT.
- The use of specialist teaching in ICT has both benefits and costs in that pupils withdrawn from lessons for computer skills may gain in ICT but miss out on other aspects of their studies. Teaching in ICT is satisfactory overall and across the curriculum, is adequate at best.
- Classrooms are lively and purposeful places where the pupils benefit from a good range of exciting experiences that capture their effective learning

- There are strengths in the teaching of pupils with special educational needs, including those with statements. Teaching assistants make a very good contribution to supporting learning and are pivotal to these pupils making such good progress.
 - Very consistent high quality teaching across all areas of learning in reception classes ensures that the youngest children in school get off to a flying start in their education.
 - The teaching of the very highest attainers, including those with gifts or talents is not consistently good and some of these pupils could potentially achieve more.
 - Monitoring and evaluation systems though more advanced than in many schools, need now to focus on those features of teaching that result in the most effective learning, being identified and promoted widely.
18. There has been significant improvement in the quality of teaching since the previous inspection. This is down to a good programme of induction and staff training, the positive introduction of performance management and the very good team spirit that shows itself in the very good relationships so evident around the school. Many staff are new to the school since 1997, and have brought with them a freshness of approach and a range of skills that complement those of longer serving members. There are many strengths amongst the staff team. These strengths can be harnessed still more as the school presses ahead with raising standards to become the best they can be, for all pupils.
19. The quality of teaching is good overall and pupils of all ages and from different ethnic groups share in this good teaching. Of the 105 lessons observed during this inspection, 103 were of satisfactory or better quality and resulted in pupils making good progress. Very occasionally, teaching is less than satisfactory in lower infants classes because the lesson content and teaching methods fail to engage pupils and they become restless and distracted. Additionally, here the management of behaviour does not promote the positive ethos found elsewhere in school. Teaching is more satisfactory in ICT than good. This is largely due to the restricted range and quantity of resources and poor accommodation that have an adverse impact on pupils' learning. There is effective use of specialist teaching to support the development of keyboard skills. The organisation is such that small groups of pupils are withdrawn from other lessons to practice their skills in short bursts once a week. The approach has both benefits and costs in that pupils withdrawn from lessons for computer skills may gain in ICT but miss out on other aspects of their studies. The impact of this has not yet been fully assessed by school managers.
20. A much higher proportion of good teaching than typically found in schools was observed at Rykneld Primary School. There are strengths in teaching amongst staff that include: high expectations, good methods, effective use of time and resources, and good use of homework. From the scrutiny of a large sample of pupils' work saved from both last year, and this term, it is evident that these strengths are used to good impact throughout the year. Classrooms are lively and purposeful places where the pupils benefit from a good range of exciting experiences that capture their effective learning. Support staff who work in class and specifically in helping those pupils with special educational needs are highly effective. In some instances their input is pivotal to enabling these pupils to make the progress of which they are capable. All other characteristics of teaching are satisfactory but there are inconsistencies in practice that need to be ironed out. For example, teachers make insufficient use of on-going assessment to feed forward into planning suitably challenging work for all pupils, especially the highest attainers. There are strengths in this in school, for example in the very detailed Year 5 lesson plans, on which to build.
21. Very consistent high quality teaching across all areas of learning in reception classes ensures that the youngest children in school get off to a flying start in their education. Some of the four-

year-old children had only been in school full-time for two weeks when the inspection took place and it was difficult to pinpoint who they were. For example, they already see themselves as effective learners and are taking full advantage of the exciting learning opportunities being provided because of the staff emphasis on promoting confidence and self-esteem.

22. There is good teaching of basic skills that enables pupils to make good progress. Teachers are very alert to taking full opportunity to promote literacy and numeracy in other subjects. For example, in a Year 4 science lesson on comparing different body sizes, pupils made good use of calculators to help with their addition of various measurements as they undertook a fair test. The school's push on reading and writing is having a good impact on standards in these areas. For example, all pupils have their own personal targets set for writing that identify what is the next step for improvement. Pupils know well their targets and are keen to aim higher. Teachers undertake on-going reviews to check progress and revise target as appropriate. Parents are on board in supporting both reading and writing targets through homework. Teachers refer to personal target when marking English books and this is a very developmental feature not apparent in other subjects. Writing is given high prominence in wall displays that shows the range and quality that can be achieved. However, in some of the pupils' books scrutinised by inspectors in science, geography and history, although work demonstrated good knowledge and understanding and was written in a lively and imaginative way, pupils forgot their writing targets. Handwriting was untidy, work was poorly presented, they mis-spelled key words and used incorrect grammar. All of which impeded them achieving a higher level of work. The school's monitoring has not yet picked up on this area and this requires attention. The use of targets to support learning in mathematics is not yet as well embedded as target setting in English; there is no target setting in science and this is a missed opportunity. Teachers are not making enough use of targets to inform the planning of lessons so that work is more consistently set at the right level of challenge for all pupils. Only, very occasionally do teachers refer to personal targets in the plenary sessions as a way of reviewing how well pupils have learned and what the next step will be. The school has not yet set out clear criteria to promote the best practice in teaching and learning that would add sharper focus to monitoring work.
23. The good teaching of pupils with special educational needs supports positively the good provision made by the school. Both class teachers and support staff make valuable contributions to the good progress that pupils make. All staff are aware of the pupils' needs as a result of teachers drawing up well matched individual education plans (IEPs) and support staff making good contributions to their learning. The targets set in the IEPs are achievable because there are not too many of them. They are followed up by the regular observations that are made by all staff. These observations are recorded carefully and discussed between teachers and support staff so that the pupils' needs are constantly reviewed and up dated. The reviews made by staff are then translated into actions to be taken to assure the continued progress of the pupils. A good range of effective intervention strategies are in place that ensures appropriate support is given when it is needed.

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

- The curriculum is broad and balanced with particular strengths in religious education, geography, English, music and art and design. However, ramped accommodation and inadequate resources are restricting the breadth of the curriculum within ICT.
- The school promotes very good cross-curricular links that ensure pupils have worthwhile experiences in all the subjects they study.

- Provision for pupils' spiritual, moral, social and cultural development is very good overall; provision for pupils' social development is good. Pupils are well prepared to take their place in a multi-culturally rich, and ethnically diverse world.
 - The provision of learning opportunities for pupils with special educational needs, including those with statements, is diverse and effective. Pupils with physical difficulties are especially well supported.
 - Teachers do not always identify the very highest attaining pupils, or those who are gifted and talented and this gives rise to inconsistent provision for this group.
 - The curriculum for children in the Foundation Stage is very well balanced and is of particularly high quality.
 - A high proportion of pupils is regularly withdrawn from their classes for specific activities, such as reading and music, and this means that they miss out on what is being taught to the rest of their class.
 - Strategies for teaching literacy and numeracy are effective and are having a beneficial impact upon the standard of pupils' work.
 - The range of extra curricular activities is very good.
 - Links with the local community are excellent and are used exceptionally well to support and extend pupils' learning and their personal development.
 - There are close curricular and social links with the main receiving secondary school and these prepare pupils very well for their transition at the end of Year 6.
24. A key issue from the previous inspection was to review the way in which time was allocated to individual subjects within the curriculum. This audit has been completed and the curriculum now offers greater continuity in all areas of learning. The range of learning opportunities is broad and very varied. It provides pupils with a rich curriculum that fully meets the requirements of the National Curriculum, and is very relevant to pupils' individual needs. The school promotes very good cross-curricular links that ensure pupils have worthwhile experiences in all the subjects they study. For example, in Year 6 pupils research about food suitable for a party in design and technology, they learn about the nutritional aspects in science lessons, write up recipes in English lessons and then enjoy making and cooking the food with help from parent volunteers.
25. The quality of the curriculum and the range of learning opportunities are good for pupils of all ages and are especially rich in religious education, geography, literacy, music and art and design. The curriculum caters well for the needs and aptitudes of all pupils and is especially relevant for children in the Foundation Stage. The school promotes very good cross-curricular links that ensure pupils have worthwhile experiences in all the subjects they study. For example, in Year 6 pupils research about food suitable for a party in design and technology, they learn about the nutritional aspects in science lessons, write up recipes in English lessons and then enjoy making and cooking the food with help from parent volunteers. Additionally, health and hygiene procedures brought in aspects of pupils' personal, social and health education (PSHE). Provision for pupils with special educational needs is good for pupils of all ages and this helps them to make consistently good progress during their time in school. Pupils with physical difficulties are especially well supported.
26. The statutory requirements of the National Curriculum are met in all subjects, including religious education. The school successfully uses a range of strategies, including booster classes, to raise standards. The school has been successful in its implementation of the literacy and numeracy strategies and this is reflected in the improvements in the standard of work seen over recent years. Pupils are regularly withdrawn from their classes for specific activities such as reading and music, however, and this means that they miss out on what is being taught to the rest of

their class. The ensuing gaps in their knowledge may well put these pupils at a disadvantage in the future and the school does not monitor the cumulative impact of their absences. There is no whole school system for identifying pupils who have particular gifts and talents and their needs are not always met during lessons. Cramped accommodation and inadequate resources is restricting the breadth of the curriculum within ICT, particularly control technology in Year 6.

27. The curriculum for pupils' personal, social, health and citizenship education has been carefully reviewed and the current programme meets their needs well. Governors have decided not to teach sex education discretely and aspects are delivered through other subjects, such as science and religious education. The nurse visits in Year 5 each year to give talks to boys and girls separately on puberty, growing up and body changes. Drug education is taught in conjunction with the local police and pupils are appropriately warned about the consequences of drug use and misuse. External visitors are used to very good effect and pupils meet representatives from the local emergency services, as well as from charities and local businesses.
28. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, has improved since the previous inspection and is now very good. Although provision is not formally included when teachers plan their lessons, the school holds a very strong set of aims and values and these permeate every aspect of school life. Pupils respond very well. They learn how to become responsible and tolerant citizens and develop into confident and sociable young people.
29. Provision for pupils' spiritual development is very good. The daily acts of collective worship are of high quality and pupils may, for example, be asked to reflect upon the day or week's theme and to apply it to their own circumstances. For example, the theme during inspection week was looking after the elderly and pupils were asked to consider how they could help a relative or neighbour. Pupils' spiritual development is also promoted very well during lessons, particularly through art and design, music and religious education. They learn about Christianity, Islam, Hinduism, and Judaism and this gives pupils a very good appreciation of a wide range of spiritual values and beliefs associated with the major faiths. Regular opportunities for reflection are woven into the fabric of the school day and pupils are encouraged to develop their own values and beliefs.
30. Provision for moral development is very good. The school has a very clear set of values that focus upon honesty and respect for others. The school code of conduct is prominently displayed in each classroom and is fundamental to the way in which the school promotes moral development. Pupils have a clear understanding of the difference between right and wrong. They are well aware of the system of rewards and sanctions and readily accept the school's code of values. Very occasionally, younger pupils do not respond well to the expectations of the school. This happens only because they are not being encouraged to act responsibly but instead are told off for their behaviour in front of others and this leads to minor confrontation and defiance.
31. Pupils' social development is promoted well. Pupils undertake various responsibilities within their classroom and, through the buddy system, pupils in Years 2 and 6 pair up with children in reception during play and lunchtime. All members of staff foster pupils' self esteem well and address pupils with the respect and consideration they deserve. Teachers provide pupils with regular opportunities to work together within the classroom and this helps to sustain the very good relationships and positive atmosphere within the school.
32. Pupils' cultural development is promoted very well. Pupils are made aware of their own culture and celebrate the main Christian festivals. Links with St Saviours Church are good and the

school is extending these links to other churches, such as the Elim Pentecostal Church. Pupils enjoy listening to a variety of recorded music and learn about different cultures and faiths, such as Judaism. Pupils in Years 1 and 2 have been introduced to African folk tales and music and Years 3 and 4 learned about Indian dress and food.

33. The school liaises closely with its principal receiving secondary school and pupils undertake several projects that bridge the gap between Year 6 and Year 7. Within science, for example, pupils learn about bubbles in food, bubbles in drinks and so on and undertake various investigative experiments. Science teachers from the local secondary school, as well as their colleagues who teach other subjects, such as English and mathematics, visit during Year 6 and teach some lessons before the pupils actually transfer. This liaison helps pupils prepare for their move to secondary school and gives their new teachers a very good insight into their abilities and aptitudes.
34. Provision for extra-curricular activities is very good. Pupils can take part in a very wide range of activities and uptake is high. The school is very short of space, however, and the staggered lunchtime means that many of these activities have to take place after school; this limits the extent to which some pupils can take part.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- Pupils are well looked after during the school day and child protection procedures are good.
 - Procedures to monitor and promote attendance are very good.
 - Personal targets have been introduced for pupils' writing and are an important factor in raising standards.
 - Procedures for monitoring and supporting the academic progress of pupils with special educational needs, including those with statements, are good.
 - Pupil management during lunchtime has improved since the previous inspection and is reflected in the high standard of behaviour seen.
 - The tracking of pupils' progress and the use of on-going assessment information when planning work for pupils of varying ability are under-developed.
 - The school has no race awareness policy and this is a shortcoming, however race relations are very good.
35. All members of staff share a sincere commitment to pupils' welfare and this is reflected in the good standard of day-to-day care provided. Pupils with special educational needs, including those with statements, are well looked after and great care is taken in ensuring that they receive the support they need. Teachers have a good understanding of their individual learning difficulties or disabilities and how to deal with them. Routine health and safety procedures are in place and child protection procedures are well established. Under the 'buddy' scheme, children joining the reception classes are paired up with an older pupil from Year 2 or Year 6 and this ensures that they settle in quickly. The school has made reasonable progress in developing effective procedures for assessing the standard of pupils' work; procedures for the assessment of pupils' work are satisfactory. Procedures for monitoring and supporting pupils' personal development are good. During lessons, support staff regularly record the responses of individual pupils and this allows teachers to monitor how they are getting on. Relationships are very good and teachers are able to spot any problems at an early stage. Procedures for monitoring and promoting good behaviour vary across the school and are satisfactory overall. Procedures for monitoring and promoting attendance are very good.
36. Assessment is a developing area and procedures for the assessment of pupils' work are satisfactory. There is a shared approach to moderation and teachers gather in samples of work

in order to agree the level at which individual pupils are working. Individual target setting is being introduced and is more developed in writing than in other subjects. Each individual has his or her personal writing targets and pupils automatically refer to them during lessons. In other areas of the curriculum, however, target setting is not as well developed. There is no target setting in science for example, and this is a shortcoming. Assessment procedures for the tracking of pupils' progress, especially the very highest attainers and those with gifts and talents also require further development, as does the use of the information obtained when planning work for pupils of different abilities.

37. Procedures for monitoring and supporting pupils' personal development are effective throughout the school. During lessons, support staff regularly record pupils' responses and this allows teachers to monitor how pupils are getting on and to spot any problems at an early stage. Relationships between pupils and members of staff are very good and teachers are very sensitive to pupils' 'ups and downs'.
38. The previous inspection found shortcomings with the lunchtime procedures and the school has addressed these problems well. This school is very popular and space is at a premium. Lunchtime procedures have been revamped and the time at which infant and junior pupils stop for lunch is now staggered. This has resulted in a more regular throughput of pupils and, during discussion, they say the atmosphere is much calmer and that they feel much safer.
39. Procedures for monitoring and promoting behaviour vary from teacher to teacher and are satisfactory overall. During lessons, most of the teachers manage their pupils well and are very consistent in their expectations. While they enjoy a warm and close relationship with their pupils, one or two other teachers become cross with some of the pupils within their class and let their frustration show. Pupils sense their teacher's growing intolerance and this adversely affects their attitude to learning.
40. Procedures for eliminating bullying are good. Pupils say that, should any such incidents occur, they are dealt with in a constructive manner that helps to ensure that they do not recur. The school has a very successful policy of social and educational inclusion and pupils from several ethnic groups play and work together harmoniously.
41. Procedures for monitoring and promoting attendance are very good. The school is scrupulous in following up every absence and this is reflected in a level of attendance that is well above the national average.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- Parents' views are very positive about the home- school partnership.
 - Parents are kept very well informed about the day-to-day life of the school and about the work their child is undertaking.
 - Parents ensure their children attend very regularly and provide generous practical and financial support for the school.
 - Some parents feel that some classes are too large and there is inadequate space for the number on roll.
 - A few parents feel that more homework should be provided, particularly for pupils in Years 5 and 6.
42. The previous inspection found that this school enjoyed a productive partnership with parents and this continues to be the case. This school is very popular and parents hold it in high esteem. They are pleased with almost every aspect of the school and there is very little they would like

to change. Links between home and school are close. Parents support their children very well by ensuring that they attend regularly and encourage them to work hard and to do their best. Parents are kept closely informed about how their children are getting on and what it is that they have to do in order to improve the standard of their work.

43. This school places great emphasis on working closely with parents and the quality of information provided is very good. For example, parents of children entering reception receive various leaflets, including one that gives very practical advice on preparing their child for school. Parents are encouraged to share books with their children and are advised on games they can play that will support early language development. Early activities, such as sorting toy cars by colour, are suggested and the way that these contribute to curriculum areas such as mathematics provides interesting background information.
44. Some parents who attended the pre-inspection meeting with inspectors raised concerns about homework. Inspectors found homework to be used well and the amount set compares well with similar schools. Parents are also raised concerns about the sizes of some classes and the amount of space available. Inspectors agree that the point will come when the on-going expansion of this school will jeopardise the quality of education provided and governors and managers are alert to this too. They are seeking the help of the LEA to find a solution as a matter of urgency.
45. Parents provide generous practical and financial support for the school. They give freely of their time and, each year, the parents' association raises substantial amounts of money. Funds are currently being put towards development of the school grounds and plans are afoot to provide activity and nature areas. These will give the pupils more to do at playtime and will support the curriculum in areas such as science and technology.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- The headteacher gives a good steer to the school; there is good educational direction and everyone works hard for improvement.
 - Senior managers and subject leaders are well involved in the management of the school.
 - The governors make good checks to ensure that the school is on course for success.
 - Management systems to bring school improvement are good though the assessment, target setting and tracking process is ripe for further development.
 - The principles of best value are applied well.
 - The budget is managed and controlled prudently.
 - The staff make a good contribution to the school's effectiveness and there are enough resources in most subjects.
 - Limitations of the accommodation have a significant impact on learning in ICT.
46. In 1997, the previous inspection report stated that there were several promising management initiatives at an early stage of introduction but it was too soon to pass judgement on them. Several aspects of management were in need of improvement, including the aims of the school, the role of subject leaders, strategic planning and continued improvements to school performance. The governors' role was satisfactory and the budget was managed soundly. The key issues in 1997 had several elements that related to leadership and management, not least, the educational direction of the school and training for managers at all levels.
 47. The satisfactory situation with regard to leadership and management five years ago has been improved to a good level. Today, the school is well led and managed; there has been good improvement to standards and management procedures to enable school performance to be

evaluated more effectively than in the past. The school's mission, aims and values have been reaffirmed and spelled out clearly, so that the shared determination to future improvement is very good. The headteacher has been responsible for much of the advancement in school, backed by the effective deputy headteacher and senior management team, all of whom are new since 1997. Together, they have good understanding of the school's strengths and shortcomings and have been instrumental in producing the well-conceived SDP that gives firm focus to the work of all staff. In general, management systems are also good. The school has embarked on a number of activities that are enabling self-critical review. There is much consistency in what the school does, though in some areas such as assessment, monitoring and evaluation, further improvement can still be made. Senior managers recognise this and are determined and working hard, to eliminate inconsistency anywhere in school.

48. Subject leaders undertake their duties and responsibilities effectively. They ensure that the curriculum for each subject meets all requirements, that resources are available as needed and finance is spent wisely. Subject leaders vary in the opportunities that they have to monitor and evaluate the quality of education and standards in lessons outside their own classroom. For some, as in English and mathematics, there have been good opportunities for such monitoring and evaluation and the process is rigorous and contributes well to improvement. In other subjects, such as geography and religious education, the process is at a very early stage of development and the assessment of success is based on monitoring once removed from the class, as in the trawl of work, checking of planning and informal discussion that takes place. In some subjects, such as ICT, the time for monitoring is crucial, as new developments warrant close focus on the subject to ensure that innovation is both consistent and with good impact. Collectively, subject leaders have satisfactory knowledge and understanding of their subjects' performance but this requires greater consistency.
49. The coordinator for special educational needs (Senco) ensures that provision for these pupils is good.
50. The successful policy for provision in the school is largely due to the committed leadership of the Senco. The Senco has given time to her colleagues so that they are all now confidently writing the IEPs for pupils on the school action level. Many are also now equally confidently writing IEPs for the pupils on the school action plus stage of identification. The Senco is still closely involved in ensuring their appropriateness. She is also continuing to give a high level of attention to the pupils with statements of special needs. The success of this involvement is shown in the one hundred per cent support given to the reviews of these needs by the parents of pupils with specific needs. The Senco works closely with outside agencies when they need to be involved in giving support. For example, the school is currently working towards recognition as a '*dyslexia-friendly school*'. The funding for pupils with special educational needs is being used wisely by the school to ensure that its provision remains a strength of the school as it was at the last inspection. The Senco deploys the support staff very carefully to ensure that individual needs are being met effectively. She is the recognised line manager for the support staff who all express confidence in the secure leadership that they are given in carrying out their work.
51. Governors are a well-informed and influential group. They have good understanding of school performance and are increasingly asking key questions to ensure that the school is as effective as possible and that its results compare favourably with other schools. In this way, the principles of best value are applied appropriately. Governors are well involved in the day-to-day life of the school and many visit the school during session time to find out about its working. They are proud of the school's achievements and have a good sense of what they see as the school's future. The business of the governing body is conducted efficiently and well and statutory requirements are met. Governors are keen to canvass parental opinions about the quality of

provision and are alert to the concerns about accommodation and class sizes. In response they have increased the number of support staff to aid teaching and learning and are in discussions with the LEA about future accommodation requirements.

52. The school has promising procedures to assess knowledge, skills and understanding, to set targets for pupils and to track whether these are being met effectively enough. Target setting is more advanced in English than other subjects and can serve as a good model for wider subject use. Some individual managers have greater insights into such things than others. This is a reflection of their involvement in data gathering and interpretation and, hence, knowledge of how well the school is doing. Other staff have not yet had substantial involvement in these processes, though in word and action they show their resolve and capability to take a shared and increasing role in school improvement in the future. The reflection of the school's aims, values and priorities in the work of the staff is very good and is a key strength of the school. Insofar as the process of target setting and tracking is concerned, much emphasis at present is on establishing current attainment and setting challenging targets for the future. The process is not yet geared enough to tracking how well pupils are doing between these two marker points. Senior managers understand the need for refinement in the process to focus on how effective is ongoing learning in order to eliminate any slack.
53. The school has a good performance management system that is tied firmly to its key priorities, staff development and the budget. There are very good systems to help staff new to the school settle quickly to their responsibilities and so all staff are enabled to contribute successfully to school effectiveness from early in their time in school. Staff are the school's prime resource and this is reflected in the budget. The carry forward in the school's finances from one year to the next is in part aimed at the maintenance of good staffing levels. The good quality of teaching and learning and rapid improvement in standards are all indicators of the value achieved by spending on staff, whether teachers or support staff. The budget is tight but it is managed carefully in the interests of the pupils. It is well related to the school's key priorities and additional funding for staff training, improvements to standards and support for pupils with special educational needs is used well.
54. Whilst there are ample resources in school, ICT is not resourced as well as other subjects. The school has redoubled its efforts to ensure that ICT resources are adequate since the 1997 inspection report identified a number of shortcomings. However, in some respects the resourcing of ICT has not kept pace with general developments in a subject of fast-moving technological demand. Furthermore, limitations of accommodation are having a significant impact on the development of knowledge and skills in the subject. The school's significantly increasing number on roll has placed pressures on the accommodation that have been partly resolved by the addition of new classrooms but there are still important areas for improvement, especially since there is continuing increase in pupil numbers. One focus of improved monitoring and evaluation must be to what degree increasing class sizes will reduce the current good quality of provision.
55. The school has moved ahead successfully over the last five years and particularly in the last two years in pressing ahead with improvements. Standards are rising and there is good capacity to continue to move further forward at a brisk pace with determination and very good team spirit. The pressures and challenges ahead have every prospect that they will be met effectively. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The school has moved quickly in the past two years in making improvement to management, teaching, learning and standards. The school is poised ready to launch into the next phase of improvement and has good capacity to make provision even better. There is drive and determination to press ahead, and the promise for an even brighter future is clear. In order to quicken the pace of improvement the school needs now to move forward with the good priorities set out in the SDP and pay particular attention to the following:

1) Improve systems to enable teachers and managers to track pupils' progress over time in all subjects and target improvement, especially for the highest attainers by:

- Establishing a policy that clearly sets out the qualities expected in teaching and learning that can be used to identify and promote the features of the best of both to be found in school.
- Building on the useful start made in monitoring and evaluation activities by looking more sharply at what the key priorities should be.
- Identifying the highest attainers, and those with gifts and talents in every year and establishing rigorous systems to check up on their progress.
- Extending the good practice seen in English in setting pupils' individual targets in all years to other subjects, especially science.
- Using pupils' targets more consistently in the planning of lessons, to inform the direction of lessons, to support group-work, to review what has been learnt in the plenary session and to guide the marking of work.
- Evaluating how well different pupils achieve in lessons and using this information consistently to set suitably challenging future work.
- Setting challenging targets for every year-group in English, mathematics and science that are regularly reviewed by senior managers and adjusted upwards as necessary.
- Bringing tighter focus in lesson observations and when sampling pupils' work on those things that will help the school move forward. For example, looking at the presentation of work, spellings and use of grammar that this report has flagged up for improvement in quite a few subjects.

Paragraphs:1, 2, 6, 10, 20, 22, 36, 47, 48, 52, 69, 79, 87, 93, 117

2) Raise standards in ICT by:

- Setting out explicitly what needs to be achieved to raise standards in ICT.
- Looking carefully at current provision to ensure that when pupils are withdrawn from class to receive computer skills tuition they are not losing out on other aspects of their studies.
- Extending the resources available for ICT and review where best these should be located, to enable all pupils' equality of access and opportunity.
- Ensuring that ICT is consistently planned for, and used, to support learning across the curriculum.
- Monitoring that future resources are used consistently in all classes.

Paragraphs:8, 19, 26, 54, 80, 93, 97, 118, 119, 120, 121

Although not identified as a separate issue, in preparing their action plan the Governing Body should also pay attention to the following:

- Tracking what the costs and benefits are to those pupils who are withdrawn from class for a variety of things, for example, to receive music tuition or reading practise and in so doing miss out on what class-mates are learning in class.

Paragraphs:19, 26, 119, 121, 122

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

105

Number of discussions with staff, governors, other adults and pupils

30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	21	60	19	2	0	0
Percentage	3	20	57	18	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.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	459
Number of full-time pupils known to be eligible for free school meals	27
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	52
English as an additional language	No of pupils
Number of pupils with English as an additional language	8
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	36	31	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	33	34
	Girls	31	31	30
	Total	65	64	64
Percentage of pupils at NC level 2 or above	School	97 (88)	96 (87)	96 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	32	35
	Girls	28	29	31
	Total	60	61	66
Percentage of pupils at NC level 2 or above	School	90 (86)	91 (94)	99 (90)
	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	30	32	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	26
	Girls	31	27	32
	Total	55	51	58
Percentage of pupils at NC level 4 or above	School	89 (80)	82 (77)	94 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	26
	Girls	30	29	31
	Total	50	53	57
Percentage of pupils	School	81 (77)	85 (77)	92 (88)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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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	448	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	5	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	1	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	25:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	375

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	816,632
Total expenditure	807,901
Expenditure per pupil	1,836
Balance brought forward from previous year	40,080

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	459
Number of questionnaires returned	235

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	5	0	1
My child is making good progress in school.	46	46	3	0	5
Behaviour in the school is good.	43	49	1	1	6
My child gets the right amount of work to do at home.	26	55	7	2	9
The teaching is good.	48	43	4	0	5
I am kept well informed about how my child is getting on.	31	50	12	1	7
I would feel comfortable about approaching the school with questions or a problem.	49	41	7	1	2
The school expects my child to work hard and achieve his or her best.	52	43	2	0	3
The school works closely with parents.	37	46	11	1	6
The school is well led and managed.	43	44	4	4	6
The school is helping my child become mature and responsible.	40	48	4	1	6
The school provides an interesting range of activities outside lessons.	32	46	8	3	10

NB Rows may not total 100% due to rounding

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

- Children make at least good progress in all areas to reach the early learning goals; some will exceed the goals in mathematics, in their personal, social and emotional development, and in physical and creative development.
 - Effective provision found at the last inspection has been improved upon.
 - The school gives the children an effective start to their education and prepares them well for their work in Year 1.
 - Teaching is never less than good, and often of very good quality and enables good achievement for all.
 - The leadership and management of the Foundation Stage are good.
57. The school has sustained the effective provision made for the youngest children since the last inspection. In some respects provision is now better because there are examples of very good teaching and learning. The attainment of children on entry to the three reception classes is average. Most of the children have some pre-school experience when they begin at the school but a few come straight from home into the classes. Those that have had some pre-school experience come from as many as thirteen different providers. The children all start at the school in the year in which they become five years old. At the time of the inspection only seven children out of the sixty-seven children in the three reception classes had reached five years of age. One child was attending part-time following discussions between school and the parents, but all other children were attending full-time.
58. Both boys and girls and those from different ethnic backgrounds are given a good start to their education in the school in the three reception classes and move onto higher-level work within the National Curriculum when ready. The children transfer into Year 1 classes very well prepared for their National Curriculum work. Teachers and teaching assistants work thoughtfully together in a team effort. They skilfully provide a good range of interesting activities. There is a clear planning system established so that all staff have appropriate levels of knowledge of the goals that are to be achieved by the children. The levels of support given are very effective because of the hard work and commitment of the well-deployed group of teaching assistants. The children are given a good start to their learning because of the care that is taken with the assessment of individual attainment on entry to the school. The care is then extended through the perceptive observations made by both teachers and support staff as the children involve themselves in their activities. The quality of on-going assessment feeding forward to plan well-matched work is a key feature of the consistently good or better quality teaching and learning.
59. The school's assessment of the children's attainment on entry is based upon a nationally acknowledged system that has been adopted by all of the local authority schools prior to the implementation of a national system. The staff have all had appropriate opportunities to get to know the children before they begin their education at the school. There is a comprehensive induction programme that involves parents and children visiting the school on a number of occasions.
60. The Foundation Stage Leader, who is a Year 2 teacher, has her finger firmly on the pulse of what is happening in reception classes even though she teaches full-time in a Year 2 class. There is good direction to this first stage of the children's education. The Foundation Stage leader visits as many of the pre-school providers as possible and is involved in the visits made by parents and children. She meets regularly with reception class staff and ensures that the

provision made is meeting the children's needs effectively through her observations of the work being completed. The system works well but it would be too even greater advantage if she had had time to monitor at first hand both teaching and learning. The children make at least good progress in all areas of learning as they move effectively towards reaching the Early Learning Goals. The scrutiny of past work is clear evidence that these are largely being achieved before the children transfer into Year 1 classes. Inspection evidence confirms that the present group of children are already well on their way to meeting the goals set out in all six areas that they study. A high proportion are likely to exceed the goals in the areas of their personal, social and emotional development, mathematics, physical and creative development

61. Teaching is always effective throughout the Foundation Stage. It is consistently good and often very good in all three classes, particularly in developing the children's knowledge and understanding of their world where more support is sometimes needed. There is however, overall good teaching. Plans are drawn up with good measures of imaginative thought. The plans are enhanced because all staff involved in teaching the children all contribute their suggestions about the learning activities in which the children are to be involved. The children's learning progresses systematically regardless of who is leading it. All staff work at a good pace with the children so that their learning is moved swiftly on.

Personal, social and emotional development

62. Children start in the reception classes well prepared for their time in school. They already know their way around the classes because of the visits that they have already made as part of pre-school induction. Parents give further support when they come into school with the children but let them assert their independence as they take off their coats and get ready for their days learning. This helps the children to settle quickly and industriously in a wide range of carefully constructed activities. Parents have discussions with staff and this reassures them that their children are being appropriately supported by the home-school partnership. The children sit quietly when they gather on the carpet. They are very friendly towards one another. Teachers and teaching assistants interact with one another as good role models for the children. The start of the day is geared to welcoming all and the individual responses to the children made by staff are helping them to feel safe, secure and have confidence to take full advantage of the experiences being provided. The children answer all remarks politely with '*please*' and '*thankyou*'. They show a good level of maturity as they take responsibility, for example when returning the register to the central point in the school. The children help one another, for example, two children wanted to take the register but were uncertain where to go. Another child immediately wanted to help them. The speed with which this was accomplished was proof of the genuine nature of the very good relationships being promoted. The '*buddy system*' developed between Year 2 pupils and reception class children at lunch-time is a further example of the school's methods of helping the children to become socially aware. The oldest pupils each look after a younger child to help them at this key time of the day. In lessons, in the hall and at assembly times children show their care for one another by giving each other safe amounts of space. They play together in their sand and water trays, making certain that they do not interfere with anyone else's learning. The children are already well on track to achieve the early learning goals in personal, social and emotional development and they are being well prepared for work in Year 1 classes. Some of the children already show high levels of self-esteem and good confidence and will exceed the goals because of the on-going attention the staff pay to moving children forward when they are ready.

Communication, language and literacy

63. There is an appropriate emphasis given to developing communication, language and literacy skills in all three classes. All adults make many of the activities as interactive as possible in order to develop the children's communication skills quickly. Many of the children have relatively mature language skills but there are some who still express themselves without having the full vocabulary that they need in order to be accurate. Examples of this are when children find it impossible to speak in the right tense and say *'I telled my mummy'* or when they just cannot find quite the right word to explain to an adult what object they have brought in for the letter table. Adults compensate for this by giving intensive support to small groups of children and never missing an opportunity to promote purposeful talk in all learning contexts. Teachers, nursery nurses and support staff are interchangeable in their roles because they have all been involved in the planning of the work. They use registration times to guide small groups of children through a book sequentially to enable the children to read at an early stage. The success of this strategy is confirmed when children 'read' independently and make use of similar strategies to help themselves find and build words correctly. The children enjoy books immensely. Most of them gain pleasure from books and treat them with care. All are able to move through a book in the correct order. Many of them are identifying the initial sounds of words correctly. A significant number are already real readers who attempt all of the words, self correct and understand the sense of the stories. The children are given appropriate opportunities to begin forming letters correctly into words as they practise in the writing corner. This becomes an increasingly popular place to work when the children realise the importance of words in making progress in their learning. The scrutiny of past work shows the value that is added to their progress by opportunities that the children are given to develop these skills. The majority of the children is well on track to achieve the early learning goals, a few will exceed them. Children from all ethnic backgrounds and abilities, including those with special educational needs, are well prepared for their work in on National Curriculum level 1 by the time that they leave the reception classes.

Mathematical development

64. Teachers and teaching assistants provide a varied range of activities to promote the children's learning about numbers. The focus on numbers is quickly extended to include skill development in dealing with money and finding out about capacity and different measures through their water and sand play. The scrutiny of work shows that children are highly competent learners by the time they move into Year 1 classes. Some are recording work that is in National Curriculum level 1 as they work with number facts to 10. Inspection evidence confirms that skills are already being well developed in using numbers accurately even though some children have only been in school full-time for two weeks. The teachers ensure good reinforcement of number work and by ensuring that the children have very good resources provided for them to ensure not just technical competence when counting but good understanding too. Colourful fishes and hats attract their attention as number lines to help with counting. They enjoy becoming '*careful counters*' as their teacher asks them to become one when they move into group activities. They use paint sponges carefully to make attractive pictures of the number of fishes that they have identified. Their work-sheets have been carefully graded by the teacher so that the most competent *counter* has to make a picture of a greater number of fishes than the least competent *counter*. This means that all children are successful and are becoming more confident about their number abilities. At some point during each day the children are given one-to-one adult support and this strategy is supporting accelerated learning. Adults ask challenging questions that make the children think carefully before choosing the numbers to use. This is done when the children place objects in a container and label them accurately. The approach to mathematical development in reception classes is enabling the children to get off to a flying start. The children are already well on target to achieve the goals set for them and a high proportion are likely to exceed them.

Knowledge and understanding of the world

65. The children bring a range of experiences of the world with them to the school. Some are more limited than others but they all contribute to one another's learning very readily. In large groups they discuss the days of the week and label the weather on a particular day with accuracy. The knowledge of what sort of words they need to use in order to describe the weather is more limited than the general language knowledge would suggest it to be. This is remedied by the teachers' careful questioning supporting more careful observations. The children discover the directions that they need to travel in whilst developing their physical skills in the large space in the school hall. They use the computer with skill and confidence because their teachers have taken care to demonstrate its use to them. Their mouse control is good. They are able to create accurate drawings of themselves as they use the '*paint*' program. The scrutiny of last year's work shows these aspects of using the computer are appropriately developed over the course of a year. The children already print their work with adult support but move on, doing this independently by the time they move into Year 1 classes. The computer is put to further use by an imaginative teaching strategy of playing some Hindu music. This challenges children to find out about the Hindu traditions and that many Hindus live in India and Pakistan. Their knowledge is enhanced by the opportunity that they are given to dress in Hindu dress in their home corner. The children's understanding is increased as they build a well-constructed Hindu shrine with their teacher and teaching assistant. Many other areas of Hindu life are shown to them as they decorate their hands, make necklaces and make a collage of Vishnu. Although there are no children from Hindu backgrounds or who do not speak and understand English competently, the increase in the children's understanding and knowledge of other countries and their faiths and traditions is preparing them well for their work in Year 1 classes. The quality of their products shows their high levels of interest. The children are given effective opportunities to increase their knowledge of their senses when they work as a whole class listening to sounds in the playground. They move into smaller groups to make their own musical instruments and explore their use. They also use ear-muffs and sound tapes to increase their knowledge of what differences and similarities there are in sounds. The children are on track to reach their goals in this area of learning as a result of the care that has been given to the activities provided by the teachers and support staff.

Physical development

66. The standards achieved in the children's physical development are commendable given the constraints posed by accommodation both internally and externally. Clear expectations are set that ensure the children listen carefully to instructions and follow commands promptly. The very good relations support children's respectful responses. Teachers, nursery nurses and support staff give the children high levels of assistance through creative use of the large hall space. Good forward planning and sensible organisation ensures that the children can gain spatial awareness within the very tightly structured lessons that work so well in a hall that is small and cramped with stored equipment and a piano. The children quickly learn to move around the hall with care and confidence as they carry out warm up exercises before using some of the large and small equipment. The children skilfully sit, stand and balance with good levels of control. They are able to hold shapes capably. Thoughtful use is made of mats, hoops and skipping ropes to move in different ways and directions. The children confirm their mature physical ability as they confidently bring out mats and put them away with care. The children receive sensitive support from teachers and teaching assistants but not at the expense of developing their independence. They are able to practice a variety of physical skills alternately because of the good range of activities that the adults have provided. The children concentrate well and work hard. In doing this they discover how physical activity can help them to have healthy bodies. The

finer physical skills are equally carefully well developed in their classroom activities. They cut and fold materials accurately as they make their collage of a Hindu god. The outdoor provision is the resource that needs to be given most attention by the school in order to enhance the learning of its youngest children. The school has plans to make the barren playground more appealing for the children to use as they develop their use of equipment and space out of doors. However, the plans need to be agreed as a priority for the youngest children's appropriate physical needs to be fully met. Nevertheless the children are making good progress in reaching the standard across all areas of physical development that will ensure they are ready to begin their work in Year 1 classes.

Creative development

67. The children have a good variety of creative activities provided because of the imaginative planning of teachers and support staff. Many of the creative activities are usefully linked to other areas of learning. When the children have been learning how to control the computer mouse and print by their teacher they then have the chance to create their own portraits. They not only do this with control but with judicious choice of shapes and colours that show a burgeoning ability to create a careful, life like image. Their choice of materials and paints when making a collage of the Hindu god is another example of their innate creativity. The children are aware of texture as they think about what their collage will look like when finished. They are confident to experiment and show good personal flair in their designs. Their efforts confirm that they are already working well within the goals to be achieved before they transfer into Year 1 classes. Their music-making is neatly aligned to their learning about sounds as they make their own musical instruments that make different sorts and levels of sounds. Their singing ability is being thoughtfully extended as they not only keep good rhythms going in their songs but also begin to echo songs to their teacher successfully. They attempt to do this with one another but with more limited success. This is a clear indication, however, of the way that they continually want to improve upon their performance. The use of actions in their singing helps their understanding of the use of scale as their voices move up and down with their actions. The children also enjoy the scale and rhythms in chanting and singing familiar nursery rhymes such as *'The grand old Duke of York'*. In this aspect of their creative development the children are well prepared for the work in the Year 1 classes. The children show high level of confidence and self-esteem as they experience new things and extend self-expression. The reception team are building on this in their approaches. For example, photographs of the children's families are displayed on walls and this helps promote a feeling of belonging. The children are developing personal creativity well as they respond in a variety of ways to what they see, hear, smell, touch or feel. By the time they leave reception, many will have exceeded the goals in this area of learning.

ENGLISH

- Standards are above average overall in English by Years 2 and 6.
 - Teaching is good overall; a positive feature is the good assessment in writing, and target setting, that are feeding forward to help set challenging work for all.
 - The cross-curricular use of English is good in lessons but there is some poorly presented work in books. Too often, marking does not pick up weaknesses in spellings, and grammar.
 - Handwriting and presentation skills have been overlooked at the expense of creativity and this is dampening down the potential for some pupils to reach higher levels in their work.
 - English is well led and effectively managed by the subject leader.
68. At the time of the last inspection, standards were broadly average overall in Year 6. The school flagged up the underachievement of boys in reading and writing in 2001 as trends in their

performance showed significant difference to that of girls. The gap has slightly narrowed as shown in 2002 SATs in Year 6, and the school's strategies are beginning to show sound impact. The targeting of reading last year has had a dramatic impact on standards and a similar emphasis is currently being given to writing. As a result, standards are improving well on those seen at the previous inspection and in 2002 SATs were well above average. The 2002 SATs in Year 2 showed remarkable improvement on those in 2001 with the school's performance in reading being amongst the top five per cent nationally. Results compared as above those of similar school in both reading and writing. There was no significant variation between the performance of boys and girls.

69. The majority of both boys and girls from all ethnic groups are making good progress. Pupils with special educational needs, including those with a statement are well supported by classroom assistants and make good progress towards their targets in their individual education plans. The school has not yet identified its very highest attainers, or those with particular gifts in English. This means it is left to individual teachers to provide for such pupils in the way that they think is best. Some do this better than others. As a result, this group of pupils are not always sufficiently challenged with sufficiently demanding work to reach the highest standard possible.
70. Findings from this inspection judge that standards are above average in English by Years 2 and 6, with strengths in reading and writing. Standards in speaking and listening are more average.
71. Since the last inspection the National Literacy Strategy has been successfully implemented. Teachers have responded positively and are more clearly focused as a result. Staff training for a range of strategies such as additional literacy support, early literacy support and booster classes has increased the pace of learning and contributed to the improved SATs results. Target setting has been introduced in English and, as a result, pupils have a good knowledge of their learning. Since the last inspection there has been a thrust on reading, a move towards greater opportunities for writing in other subjects and a higher profile given to drama. The school has responded to the issue of boys' underachievement for example, in some class libraries a good range of books is highlighted for *boys' only use*. The selection has been made following extensive consultation with the boys to see what they would like purchased to encourage them to read more. Displays give a high profile to reading and older boys told inspectors *it was now seen to be cool to read*. There was no significant difference between the attainment of boys and girls in lesson observations or in the scrutiny of work. Monitoring in English is well-focussed, and this activity has developed well since the last inspection. All of these are important factors, which are contributing to better standards in English.
72. Speaking and listening standards are average throughout the school. Most pupils listen attentively, although a minority do not listen well enough, a few talking while the teacher is talking, such as in a Year 1 lesson when a number of pupils chatter and fuss constantly and are not aware of what the teacher has said. A good proportion of pupils express themselves clearly and have a reasonable range of vocabulary. Higher attaining pupils are articulate and readily engage in extended conversations about their work or their reading preferences. They use imaginative and descriptive vocabulary in their writing and draw on a wider range of vocabulary in their conversations. Most pupils are eager to engage in discussions and are confident when answering questions, but some average and lower attaining pupils have more limited skills in presenting an argument or expressing their opinions or feelings. Teachers are now targeting spoken language more in lessons through drama and role-play. However, the identification of key vocabulary in lessons is not consistent in teachers' planning. Where this is the case, pupils widen their understanding and use of English. In the most successful lessons, the teacher reinforces key vocabulary, and ensures that pupils use this when answering questions.

73. Standards in reading are above average at the end of Years 2 and Year 6. Most pupils enjoy reading, although a minority lack enthusiasm for reading. Higher attaining readers read with fluency and good expression. They make use of higher reading skills of inference and deduction. They are confident, reading with meaning and understanding. They are able to discuss their reading habits and favourite authors articulately. Many average readers also read fluently, although some lack the expression of the better readers. Lower attainers lack fluency and expression. In Year 6, these readers have a limited understanding of the text. Few pupils belong to a library outside of school. Although many pupils in Year 6 know how to access information using reference books not all pupils are clear about this. Most pupils have a good selection of books at home, and all know the difference between fiction and non-fiction, although the majority express a preference for fiction books.
74. The current library provision is too small to meet the needs of the number of pupils in the school. The limited space prevents it being used to develop research and private study skills. Teachers, in addition to the well-maintained reading diaries kept by pupils, maintain careful reading records. Most parents support reading and contribute well to the diaries; guided reading records are also appropriately maintained.
75. Standards in writing are above average and show a significant improvement this year. Pupils write for an increasing range of purposes as they move through the school. In Year 2, for example, they write stories, poems, riddles and instructions. They recount visits such as that to Snibston and write letters from the seagulls to the lighthouse keeper to apologise for eating his lunch, as part of their literacy focus on the text *'The Lighthouse Keeper's Lunch'*. There is evidence of non-fiction writing about the planet earth, when pupils use sub headings, labels, diagrams and information boxes. They make non-fiction books on *'Space'* and produce acrostic poems on *'Winter'*. Writing in other subjects is developed well. For example, good use is made of writing skills in their scientific explanation about testing the speed of cars moving down ramps. As one boy wrote: *'The slope is steeper because there are more bricks. The car goes faster because the slope is steeper'*. Instructional writing is clear and accurately sequenced by higher attainers and average attaining pupils who show a good understanding of how to use 'command' verbs. Imaginative vocabulary is chosen in descriptive writing about colours. For example, *'What is Indigo? – The floating Clouds are icy Indigo'*. Higher attainers and average attaining writers show a good awareness of audience in their letter writing. One higher attainer wrote *'Sorry for eating all your scrummy food but it was so delicious. We just couldn't stop eating it. We'd love it even more if you put in a fish cake and sardines...Please don't put mustard in the sandwiches again...'* The lively style made good uses of humour and showed a good understanding of how to structure a letter.
76. Good cross-curricular use if made of literacy skills. For example in history in Years 3 and 4, pupils' write well about Ancient Greece in *'A pharaoh's life'*. Pupils in Year 5, write at length in the first person as *'A fine Mill Owner'* or as somebody being transported to Australia in their Victorian studies. In Year 6, pupils produce newspaper reports on Elizabeth I detailing birth, marriage and death. They make effective use of word processing skills for this work.
77. Very good links are made to spiritual, moral, social and cultural development with poetry used well to inspire writing in many year groups. In Year 6 pupils write imaginatively about the contents of their magic box with exciting adventurous choices of vocabulary. For example, one pupil wrote *'The magic box, fashioned from silver and copper, decorated with glistening, golden stars, encrusted with exquisite jewels... treasures from my box – the smell of fresh rosemary, the first chuckle of a new born baby, the last word of your great, great grandma... the last petal on a dying flower'*.

78. Writing in Year 6 reflects the confident style in which a good proportion of pupils write. Well-written Curriculum Vitae with relevant information are carefully organised. Play-scripts transposed from texts such as *'Fantastic Mr Fox'* and *'The Secret Garden'* shows a good understanding of play-script format and includes good stage directions. Reports presenting well-balanced accounts are all examples of the interesting writing tasks presented to pupils in Year 6. Story openers are often lively and create suspense – as in this example, one pupil wrote *'I was walking Mojo (who was only a puppy then) on Crantock beach on a warm springtime day, with the gentle breeze blowing against my face... That was when I heard it. An ear piecing scream...'* Pupils make good use of re-drafting skills to improve the quality of their writing. There is much enthusiasm in English lessons that stimulate this level of response.
79. In the concerted effort to develop creativity so well, handwriting and presentation skills have been overlooked. These skills are not being systematically developed and too many pupils do not write in a neat cursive style, even some of the oldest pupils. Handwriting is untidy for a significant number of pupils with careless errors and sloppy letter formation showing a lack of pride in their work. Teachers do not ensure that pupils acquire the correct pencil grip and many pupils have developed bad habits as a result. Teachers do not have a consistent approach to ensuring pupils use the correct pencil or pen when writing. Similarly, spellings and grammar are not as good and they should be. Pupils do not have a wide range of strategies to help them spell unknown words. Although grammar receives regular attention in Year 6, skills have not been consistently developed over time. These weaknesses are factors, which are preventing some pupils from achieving even higher standards.
80. Work is regularly marked and refers regularly to targets set in individual workbooks. Pupils are mindful of their targets and of comments for improvement in marking, furthering their knowledge of their own learning. Pupils have some opportunities to use word processing skills and to develop research skills, but there is room for further improvement both in the use of information and communication technology to support learning and in the development of independent research skills.
81. The quality of teaching and learning is good, with particular strengths in writing and reading. Pupils enjoy their lessons. They work together well in groups, concentrating well in most cases because they are interested and well motivated. In the best teaching, subject knowledge is good. Teachers share learning objectives at the start of lessons so that pupils are clear about what is expected. Confident, lively teaching is reflected in the quality of work produced. These lessons proceed at a brisk pace and pupils cover a good amount of work. In the very best lessons, good use is made of the plenary session to assess what has been learned and what individuals need to work on next time. There is good attention to extending pupils' writing through a variety of forms and in other subjects. Very occasionally, lessons are less than effective because pupils are not sufficiently challenged in their work and become restless. Inspectors found it very noticeable how many younger pupils require the toilet once lessons are underway, the constant requests for this were very unsettling for those wanting to get on with their work. In one lesson in lower infants, weaknesses in management, too low expectations and a slow pace severely affected the progress being made and this was unsatisfactory.
82. Provision for pupils with special educational needs, including those pupils with statements is good. Well-planned activities and well-targeted use of additional support ensures all pupils understand and participate fully in lessons. The good attention to inclusion results in many of these pupils achieving well and making good progress towards their personal targets.
83. English is well led and managed by the subject leader who gives good support to colleagues. A good range of assessment procedures are in place and information from these is used

effectively to set targets and inform planning. Overall, there have been good improvements in English but work remains to be done to ensure skills are developed systematically and consistently throughout the school, especially for the highest attainers and that the improvements made are sustained and built upon.

MATHEMATICS

- Standards are rising and are above average in Years 2 and 6.
 - Pupils make good progress overall, occasionally, a few boys do not learn as effectively as the others in their class.
 - Teachers' planning to show what pupils of different ability are expected to learn, could be more explicit, especially in identifying demanding work for high-flying mathematicians.
 - There is inconsistent use of target setting to support both teaching and learning in mathematics.
 - Marking does not flag consistently the next steps in learning
 - Teaching and learning quality is good.
 - The subject is well led and managed.
84. When mathematics was inspected in 1997, standards were judged to be average at the ages of seven and eleven and pupils made satisfactory progress. Since then, the school has made good improvements to mathematics and today, standards are judged to be above average by this inspection, and progress is good.
85. Results in the 2002 SATs, were well above average when compared to all primary schools and average when compared to schools with a similar proportion of pupils entitled to free school meals. These results show that standards have improved significantly in school and, in Year 2 especially, have moved upward at a very good rate. The 2002 results in Year 2 placed the school's performance amongst the top five per cent nationally. The work completed in pupils' books last year confirms this picture of improved standards and this year, standards are above average in Year 2 and 6. Pupils are making good progress in mathematics.
86. There have been some differences in the attainment of boys and girls at seven years in SATs during recent years, with boys closing the gap with the girls by Year 6. Evidence from the inspection shows that on the whole, boys and girls are equally well motivated, work as hard as each other and make the same good progress. There are a very few instances where a minority of boys is more easily distracted in lessons, especially where they have to listen for long periods. The school is alert to this trend and is resolved to monitor and evaluate the learning styles of boys and girls in order to make learning the best it can be for everyone.
87. In general, pupils irrespective of background and ability make a similar rate of progress. Pupils with special educational needs are supported well by teachers and non-teaching staff alike. They concentrate well and keep up with the rest of the class. They work productively and build skills and knowledge well. The higher attaining pupils also make good progress, though there are times when this could be accelerated by the provision of more demanding work. This is especially the case for the very top attaining mathematicians. The school relies quite heavily on boosting higher-level performance in the preparation for SATs rather than ensuring these pupils make maximum gains year-on-year. There is inconsistent use of target setting to support both teaching and learning in mathematics. In most mathematics lessons, pupils of different attainment have separate work but planning does not always indicate the precise expectations teachers have of the knowledge, skills and understanding that will be learned by each group in lessons. This makes it difficult to assess whether each group is doing well enough.

88. Pupils are keen to learn mathematics and they work hard in sessions. The vast majority of pupils concentrate well; their listening skills are good and they respond to questions and tasks with interest and enthusiasm. Behaviour is very good and relationships are harmonious that enable pupils to work together very well when required. These good conditions for learning are due to the good quality of teaching. Whilst planning, as indicated above, and marking to show pupils how to improve their work are both ripe for improvement, there are more strengths in teaching than shortcomings. Teachers have good subject knowledge, they expect good work and behaviour from the pupils and use interesting methods in lessons. Pupils' basic mathematics skills are promoted well by teachers' consistent interpretation of the school's well-embedded numeracy strategy.
89. Teaching in mathematics is good overall. However, some very good teaching of mathematics was observed in lessons and the scrutiny of past work also showed pockets of some very good teaching in most parts of the school. As an example of very good teaching, a Year 3 lesson on adding tens and hundreds to multiples of ten shows the quality that the school can build on. Here, pupils showed keen interest in the work to predict what multiples of ten lay under a cross, superimposed on a blank number square, that was to be completed by identifying the sequence of tens from zero to one thousand. Every pupil wanted to answer the challenge. On several occasions, indeed, every hand was raised in a bid to be chosen to identify the next value. Pupils explained how they had identified the number; very few counted on, most used quite complex relationships between numbers and calculations in their answers. When the first cross, which centred on 520 had been completed, pupils were able to apply their knowledge to the next and quickly identified that it was centred on 770. The teacher moved the learning on very effectively because she made repeated assessments of pupils' developing knowledge and was able to tailor the increasing difficulty through this session to better meet the needs of the pupils.
90. The curriculum for mathematics is of good quality with firm focus on both basic skills and on investigation and problem solving. Good contribution is made to pupils' social and moral development and work to celebrate mathematics apparent in other cultures, for example tessellation patterns seen in Islamic art, is improving well. Pupils also have good insights into the power of mathematics, particularly in relation to the number system. They told inspectors that they are inspired by the fact that numbers go into infinity and that we can count forever! This reflection contributes effectively to their spiritual development.
91. Mathematics is led well. The subject leader knows the strengths and aspects for improvement thoroughly. She has firm priorities for the subject that dovetail well with the overall school improvement plan. There is good educational direction and everyone is committed to improvement. The subject leader had undertaken some rigorous monitoring of the subject and comprehensive analysis of results. The accommodation available for learning in mathematics is under great pressure in some year groups, because of the large class sizes, though generally no opportunities are lost because of the tight fit of classes. Work to set targets for pupils and to track that they are being met effectively is developing well. The school has met, or come very close to, its Year 6 targets for mathematics over recent years and there is challenge in the way that targets are as rational and not just forecasts of likely results. It is evident that the prospects for continued improvement to mathematics are good and that provision and standards have good capacity to move ahead.

SCIENCE

- Standards are just above average by the end of Years 2 and Year 6.
- The standards observed in lessons were more positive than in a sample of pupils' work saved from last year.

- The majority of pupils work hard, achieve well and make good progress.
 - Good improvement has been made in the science curriculum since the time of the previous inspection. The school does not set targets in science however, and this is a missed opportunity.
 - The overall standard of teaching of the subject is good.
 - There is a strong emphasis on the teaching of investigational science that is a positive feature.
 - More attention needs to be given to extending the learning of the higher attaining pupils.
 - Much of pupils' work is poorly presented, showing a lack of attention to handwriting, spelling and grammar this is capping potentially higher level work.
 - The over-use of worksheets in some classes has a limiting effect upon the breadth of pupils' learning.
 - The subject leader provides good leadership and management and has firm plans to address the shortcomings identified.
92. The overall picture of achievement in science is one of a steadily improving picture. Particular attention is now paid to scientific enquiry as this was reported by the last inspection as an area where further development was needed. The 2002 SATs in Year 6, show above average standards, although the proportion of pupils achieving the higher levels was below that in English and mathematics. When compared against the results in similar schools, standards were below average overall. Teachers' assessments of science in 2002 in Year 2 show that above average standards were achieved. Inspection evidence confirms that standards in science are above average by the end of Years 2 and 6. The rising standards demonstrate a good capacity for continuing improvement in science.
93. The majority of pupils start school in Year 1 with average levels of attainment. They work hard and with interest, achieve well and make good progress. There is little significant difference between the performance of boys and girls due in part to the school ensuring that science is an interactive subject and more likely to encourage the involvement of all pupils in the activities and events. Support staff provide effective assistance to those pupils with special educational needs, including those with statements, enabling them to participate fully in lessons, make good progress in their learning and achieve appropriate levels relative to their starting points. In some lessons the work provided for the higher attaining pupils is not always sufficiently demanding to ensure that they achieve to their full potential. Work seen in books is often the same for pupils of all abilities, and too few opportunities are provided for them to undertake independent activities. In some classes, the scrutiny of work indicated that the over-use of worksheets limited the opportunities for pupils to reflect and develop their thinking and ideas further. Pupils' presentation skills are not well developed, with poor attention being paid to handwriting and spelling. Incorrect use of the indefinite article indicated weaknesses in use of grammar. For example, whilst writing about the spider, one of the creatures found in a woodland habitat, one pupil wrote, '*It is a invertebrate*'. Literacy and numeracy skills are developed through the use of written work, as well as the use of tables and graphs to record scientific data, for example, to show the range of mini-beasts found in the school grounds. More use could be made of ICT to support the work of the subject. Only few examples of the graphical display of data were evident.
94. The lessons observed in science gave a more positive picture than the sample of work. Here teachers present the subject in a lively manner and give pupils plenty of time to find things out for themselves.
95. The quality of the teaching throughout the school is good overall. Teachers display good subject knowledge and use a range of methods and activities to ensure that their lessons are interesting and to enable all pupils to achieve well. They provide good opportunities for pupils to develop their enquiry skills. In Year 2, teachers effectively develop pupils' learning when providing a

range of different types of packaging for pupils to sort into groups of those that are medicines and those that are not. Pupils look for signs and symbols to help them, and teachers use questions effectively to aid their learning. Good attention is paid to ensuring safe handling and awareness of the dangers of drugs mis-use. Careful assessment of what they know at the start and at the end of the lesson enable teachers to record how well pupils are learning. In a good lesson in Year 5 for example, pupils were developing their understanding of how air expands when warm and how temperature affects the behaviour of molecules in gases. A buzz of excitement was created when pupils were watching a bottle with a balloon stretched over the neck and pushed inside. Suddenly, the balloon popped out unexpectedly, and the teacher then used challenging questions to develop pupils' learning about gas exchange. Pupils made sensible suggestions about the cause, and using their previous knowledge about the behaviour of molecules to make plausible predictions about what might reverse the process. Their learning is then further reinforced through effective use of demonstrations.

96. Pupils find this approach very interesting and enjoyable and it enables development of their observational and other science skills. They concentrate well on recording their findings in a methodical and scientific way using diagrams to support their writing. In a very good lesson in Year 4, pupils worked collaboratively in researching a variety of scientific questions in carrying out fair testing. They knew well that measurements need to be exact, and always taken from the same place to enable accurate comparisons to be made. The pupils predicted likely findings and then set about scientific investigation with a clear understanding of what to do. They were provided with a useful table in which to record their findings. For example, some measured their own and other pupils' heads to see what sizes there were and whether boys' heads might be bigger than those of the girls. The lesson was taught at a good pace and pupils learned well through first hand experiences and developed their knowledge and understanding about fair testing. Pupil's social and cultural development is given appropriate attention through working together in class, and participating in additional activities and visits.
97. The leadership and management of the subject are both good. The subject leader has ensured that there is a good level of support to staff, and the quality of teaching and learning is carefully monitored. Teachers' planning is also carefully scrutinised to ensure that all science topics match the national guidelines, and that the activities planned match the learning objectives. This ensures there is continuity and progression across the year groups. New assessment procedures have recently been put in place, following the successful piloting trials held during the summer term. Once these have become established practice they will enable the progress of all pupils to be accurately tracked, and the setting of individual targets should help to raise standards further, especially for the higher attaining pupils. The school currently does not set targets in science as it does in mathematics and English and this is a missed opportunity.

ART AND DESIGN

- Above average standards have been maintained since the time of the previous inspection.
 - Pupils acquire skills quickly and make good progress because of the good quality teaching they receive.
 - The subject assists pupils' social and cultural development very well.
 - Pupils use and develop their art skills across the curriculum.
 - Art and design contributes to the very effective display of pupils' work around the school.
98. Above average standards in art and design have been maintained, and pupils are provided with a wide range of stimulating and interesting creative activities throughout the school. The good quality of the teaching ensures that all pupils make good progress in the acquisition of creative skills and in producing imaginative work. The school has ensured that pupils with special

educational needs, as well as those who have statements, are fully included and involved in lessons through the provision of additional skilled teaching assistants.

99. The subject leader has reviewed the planning for all year groups against the National Curriculum and the national guidelines, and has made changes where necessary to ensure continuity and progression in the development of knowledge, skills and understanding. This was evident during the observation of lessons. For example, in a Year 1 lesson where pupils were developing their understanding of how famous artists use colour in their paintings. Based on their earlier learning they produced paintings skilfully applying brush strokes using different techniques, and producing shades and tones of colour confidently through paint mixing. This work is developed well in Year 2 in a lesson on still life. Pupils create a collage of a piece of fruit using paper and material to create different hues to replicate accurately the actual colour of an apple or a peach.
100. Teaching is consistently good throughout the infants and the juniors. Teaching assistants also provide skilled support and this has a positive impact on learning. Pupils are introduced to the work of many well-known artists and the range of different techniques they use in their work. Their knowledge is further enhanced by the visit of a local artist to school. Pupils are provided with a range of experiences to develop skilful use of colour and tone when painting portraits of their partners. Paying attention to detail and proportion ensures their work is of a high standard. Pupils work using different media. For example, in Year 3 clay material is used to produce decorative tiles to support their work on the Greek gods. Year 4 weave appealing patterns using different coloured wools and learn to use perspective when sketching using drawing and painting materials. In a series of lessons on '*People in Action*' Year 5 look at the human form in terms of different body shapes and how to get their sketches into proportion. This is skilfully developed into showing movement in drawings. By the end of the juniors pupils are able to develop three-dimensional portraits in papier-mâché using two-dimensional drawings as starting point. Teachers use their expertise to good effect and provide well-organised and resourced lessons, carefully and systematically building upon pupils' learning. They make clear links with pupils' work in other subjects, and use art and design effectively to support and reinforce cross-curricular learning, especially design and technology, history and geography. The subject is used very well to support pupils' very good spiritual, moral, social and cultural development.
101. Pupils show enjoyment and keen interest, and work hard at perfecting newly acquired skills and techniques. In the lessons seen they showed good levels of concentration and application to their work.
102. The subject is regarded as an important area of pupils' learning by the school, and is well managed by the subject leader. She has a good overview of standards and carries out lesson observations to monitor the quality of teaching. Suitable procedures for tracking the progress pupils make are in place. The practice of displaying pupils' artwork around the school is done very effectively, ensuring that it has status, and gives pupils the message that their work is valued.

DESIGN AND TECHNOLOGY

- Standards across the school are above average.
- All pupils, irrespective of gender, background or ability achieve well.
- The subject has improved well since the last inspection.
- Learning is strong because of good planning and the systematic teaching of both design and technology skills.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development
- The leadership and management of the subject are of high quality.

103. Standards are above average in Year 2 and Year 6. This is an improvement since the time of the last inspection in 1997 when infant standards were judged to be average. Due to the lack of continuity of provision at that time no judgement was made for junior standards. Since then the issues of time allocation and regular timetabling have been overcome. Now all pupils make good progress. Boys and girls from different ethnic backgrounds make largely similar progress. Pupils with special educational needs, including those with statements, also make good progress because of the good provision made for them that ensures equality of access.
104. The above average standards in the infants are the result of good planning and teaching. Year 2 pupils learn to write and draw instructions for their design and technology planners through some effective modelling of these skills ably demonstrated by the teacher. They develop practical skills as seen in lessons, through learning food preparation, safety, and hygiene. Under careful supervision they learn to wash, slice, slice, squeeze and grate fruit. In other lessons Year 1 pupils designing and making skills are successfully used to produce a page of a book using a slider to add movement. The good features of their work are notably in the careful way they cut out and the sparing use of glue to ensure their work is of high standard.
105. The basis of all design and make assignments is the design and technology planner that gives pupils a planning format to follow. It is a step-by-step guide and is of value to all pupils because they learn from it the stages of development that must be gone through. Pupils in Year 3 carry out research before setting out to make a wheeled vehicle. Under careful supervision from the adults in the room pupils saw wood they have carefully measured in preparation for their construction of a vehicle chassis. Good quality resources ensure that their frames are well balanced with accurate right angle corners. In their discussions pupils decide upon the most suitable means of gluing wood and card. Cutting practice is a feature of a Year 5 lesson to ensure that pupils can use sharp tools safely and effectively so that their work is of good quality. After observing the teacher modelling the use of a cutting ruler, pupils understand and follow the safety rules. The practice ensures that they cut out accurate slots for their moneyboxes. By contrast, Year 6 pupils plan a menu for a children's party. They research and produce recipes that they laminate. They identify the ingredients they require and produce sandwiches, Teddy Bear biscuits, pizza, teatime chocolate express train and a fruit juice milk shake. Parents are invited to help with the cooking and tasting, so that an evaluation of the project can be made.
106. Pupils enjoy the good range of activities provided for them, and show interest and work well co-operatively with one another. They are well supported in their activities by teachers, learning assistants, and parents, who give their time voluntarily, who provide good quality teaching. Although ICT is used only minimally at present more use is planned for the future. The subject has good links with other curriculum areas and contributes well to pupils' spiritual, moral, social and cultural development.
107. Leadership and management of design and technology are both good. The subject leader has done a very good job in improving the provision of the subject, the curriculum and in raising standards of teaching and learning so that the subject now enjoys high status in the school. Assessment procedures are in place to track pupil progress. All staff are committed to the subject, and there is good capacity for further improvement since the subject leader has already identified his future plans.

GEOGRAPHY

- Standards at the end of Years 2 and 6 are above average.

- Teachers make good use of practical experiences to enable pupils to build up a wealth of knowledge; a key feature is the good development of research skills.
 - A good scheme of work and effective assessment procedures, ensure that learning is a continuous process.
 - Thoughtful attention is paid to ensuring that pupils have an appropriate level of work.
 - Both boys and girls work hard because they are interested in their tasks.
 - An enthusiastic subject leader has improved the organisation of the subject, since the last inspection.
108. Since the last inspection the school has made some sensible changes to the way that geography is taught throughout the school. These have resulted in good provision and improved standards. Most importantly the content has been thoroughly reviewed and geography is now taught every term. At some times this is in the form of mini topics when the pupils study particular facets of the subject. At other times aspects of geography are studied for longer periods of time. This approach is enabling pupils of all ages to have worthwhile experiences in geography. Pupils in Years 2 and Year 6 are achieving above average standards.
109. Pupils irrespective of age, background, gender or ability build their knowledge and skills of geography at a good rate through the school. The pupils in infant classes are given opportunities to promote mapping skills when they consider features in their local area. They consider issues such as how to improve the school environment, dealing with litter and traffic volume. All of these issues are entirely relevant for the pupils as the school is surrounded by main roads and the school grounds are a focus for future improvement. This early exposure to geographical issues is built upon well in Year 2. Pupils gain wider appreciation of the similarities and differences between the capital cities, of London and Rome. Useful links have been built with an area in Italy that a member of staff knows well. Pupils consider in depth the similarities and differences between food, books, money and locations because they are provided with artefacts that make their learning meaningful. Good use is made of atlases in Year 3 as pupils identify places in this country with accuracy. They are helped to do this so well because they have post cards provided that have helpful pictures which are placed on the maps that they are using. Learning is extended in Year 4 where the pupils benefit from working with the subject leader. The pupils are given interesting tasks where they use atlases, maps and secondary sources of information to analyse evidence. This enables them to build up a wealth of knowledge. The pupils are helped to discover countries accurately, find capital cities and discuss the special features. The secondary sources of photographs, pictures and artefacts give them very good levels of support in doing this. In a mini topic in Year 5 pupils use their geographical skills to solve the problems of location, cost and facilities in choosing an appropriate holiday destination for a families with different needs. By Year 6, the pupils are confidently using scales when considering land use and the problems caused by flooding in the local area.
110. Teaching is good throughout the school. The scrutiny of last year's work confirms that teachers plan with imagination and enable good coverage of the full geography curriculum. They build carefully upon pupils' previous learning in previous year groups. Teachers know much about the subject and cover the basic skills and knowledge effectively. This emphasis is continuing in the teachers' current work. Particularly thoughtful attention is being paid to ensuring that all pupils have work that is appropriate to their levels of learning. Teachers make helpful use of a good variety of resources. Artefacts, photographs, atlases and maps are all used extensively to give as much first hand experience to pupils as possible.
111. Pupils work hard in geography because they are so interested in their tasks. They are keen to contribute to one another's learning and work together well in group and pairs as well as individually. These good relationships between pupils are echoed in the relationships between

pupils, teachers and support staff. This encourages shared learning and is a very positive influence on the pupils' social and moral development. A key feature of learning is the good development of research skills as pupils use a variety of resources to help them to develop skills of geographic enquiry. Geography makes a very good contribution to pupils' cultural understanding of the world and its different peoples.

112. A major contributory factor to the improved provision for geography since the last inspection is the committed work of the subject leader. She had only just taken up her appointment a few weeks before the last inspection and has now had time to put a number of improvements in place. The fact that geography is now taught and learnt throughout the school year in all classes means that it has a high status. The subject is generally well resourced with a good scheme of work, though the range of ICT resources are limited. Useful assessment procedures ensure that the pupils are learning as part of a continuous process. The drive of the subject leading is ensuring good capacity for standards in geography to continue to move forward.

HISTORY

- Standards are above average by the end of Years 2 and 6.
 - Teachers plan practical experiences in both infant and junior classes where pupils are expected to find out things for themselves.
 - Teaching is good throughout the school and enables good learning for most pupils.
 - Learning is slower paced in some years where an over-use of work sheets limits pupils' independent enquiry skills. Not enough attention is paid to the presentation of work.
 - The subject is satisfactorily managed.
113. Standards in history are above average by the end of Years 2 and Year 6. The school has made some helpful improvements to history since the last inspection. Most importantly it now ensures that the subject is taught throughout the school in all classes. This ensures that the history curriculum meets current requirements appropriately.
114. In lessons, both boys and girls work effectively together to learn about the past. Teachers generally plan experiences where pupils have good opportunities to find out things for themselves. Pupils in infant classes have real objects presented to them for research. In Year 1, for example a radio, camera and a bucket and spade made out of metal are shown to pupils to help them find out about holidays fifty years ago. They are excited to know that this is going to be followed up by a visit from someone who went on holiday fifty years ago and who is coming to talk to them in their next lesson. Year 2 pupils use books and pictures before they act out for one another the differences that they have found out about before and after Florence Nightingale went to the hospital in Scutari. The use of drama is an important element in helping the infant pupils to understand the passage of time. They are fascinated by the differences between past times and life today.
115. Junior pupils develop wider insights into the range of things that history represents. In Year 3, pupils consider foods such as pomegranate and feta cheese that are eaten today as they were in Ancient Greece. They use books as secondary sources of information to productively support their growth of understanding about other aspects of domestic life. They identify the pictures on a vase as helpful information to finding out that the Greeks probably ate meat as depicted by the hunting scenes. In Year 4, the pupils extend their knowledge as well as understanding because they have such high level practical experiences. As they study Ancient Egypt they measure out the base of a pyramid in their classroom before one group produces an accurate model of a pyramid. The teacher demonstrates the rolling of stones into the river to begin the building of the pyramids with the help of big cardboard tubes. All of these make the experiences more

meaningful. In Year 5 and 6 pupils study the Victorians and the Spanish Armada and this helps them to make informed decisions about the ways in which events in history have been influential in the world today.

116. The teaching of history is good throughout the school. Much of it fosters active learning well. In lessons observed, teachers encouraged early opportunities for pupils to write independently about their historical findings. In some of the pupils' books that inspectors scrutinised there was an over-reliance on worksheets for pupils of different abilities to complete and this restricts those capable of higher attainment. Teachers plan with care and pay good attention to resourcing learning thoughtfully, though ICT is not always used when it could be of added value. Teachers do not always support the pupils in their marking of work by clearly indicating what they need to do in order to improve upon their work. There are contrasts in the pace of work in lessons. Some teachers pay good levels of attention to maintaining well-paced interest whilst some lessons lack pace in the way that teachers' develop pupils' knowledge and understanding. Pupils enjoy their work in history because it gives them chances to work together as well as independently on topics that interest them. This has a tangible impact on their social development.
117. History is soundly led and managed. Attention has been paid to up-dating the useful scheme of work. However, not enough attention has been paid to the care with which work recorded is undertaken by pupils, and some work in books is untidy and an otherwise good standard is marred by weak presentation. The subject leader has limited knowledge about the strengths and aspects for improvement in history as she has undertaken only limited monitoring. This is an area for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

- There are shortages of resources and space that affect the work in ICT significantly
 - Standards are average by the end of Years 2 and 6 but have the potential to be higher.
 - ICT skills and knowledge are taught effectively, however, learning for pupils for all ages is just satisfactory due to resource and accommodation issues.
 - The specific teaching of ICT is satisfactory overall and adequate across the curriculum.
 - Learning in small groups has both costs and benefits.
 - The match of work to pupils of different attainment groups could be more precise
 - Assessment and monitoring of ICT require strengthening
 - The subject is led and managed capably, however there is no clear strategic plan for raising attainment in ICT and this is a shortcoming.
118. The 1997 inspection report flagged the need to make substantial improvements to ICT in order to raise standards in the subject. There were clear gaps in pupils' knowledge and skills related to shortcomings in teachers' subject knowledge and to weaknesses in resourcing. Standards were judged as average and are at the same level today in Years 2 and Year 6. Over the last five years, the subject has been improved adequately. There is no longer a weakness in subject knowledge and the impact of staff training has been positive. Staff are confident to teach ICT and good use is made of specialist expertise in teaching small groups. There are still shortages of resources however, in terms of both hardware and software and the accommodation available for ICT is cramped. These both impact on standards, which are not as high as in most other subjects; there is clearly potential for standards in ICT to be higher.
119. The school has created a very small suite of computers in order to give tuition to small groups of pupils from all classes. Much of the work here is managed by non teaching staff, who are generally doing an effective job to develop skills and knowledge in the aspects of ICT that they

cover, chiefly text and data handling and the use of the Internet for communication and research. Group size is necessarily restricted to between five and eight pupils and each session has to be repeated many times to cover all pupils in the year group. Because of the cramped conditions it is not possible for pupils or staff to spend more than about half an hour in the room as ventilation is not good. The school knows that learning conditions are far from ideal but the total shortage of space in school means that alternative provision is difficult. In the circumstances the school is doing a reasonable job. Meanwhile the pupils who withdraw for ICT teaching miss out on what others are doing back in class. Inspectors found this very disruptive to those concerned and have identified it as an area for school managers to monitor more closely.

120. Each classroom has one computer that is used for cross-curricular work and the development of specific ICT skills. The general pattern of use of these class-based computers is for the whole class to observe as the teacher takes them through the processes in using particular software with a step-by-step demonstration at the keyboard. In some cases, up to 36 pupils may be seated around a 14-inch monitor which results in many having an impeded view of the screen, creating difficulties in following the demonstration. Following the whole class introduction, one or two pupils at a time use the computer to practise the skills demonstrated earlier. This means it takes a comparatively long time for everyone in the class to have a turn. Thus the impact of teaching becomes more diluted on those whose turn is last. The approach also ties up class computers when they could be used to support pupils' learning in subjects, and so, the cross-curricular use of ICT, is under-developed. Some good examples of ICT use to foster learning in literacy, numeracy, design and technology and religious education were observed by inspectors, but this is not consistent.
121. Pupils make satisfactory, if sometimes slow, progress in the aspects of ICT that they study. The school is able to provide most of the required learning experiences in the subject, though control technology work for older junior pupils is limited because of the lack of resources. The school has identified this weakness and has firmly expressed plans to rectify it over the next few months. Despite the limitations of space and intensity of practice, pupils are interested in ICT, they behave very well and work hard. Because teaching is founded on good subject knowledge and clear expectations, small group tuition for some of the time and the firm focus on skills and knowledge in lessons, pupils learn effectively overall. Although there are pockets of good teaching, especially in the short bursts in the ICT suite, teaching is judged to be satisfactory overall as the cumulative impact of teaching is watered down by the limitations of resources and accommodation for the subject. These shortages also impact on the way work is matched to pupils of different attainment groups. In most of the work, the development of knowledge and skills is identical for all. This is the case in whole-class teaching, though in the small suite, the support staff can vary the work to meet the needs of the particular group more effectively. The withdrawal of pupils from ICT lessons is a common factor and as of yet, the school has not established whether this has a profound impact on the progress made in ICT.
122. The subject leader has good knowledge of the strengths and shortcoming of the subject and has firm plans for improvement in some aspects, such as cross-curricular use of ICT. She is determined to move the subject on, however there is no overall plan that identifies explicitly how standards will be raised by the plans in hand and this is a shortcoming. Plans to purchase twenty laptop computers in order to overcome the pressures of space and limitation of resources are well recorded in the SDP, though short-term difficulties of funding has slowed work to implement these plans. At this stage, the school's commitment to laptop use has not been fully considered. For example, in winter months there may be severe restrictions imposed on getting the laptops by trolley to the mobile classrooms. School managers and governors acknowledge this and are working to continue improvement to such things. Planned future developments in

ICT, especially resourcing, look to be a positive way forward though the challenge of limited accommodation remains.

MUSIC

- There has been good improvement in music standards since the previous inspection.
 - Standards are above average throughout the school.
 - Music makes a very valuable contribution to pupils' personal development, including spiritual, social and cultural aspects.
 - Pupils sing tunefully and joyfully in assemblies and lessons; the experience is uplifting for all.
 - The scheme of work provides rich musical experiences through a balanced coverage of the music curriculum.
 - The use of ICT to support composition and performance, has yet to be fully developed.
123. Standards are above average at the end of Years 2 and Year 6. The good improvement since the last inspection is largely due to good teaching, particularly by the music subject leader, the well balanced curriculum which provides good coverage of all elements of music, the lively experiences planned and the good range of extra-curricular opportunities available to pupils.
124. As a result, boys and girls are equally highly motivated, well challenged and participate with enthusiasm and joy. Pupils of all abilities and from different ethnic backgrounds, make good progress as they move through the school. Pupils with special educational needs including those with statements participate fully and enjoy success. Opportunities for instrumental tuition for brass, wood, wind and string from visiting specialists, together with recorder groups and singing with the school choir enhance learning particularly for the higher attaining pupils. The pupils with particular talents achieve well, developing a love of music, and great enthusiasm for the subject.
125. Pupils in Years 1 and 2 sing a wide range of songs from memory. They sing sweetly and tunefully. Pupils sing with good expression, performing confidently to an audience. The range of songs includes those from other cultures such as the Nigerian greeting '*Fungay Alfia*'. Pupils recognise and play a range of un-tuned percussion instruments, creating simple compositions and performing to an audience. Many take up the opportunity to learn the basics of recorder playing. Percussion skills are built upon systematically in the junior classes.
126. In Year 3, pupils recognise and name an increasing range of instruments including many from other cultures such as congas from South America and Indian dholak drums. They sing songs from other cultures such as '*An Austrian went yodelling*' and begin to accompany their singing using instruments and body percussion, demonstrating a good sense of rhythm and timing.
127. Pupils in Year 5 increase their musical vocabulary working on '*dynamics*' and '*tempo*' and this contributes well to literacy skills. Pupils' ability to listen to music is good in most cases, although on occasions a minority do not listen well and this is reflected in the standard of work attained. Singing skills develop well in the junior classes, often reflecting topic work such as songs about Ancient Egypt in Years 3 and 4. By the age of eleven, pupils sing very well, both accompanied and unaccompanied. They sing with clear diction and tonal quality. They perform three-part harmony confidently with good expression, conveying the mood well, such as in their performance of '*Cat and Mouse Games*'. Pupils respond well to the high expectations of the teacher. It is evident that they enjoy singing. Pupils create compositions, working in small groups and interpreting graphic symbols. They explore vocal timbre, for example through rap and use voices for improvisations.

128. Teaching and learning is good. Singing skills are very well taught and expectations of pupils' performance are high. Pupils respond well because they are well motivated by the lively curriculum and good quality teaching, particularly from music specialists. Self evaluation skills are systematically developed so that by the time they are eleven, pupils critically appraise their own and others' performance with confidence and maturity. This enables them to improve and is another reason why standards are above average. The good links to literacy through a developing technical vocabulary and to numeracy as pupils increase their knowledge of how to record notation and different time signatures contribute effectively to skills in these subjects. The use of ICT to support both teaching and learning in music would stand further improvement. Lessons are well planned and proceed at a brisk pace so that pupils cover a good amount of work in lessons. Good attention is given to ensuring the full inclusion of all pupils in music lessons.
129. Good resources, including multicultural instruments, extend pupils' experience of the more unusual instruments from other countries. All pupils have good opportunities to participate in concerts, assemblies and other performances throughout the year. For example, pupils worked closely with artists, participating in the *Caliche* music project extending awareness of South Asian arts. The choir sing at Branston Court Home for senior citizens, and for a variety of other occasions, including concerts with other schools in the local area. The recorder groups take part in the Burton Recorder Workshop. The range of activities outside school such as the orchestra, recorder groups and choir make a positive contribution to music with many pupils taking part in these activities. Numerous visitors to school, including an African drummer, an Irish songwriter, a South American and Indian music group as well as visits from members of the Staffordshire orchestra enhance the experiences offered to pupils. Assemblies make an important contribution to pupils' experiences in music both through opportunities to listen to and appraise music and in the good opportunities for singing together and praising God. Listening skills are further extended in the Listening Club when pupils have the opportunity for musical appreciation. Music is an important part of school life for many pupils.
130. The effective subject leader has monitored singing in all year group lessons and has a good understanding of the strengths and areas for development in music. There is no formal assessment in music other than for pupils learning to play an instrument and this is one aspect for improvement. There is good drive and determination to ensure that music remains high profile in school and there is good capacity for standards to rise to even higher levels.

PHYSICAL EDUCATION

- Standards in physical education are above average at Years 2 and 6.
 - The overall quality of teaching is good, lessons are often more successful in junior sessions than infants as expectations are higher and work more demanding
 - Physical education is effectively led and managed by an enthusiastic partnership who have not yet had the opportunity to see at first hand the range of physical education being taught and learnt. As a result best practice is not being systematically identified and promoted and shortcomings eradicated soon enough.
 - A very good range of activities outside school time enhances pupils' learning experiences and contributes positively to the standards being achieved.
131. Provision for physical education is good. Over their time in school, boys and girls develop good skills and knowledge in the subject. Confidence and self-esteem increases, and pupils' personal development is enhanced. Infant pupils from all backgrounds develop expertise well in games, gymnastics and dance, although there are some weaknesses in some classes, where expectations are not high enough and the pace of lessons is too slow. As the curriculum

broadens in junior classes, pupils irrespective of background build well on these earlier skills, attaining good standards in all the elements of physical education except in swimming where standards are average. The good standards are directly linked to good teaching. Teachers expect high standards and good progress and the pupils, being well-motivated respond enthusiastically. Progress in swimming is more limited because pupils are not always sufficiently challenged and higher achievers in particular spend very little time in the water. The school is aware of the problem and is taking steps that will result in specific targeting of those who are capable of achieving more. At the end of Year 2 and Year 6, standards in other aspects of physical education are above average and pupils, including those pupils with special educational needs, and those having statements make good progress. The very good support for pupils with statements, which included signing throughout the lesson for a deaf pupil by the classroom assistant, ensures full participation, enjoyment and success for these pupils.

132. Standards are good because teachers consistently emphasise the need to self evaluate in order to improve performance. In many lessons, pupils pause to observe each other, demonstrate their skills, discuss each other, demonstrate their skills, discuss the strengths and suggest ways that movements could be improved.
133. In a Year 6 gymnastics lesson for example, pupils were challenged to improve their personal best as they worked on balance and counter balance. They communicated their ideas clearly and confidently, working independently, then collaboratively to build effective sequences. Good opportunities were provided for pupils to reflect on their own and each other's performance to influence development. One response to a particularly good sequence was '*I thought that was superb!*'
134. Independence and responsibility are promoted well, contributing effectively to pupils' personal development. Pupils enjoy their lessons, work with enthusiasm and a good sense of purpose and understand the importance of teamwork. Behaviour is usually good though pupils in the lower infant phase do not always listen attentively or follow instructions obediently.
135. The overall quality of teaching and learning is good. In the junior classes it is more consistent and often very good. Whilst it is good overall in the infant phase there were weaknesses observed in teaching in one unsatisfactory lesson that led to poor behaviour, high noise levels and an unsatisfactory pupil response. The high noise levels and interruptions to visit the toilet resulted in insufficient progress in the lesson. Elsewhere the good subject knowledge, high expectations and careful teaching of basic skills are strengths. Pupils are well managed and well motivated by demanding and interesting tasks.
136. Physical education is well led and managed by two enthusiastic subject leaders, who have very recently taken on this responsibility. They have not yet had an opportunity to monitor teaching, learning and standards in other classes, but are committed to improvement. They have introduced a new approach to assessment, which is being trialled this year, which will identify progress in skills, knowledge and understanding. Resources for the subject are satisfactory and are used effectively in lessons. The hall accommodation is unsatisfactory, giving cramped conditions in lessons, but the good teaching and clear organisation minimises the impact of this in most lessons.

RELIGIOUS EDUCATION

- Standards are above average through the school and progress is good.
- Good teaching enables good learning.
- There could be more emphasis on learning *from* religion.

- Assessment and monitoring require improvement.
 - The subject is well led and managed.
137. In 1997, standards in religious education were average and progress was satisfactory. There were no significant issues for improvement in the subject though the key issues relating to the curriculum and the management of subjects related to religious education as much as to the other subjects.
138. The evidence gathered from the observation of lessons and the study of pupils' past work show conclusively that standards are now above average and that boys and girls across all ages and from different backgrounds make good progress in religious education. This is the case in both the infant and junior classes, and as such, marks good improvement over the last five years. The curriculum is carefully matched to the locally agreed syllabus and work to increase pupils' knowledge *about* religions is good. Thus, infant pupils learn about the main events and some of the stories about Christianity and other main world faiths, particularly Judaism. They start to make comparisons between celebrations such as harvest, Christmas, Diwali and Passover and there is some work on the benefit that shared celebrations have for the individuals taking part. In this way learning *from* religion is introduced soundly.
139. Junior pupils are introduced to a wider representation of the world's major faiths. Again, Judaism holds a strong position in work to compare and contrast religious belief and practice but Sikhism, Islam and Hinduism are all covered appropriately. In Year 3, pupils were learning about Christian baptism during the inspection. In this good lesson, pupils were learning about the symbolism in the role-play ceremony that they had just enacted. There was quiet reflection on the meaning of the candle burning at the front of the room and one girl suggested the drawing of "*shaking hands*" to represent the promise that baptism represents. During the same week, Year 5 pupils studied the Hebrew *Torah* and showed that they knew how to treat it with respect and care, and the importance of doing this.
140. Religious education is taught well. Teachers have good subject knowledge and expectations and they use imaginative methods to promote learning. Resources are used well, particularly the good quality artefacts from the different religions studied. Most religious education lessons are conducted at a brisk pace and non-teaching staff take a good role in ensuring that all pupils make the same good progress. Their work to support pupils with special educational needs in religious education lessons is a particular strength. The planning of work to show the expectations held of different groups of pupils and suitable work for each group and the use of comments in marking to show pupils how to improve are the two aspects of teaching that require improvement. The very top attaining pupils usually have exactly the same work to complete as the other pupils and this is not always enough to ensure they move ahead in their learning at a brisk enough pace. However, the strengths of teaching more than outweigh the shortcomings.
141. The curriculum for religious education is good though the use of ICT to foster the development of knowledge and skills and the assessment of what has been learned are priorities for improvement. There is some good practice in the latter, support staff often focus on how well particular pupils are responding during the opening of lessons when the teacher is leading the discussion. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural education, particularly through the strong focus on comparing religions from around the world.
142. Religious education is well led. There is strong determination to bring improvement that is shared amongst the whole staff team. The management of the subject is also good. The subject leader

is influential in bringing improvement though she has not had opportunities to monitor and evaluate the effectiveness of religious education in lessons in other classes. There are firm plans in the school improvement documentation to develop this role. Prospects for future improvement to religious education are good because it has a firm position in the curriculum and there is good commitment to the subject amongst the staff.