

INSPECTION REPORT

LETHBRIDGE PRIMARY SCHOOL

Swindon

LEA area: Wiltshire

Unique reference number: 132193

Headteacher: Mr R Norman

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 7th - 10th October 2002.

Inspection number: 248931

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
Gender of pupils:	Mixed
School address:	Lethbridge Road Swindon Wiltshire
Postcode:	SN1 4BY
Telephone number:	01793 535033
Fax number:	01793 616374
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Stuart Langsbury
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered inspector	Science	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
19693	Mrs Sally Hall	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
10204	Mrs David Vincent	Team inspector	English Information and communication technology	Educational inclusion
20230	Mrs Jenny Clayphan	Team Inspector	Mathematics Art and design	English as an additional language
17263	Mr Andy Bond	Team Inspector	History Physical education	The quality of the curricular and other opportunities offered to pupils
28882	Mrs Barbara Jones	Team inspector	Music Religious education	Special educational needs
16038	Mrs Jill Bavin	Team inspector	Areas of learning for children in the Foundation Stage Design and technology Geography	

The inspection contractor was:

*Criterion School Inspections
Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lethbridge Primary School is a recent amalgamation of the Lethbridge Infant and Junior Schools. It opened in September 2000, and the re-organisation and substantial modification of the two old school buildings is almost complete. It is a popular school and this year was over-subscribed. It is larger than most primary schools and the 498 pupils nearly all live locally. In social and economic terms, the area is above average. Children join the Reception class in the September following their fourth birthday and, when they join the school, their attainment is broadly average. Overall, there are slightly more girls than boys, with the biggest imbalances in Years 2 and 5 where there are 10 and 11 more girls than boys respectively. Most of the pupils are of white ethnic origin, although a range of ethnic groups and nationalities are represented. These include Indian, Bangladeshi and Chinese. There are seven pupils for whom English is an additional language, which at 1.4 per cent is below average. However, none of these is at an early stage of learning English. The proportion of pupils eligible for free school meals is 2.4 per cent, which is also below average. Almost 10 per cent of pupils have been identified as having special educational needs, and three pupils have a statement of special education needs, which details their specific difficulties and requirements; these are fewer than in most schools. Additional support is provided for pupils who have difficulties with learning, dyslexia and autism, as well as for some who have behavioural problems.

HOW GOOD THE SCHOOL IS

Lethbridge is a good school with many strong features. Pupils are attaining standards that are above average overall and well above average in English mathematics and science. They have very good attitudes towards their work, which has a positive impact on their achievements during lessons and over time. The school has effective strategies to ensure that all pupils can participate in its activities, and pupils achieve well, whatever their prior attainment. Teaching is consistently good and this enables pupils to learn effectively. The headteacher's leadership and management are outstanding. He has a very clear vision for the future, which is shared by staff, governors and parents alike. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher are outstanding, and he is supported by strong and knowledgeable governors.
- Standards in English, mathematics and science are well above average by the end of Year 6.
- The teaching is good overall and pupils learn effectively.
- The very good attitudes, behaviour and personal development of the pupils have a positive impact on their learning.
- The relationships between the pupils and between pupils and teachers are very good.
- The school offers a broad curriculum, which is supported by a good range of activities out of school.
- Pupils are encouraged to be independent and take the initiative when planning much of their work.

What could be improved

- The roles of the senior managers and subject leaders need to more clearly defined and developed.
- Assessments are not yet used effectively to influence planning and decide the next steps in pupils' learning.
- The procedures for child protection are too informal at present.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents, and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection. Since it opened, the headteacher has endeavoured to establish a school where the aims, ethos and philosophy are shared by all. This has largely been achieved. The school has quickly set itself high standards, and has high expectations of both teaching and standards. Policies and schemes of work have been introduced to reflect the 'one school' ethos. Although the school clearly has some systems that are not yet fully developed, it has achieved a good deal in two years. It has a committed and talented staff, overall good management and a good capacity for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools ¹	
	2000	2001	2002	2002	
English	N/A	A	A	A	very high A* well above average A above average B average C below average D well below average E very low E*
Mathematics	N/A	A	A	B	
Science	N/A	B	C	D	

In 2002, the school's results in the national tests at the end of Year 6 were well above average in English and mathematics and average in science. In comparison with similar schools, they were well above average in English, above average in mathematics and below average in science. There was a slight fall in the percentage of pupils attaining the national average in mathematics. The school's results in science are slightly lower than in 2001, although the lower standards are not reflected in class work. The school exceeded the challenging target it set for English in 2002, although it did not meet that set for mathematics. The targets set for 2003 are particularly challenging in both subjects. However, if the quality of teaching and learning are maintained at the present level the school will be on course to achieve them. There is no discernible difference in the achievements of boys and girls except in mathematics, where boys do better than the girls.

Pupils at the end of Year 2 in 2002, attained results in the national tests which were well above average in reading, writing and mathematics. Teachers' assessments of pupils' attainment in science showed standards to be above average. When compared with similar schools, results were above average in reading, writing, and mathematics. A smaller proportion of pupils achieved the higher levels in writing than in the previous year, reflecting the national trend. In the Reception year, children achieve standards that show they are likely to exceed the expectations of the Early Learning Goals² in all six areas of learning.

Pupils with special educational needs achieve well because class teachers take good account of the targets set in pupils' individual education plans, when planning work for them, and pupils receive good support in the classroom. Higher-attaining pupils are set appropriately challenging tasks, and the setting of pupils by their capabilities for numeracy and literacy also ensures they are provided with stimulating activities. Pupils for whom English is an additional language achieve well because they receive support when it is required, enabling them to participate fully in class activities.

Evidence from the inspection confirms that pupils achieve standards that are good in relation to their level of attainment when they first enter the school. Standards are generally well above average in English, mathematics and science by the end of Years 2 and 6. Standards in music are above those expected and this is a particular strength. In all other subjects, standards are well in line with those expected. In some subjects, such as history and geography, pupils show a good depth of knowledge although the development of skills is not so advanced. Standards in religious education meet those required by the Locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work they are enthusiastic, keen to learn and really appear to enjoy their lessons.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are friendly, polite and show respect for each other and adults in the school.
Personal development and	These are very good overall. Pupils help around the school and accept responsibilities

¹ 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

² Early Learning Goals are the standards set for the children to attain by the time they leave the Reception year in the six areas of learning, which are: personal, social and emotional development, language literacy and communication, mathematical development, knowledge and understanding of the world, and physical and creative development.

relationships	willingly. Relationships between pupils and between pupils and adults are very good.
Attendance	This is good, and is above average.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 2	Years 3 - 6
Lessons seen overall	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.

Teaching is good overall. All the teaching observed was at least satisfactory, and some was very good or excellent. Children receive a good start to their education in the Reception year, where teaching is good and matched well to their prior attainment. In the school as a whole, evidence from pupils' previous work indicates that standards in teaching are consistently good. The school has implemented the National Strategies for Literacy and Numeracy effectively, and the teaching of these key skills is good, enabling them to be used well across the curriculum. The teaching of English and mathematics is good overall, and pupils learn effectively because areas for development have been identified and focused upon. For example, in order to raise standards in mathematics, and reinforce pupils' learning, the school has identified mental arithmetic and problem-solving activities as particular areas for development.

Pupils learn effectively because lesson introductions are usually interesting and hold pupils' attention. Class discipline is good, and pupils concentrate well and respond thoughtfully to well-focused questions, which enhance and extend their learning. Teachers' subject knowledge is good and they have high expectations of what their pupils can achieve. Computers are used effectively to support learning in some subjects. Tasks are generally matched well to pupils' needs and enable them to work at an appropriate level. In some classes, pupils are asked to evaluate what they have learned and this is a good feature. However, assessments in most subjects are too informal at present and there is no evidence of weekly or daily planning being amended in the light of what pupils have or have not achieved in the previous lesson. Pupils have many opportunities for working collaboratively and developing the skills they have been taught. This is particularly evident in science, where pupils plan and carry out their own investigations from an early stage. The pace of lessons is usually good. However, in some classes introductory sessions are lengthy and young pupils are kept sitting on the carpet for too long, which means they become a little fidgety and their concentration falters. The teaching of pupils with special educational needs, and those who speak English as an additional language, is good, as is that of higher-attaining pupils. The school meets the needs of all its pupils effectively, through careful planning and by paying heed to the requirements of those pupils with individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a rich and broad curriculum. A range of visits and visitors enhance the basic provision.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. The pupils' individual education plans are of a good quality, specific to each pupil, and contain relevant and achievable targets, which are regularly reviewed.
Provision for pupils with English as an additional language	Although no pupils are at a very early stage of learning to speak English, teachers are aware of the stage they have reached in their learning and ensure they understand the tasks set. Advice is given by a specialist teacher from the local authority, who provides good quality support on a regular basis.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. There are good opportunities for reflection in collective worship and in some lessons. Pupils have a strong sense of responsibility towards each other and the wider environment. Pupils' cultural awareness is sound. It is well developed through art and design, and music, but they have limited understanding of other faiths and cultures.
How well the school cares for its pupils	The school provides a secure, caring and supportive environment in which its pupils can grow and develop. Pupils' personal development is monitored very effectively. However, the school's procedures for child protection are, currently, too informal. Pupils' academic development is monitored well, but assessment is not used enough in planning future work.

Parents have a good opinion of the school. The school works effectively with parents, and encourages them to participate fully in the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and management and has a clear sense of direction for the school. The roles of some of the other senior managers are not so clearly defined and understood and require some improvement. Subject co-ordinators are keen and enthusiastic, but are not, currently, taking full responsibility for their subjects.
How well the governors fulfil their responsibilities	The governors are committed and support the headteacher and school very effectively. They carry out their responsibilities efficiently. They play an active part in the school's development and improvement and are very well aware of the school's strengths and weaknesses.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum effectively and takes appropriate action to improve. It consults widely on its further development. The school improvement plan is a good working document. It outlines immediate priorities well and effectively communicates the long-term vision.
The strategic use of resources	Financial resources are used appropriately. Funds are directed to priority areas, and their use is controlled and monitored effectively.

The management of the school is generally effective in seeking to ensure best value in its spending decisions through questioning what it does and ensuring that funds are spent wisely. The school has a sufficient number of qualified teachers and support staff. The quality of resources is generally sound although some are rather 'tired' and need replacing. The new accommodation is of good quality, and the school makes good use of the space it has available. However, there is very limited outside space for play and physical education, which is a weakness, and steps should be taken to rectify this.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Standards are high and their children make good progress. • The teaching is good. • The school helps their children become mature and responsible. • The headteacher and staff are very approachable. 	<ul style="list-style-type: none"> • The amount of homework set. • Reports are not informative or personal enough. • The number and range of extra-curricular activities. • The school working more closely with parents.

Only a small minority of parents attended the pre-inspection meeting and returned the questionnaire. The inspection team endorses the parents' positive views, but, after careful investigation, can find no evidence to support their concerns. The range of extra-curricular activities is good. These were limited last year, but it would have been unrealistic to expect more, for health and safety reasons, when the school was effectively a building site. The amount of homework is comparable to that set in most schools and is related well to class lessons. The quality of reports, although computer generated, is good and the reports contain an appropriate amount of information and some good, pertinent comments relating to pupils' progress, both socially and academically, as well as targets for future development. Inspectors spoke to many parents during the inspection and, without exception, they were highly supportive of the school and agreed it was a friendly, approachable institution, where the headteacher was highly receptive to ideas, and anxious to sort out any problems if they arose.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Reception year with broadly average attainment, although, within this, there is a wide range. During their Reception year, children make good progress and achieve well because of the good range of activities provided for them. The vast majority will meet the expected goals in all areas of learning, and many are likely to exceed them in communication, language and literacy and in mathematics, personal, social and emotional, creative and physical development.
2. In the national tests, in 2002, taken by pupils at the end of Year 2, results in reading, writing and mathematics were well above the national average. When compared with similar schools, results were above average in reading, writing and mathematics. The national test results in 2002 for pupils at the end of Year 6 showed results that were well above average in English and mathematics and average in science. Compared with similar schools, results in English were well above average, those in mathematics were above average, and in science results were below average.
3. In 2002, the results of tests taken by pupils at the end of Years 2 and 6 were broadly similar to those in 2001. A smaller percentage of pupils attained the higher level in writing at the end of Year 2. This has been attributed to more rigorous moderation by the local authority. In the tests at the end of Year 6, a smaller percentage of pupils attained the national standard in mathematics. After careful analysis by the school, the areas of mental arithmetic and problem solving have been shown to be relatively weak. This rigorous approach towards monitoring the quality of standards of teaching, and the careful analysis and evaluation of results, have led to the identification of areas requiring development, and appropriate action has been taken to improve. In science, although the results showed a fall from the previous year, the work pupils carry out in class does not reflect a lower standard. However, there is not yet an appropriate assessment system in place to track pupils' progress through the year and, thus, teachers do not have the means to identify where pupils may be experiencing difficulties. As yet, a sufficiently rigorous analysis of test results has not taken place in order to ascertain which areas may be in need of improvement.
4. It is too soon to identify any trends in results, but the school has set itself high standards which inspection evidence shows it is likely to maintain. The inspection found that the performance of boys and girls was broadly the same throughout the school and the detailed analysis of test data indicates that provision impacts equally on all groups of pupils. For example, pupils who speak English as an additional language, and those with special educational needs, make progress which is similar to other pupils. However, there is some evidence to suggest that boys perform better than girls in mathematics. As yet, the school has not yet identified the reasons for this but realise the need to do so.
5. The inspection evidence confirms the high standards attained in end of key stage tests. Standards in English in Year 6 are well above average. Writing is well above average, because pupils are taught the basic skills of spelling, grammar and punctuation systematically and thoroughly from the time they enter the school. Pupils have the opportunity to write at length and for different purposes. Teachers choose tasks and subjects which will interest and stimulate pupils. For example, in Year 6, pupils wrote poetry in which imagery was used to great effect because they were inspired by the subject given. Handwriting is taught well and all pupils take a pride in the presentation of their work, so these skills are reinforced in every subject area.
6. In Year 2, pupils are achieving above-average levels in their writing. They write in a range of styles and are also introduced to note-taking skills at an early age, which serve them very well in other subjects, such as history and geography. Reading is well above average throughout the school because it is taught systematically and pupils have ample opportunities to practise their reading skills. Pupils are introduced to a wide range of literature and are expected to read regularly at home, and the majority do. This has a positive impact on their progress. Pupils achieve very well in English because their progress is monitored carefully, which enables teachers to ensure their needs are met effectively.

7. Pupils are attaining standards that are well above average in mathematics across the school. They achieve very well because the numeracy strategy is taught well, classes are set challenging targets and staff are confident and knowledgeable. In addition, careful analysis has been made of results in the national tests, and the areas of mental mathematics and problem solving have been identified as requiring improvement. There is thorough coverage of all areas of the mathematics curriculum, with it being used well across other subjects. For example, the gathering and interpretation of data are used effectively in science, as well as in mathematics, and this effectively reinforces the pupils' knowledge and understanding. Inspection evidence shows that appropriate work is provided to meet the needs of all pupils. Pupils are placed in sets, by ability, for mathematics, and this enables teaching to be more focused and tasks planned within a narrower ability range.
8. Standards in science are above average in Year 2, and well above average in Year 6. Science is very well taught and pupils' achievement is very good, because the curriculum is built around investigative and experimental activities. This means that pupils' skills of enquiry develop effectively from an early stage. Scientific vocabulary is introduced from the time pupils enter the school, and the quality of independent recording is a particularly good feature.
9. Overall, the school has set high standards. Pupils are achieving very well in English, mathematics and science. The school has set targets for 2003 in English and mathematics which are very challenging, but achievable, if the present quality of teaching and learning is maintained.
10. From the observation of lessons and through the examination of pupils' work, it is judged that pupils, throughout the school, are achieving at a good level, overall. The school tracks pupils' progress carefully in most subjects. However, these procedures are not always used effectively on a short-term basis when planning the next stages of pupils' learning. This means that, occasionally, work is not always matched to pupils' needs as closely as it could be.
11. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. Sometimes their achievements are very good, given the complex nature of their particular needs. Planning is very good and some pupils with special educational needs attain average levels in the core subjects of English, mathematics and science. The support staff work effectively with the pupils in lesson, because they are very well aware of pupils' targets and the means by which these might be achieved. The standards achieved by higher-attaining pupils are very good, because stimulating and challenging extension activities are provided for them enabling them to be challenged to fulfil their potential.
12. There are seven pupils in the school who speak English as an additional language, four of whom require support and good arrangements have been made for them to receive this. Class teachers are given help each term to enable them to plan suitable activities for these pupils. As a result, these pupils are achieving well and are able to join in all class activities.
13. By the end of Year 6, pupils' attainment in information and communication technology is in line with the expected standards. Pupils are gaining a good experience in all elements of the subject. Skills are taught systematically and progressively through the school. The introduction of a computer suite is of considerable benefit to the school, although it is not yet fully functional, because of on-going building work. In religious education, pupils are meeting the objectives of the Locally Agreed Syllabus by the end of Year 6. Pupils show a sound level of learning, which involves a satisfactory understanding of the tenets of a range of faiths. In music, standards are above average and there are particular strengths in singing. In history and geography, standards meet those expected, however, examination of pupils' work indicates that, although they have a good knowledge and understanding of both subjects, their skills are not so well developed. In art and design, design and technology, and physical education, pupils' meet the standards expected. Although the development of pupils' skills in physical education is sound, they are inhibited by the lack of facilities and space in which to practise.

Pupils' attitudes, values and personal development

14. Pupils' attitudes and behaviour are consistently very good overall. Relationships throughout the school are very good. Pupils respond to the opportunities to show initiative and take responsibility in the expected way. Attendance is good and pupils attend school punctually.
15. Children entering the Reception year with sound social skills. They settle happily and quickly learn the need to share equipment and play well together. They are supported well by teachers and learning assistants and this helps them to focus on learning. They are developing positive attitudes towards their work and always try their best.
16. The pupils' attitudes to school are very good and their enthusiasm for learning has a very positive impact on their progress. The parents say that their children love coming to school and they enjoy taking part in the good range of extra-curricular activities. The school promotes pupils' spiritual awareness well and the teachers are very skilled showing how they value pupils' questions and ideas. They develop the pupils' sense of self-esteem and self worth and this means that the pupils are confident when contributing to discussions, having no fear of failure or ridicule. Pupils work hard and rise to the challenging tasks and brisk pace of lessons. This was seen in a Year 6 literacy lesson, when the pupils researched prefixes and the Latin derivatives of English words. The pupils were highly motivated and totally engrossed, as they used their dictionary skills. They then listened carefully to the teacher's instructions to become 'detectives', investigating the meaning of Latin words. Working in pairs and groups they persevered with the tasks, sharing their ideas and using their initiative to gather more information.
17. The pupils' behaviour is very good and this has a very positive impact on their learning. Parents are impressed by the pupils' behaviour, and midday supervisors feel that behaviour is now very good. The school has developed a strong moral ethos, and operates as a happy and harmonious community. The pupils know that adults who work in school expect high standards of behaviour and the pupils nearly always behave very well in lessons. The pupils are trustworthy and the caretaker is pleased with the respect the pupils show for the school premises, as there is no litter or graffiti. The pupils behave sensibly at lunchtime and play well together in the cramped conditions in the playground. The pupils say that staff are usually able to deal with incidents of anti-social behaviour swiftly. One pupil was excluded last year for a fixed period because of an outburst of violent behaviour.
18. The pupils' personal development and relationships are very good. The very good relationships between staff and pupils have helped to settle pupils quickly into a changed environment. The school's very good provision for social development helps the pupils to become mature and well-rounded young citizens. Because of the school's success in supporting and respecting the pupils, relationships are very good and a real strength of the school. The pupils work very well in groups and are sensitive of others' feelings. For example, in a Year 2 class discussion on 'having no-one to play with', the pupils thought carefully about being alone in the playground and gave sensible ideas about what they could do. Through role-play, they practised asking their partner if they could join the game and learnt how to reply with a smile. When given the opportunity, pupils enjoy using their initiative and taking responsibility. Pupils act as monitors within the classroom, older pupils enjoy playing with younger children at lunchtime, and others volunteer to help in the office. The pupils have a good appreciation of their own culture, for example, through work with theatre groups, and by studying paintings by the Impressionists. Their appreciation of diversity of other cultures is restricted by the school's limited provision. The degree to which pupils work collaboratively and play harmoniously reflects the values, which the school successfully promotes.
19. Pupils with special educational needs benefit from the school's effective policy to include them in all aspects of school life. They make good effort to achieve their targets, which are individually set, and they have good attitudes towards learning and behaviour, and value the efforts of others. They form very good relationships with others in the school. Pupils who speak English as an additional language enjoy coming to school. They are very well integrated into their classes, make friends easily and are keen to learn.
20. The pupils' attendance is good. The attendance rate is around the national average and the unauthorised absence rate is in line with that found in similar schools. The vast majority of parents

bring their children to school on time and the school day starts promptly. The good attendance and punctuality has a positive impact on the pupils' learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching observed was good overall and ranged from excellent to satisfactory. Seventy-eight lessons were observed during the inspection. Of these, five per cent were excellent, 14 per cent very good, 57 per cent good and 23 per cent satisfactory. Good teaching was observed in all year groups. No unsatisfactory teaching was observed. This good teaching has a positive impact on pupils' learning and been instrumental in setting and maintaining good standards across the school.
22. Teaching in the Reception year is good overall. In the lessons observed, the teaching ranged from satisfactory to very good. The teachers provide the children with good-quality learning experiences, and have appropriately high expectations for their learning. Planning ensures balanced development in each of the six areas of learning, with effective and interesting links between subjects. Teachers take good account of the children's ability, when carrying out their planning, so that the tasks set match the children's needs. Activities are generally well structured and ensure the consolidation and development of skills. The teachers ensure that they provide interesting work in a pleasant environment. Lessons include a good variety of tasks, although insufficient opportunities are available for planned play activities for pupils. Some tasks appropriately develop children's independence and others need adult support. Effective use is made of support staff, who are well prepared and who provide unobtrusive and useful help.
23. Teachers and support staff work hard to ensure that every pupil can understand and benefit from lessons. Where appropriate, lessons contain a range of tasks, set at different levels, to match the varying ability of the pupils. The consistently skilled teaching at Lethbridge School is a major factor in the good quality learning experienced by all groups of pupils.
24. Pupils with special educational needs are taught well. Their individual education plans are written carefully, in conjunction with the co-ordinator, class teacher, and involving the educational support assistant. Well-qualified and experienced support staff provide good support, which meets the particular needs of individuals or small groups. Planning is good and based on the careful assessment of achievement and well matched to pupils' individual education plans and the demands of the curriculum. Targets are clearly identified within the plans and also the means by which they may be attained. This enables the pupils to learn very effectively and make good gains in their learning. The higher-attaining pupils have been identified and receive teaching, which meets their particular needs, covering a range of subjects in all classes. Tasks are challenging and extend the pupils' thinking.
25. At present, no pupils who speak English as an additional language need specific one-to-one support. Those who join the school towards the end of Key Stage 2 have literacy lessons in small groups with other pupils in order to accelerate their standard of spoken and written English. Due to the consistently good quality of teaching throughout the school, pupils quickly learn to speak fluently. Teachers are aware of the different levels that these pupils are at, in acquiring the English language, they set them appropriate tasks and ensure that they understand them clearly. This enables these pupils to make good progress in learning both spoken and written English as well as reading.
26. The great majority of teaching is well planned, motivating and generally engages pupils' interest, with the result that pupils have a real thirst for learning. The very good relationships between the teachers and the pupils make learning enjoyable, because the approach is based on mutual respect. Discussions are often mature and considered, with teachers and pupils appreciating and listening carefully to each other's views. This was particularly evident during a Year 6 literacy lesson, based on spelling roots and the derivation of prefixes from Latin and Greek roots. This could so easily have been dull and uninteresting, but, instead, the pupils enjoyed the challenge of looking up various words, such as 'enunciate', and working out, for themselves, what they actually meant. Firm discipline, mixed with humour, created a relaxed and enjoyable working atmosphere. Through skilful questioning by the teacher, which involved all pupils, they were keen to show what they already knew about word roots and how the language they use today developed. The examples selected by the teachers enhanced the quality of pupils considerably, not only because they

matched the abilities of the pupils, but also because they were challenging and demanding. Pupils worked well in their pairs, discussing maturely and encouraged by praise and useful comment from the teacher. For example, they were often advised to consider whether other words with similar prefixes could give them any clues.

27. The teachers' general subject knowledge and understanding is very good. Teachers also show flexibility and a willingness to move between year group classes if it is likely to help their development and enhance the learning of the pupils. This is good practice and ensures that staff have a good knowledge of what is covered in all subjects in each year and have a good understanding of the abilities and achievements of pupils at every stage of their development. Because teachers consistently display high levels of competence, pupils can acquire knowledge and skills at a rapid rate. For example, in a science lesson, pupils in Year 5 could explain exactly what happened to the water when a kettle boiled. Through skilful questioning, they could explain that the water changed into steam, which was water vapour as a gas. Adept questions encouraged the pupils to make use of previous knowledge. They could say that the process was similar to that encountered in the water cycle, which they had investigated the year before, and that when water vapour cooled it condensed and became water again. Although teachers question pupils skilfully and gain some idea of what pupils learn, they do not currently use assessment sufficiently well on a short-term basis. It is clear that they do not modify plans, from day to day, as a result of what pupils may have learned, or had difficulty in understanding in a previous lesson, from the fact that some staff had all the daily plans written for some subjects up until half term.
28. The teaching of the basic skills of numeracy and literacy is very good. The school places justifiable emphasis upon literacy and numeracy in order to equip pupils with the essential basic skills. To ensure standards in literacy and numeracy remain high, the school groups the pupils in Year 6 by their prior attainment, allowing teachers to focus their teaching because, as a consequence of the grouping, there is a narrower range of attainment. In literacy, the quality of teaching is very good across the school and basic skills, such as letter sounds and grammar, are well taught. This is enabling pupils to make good progress in their acquisition of literacy skills. The teaching of numeracy is good and monitoring and assessment of work is of a sound standard. The good teaching ensures pupils make good progress in their understanding of mathematics and their ability to make use of it.
29. Correct terminology is used throughout. Literacy and numeracy are supported effectively through their use in other subjects. For example, pupils in Year 2 were studying the Great Fire of London in history. Pupils wrote an account of the fire, from the baker's perspective, whilst others put sentences in the correct order to show the sequence of events. Both these activities positively reinforced the skills pupils had been taught in literacy. In science, pupils in Year 4 measured changes in temperature accurately, and recorded the results in a range of graphs and then used them to retrieve a variety of information.
30. Teachers have high expectations of their pupils' achievements. Teaching methods are effective and highly appropriate and involve a range of different strategies. For example, In a Year 6 music lesson, pupils were learning a song with due regard to rhythm, pitch, tempo, and dynamics. The dynamic warm up set the tone for the session, and pupils were instantly interested and motivated. They were challenged to perform with changes to tempo and pitch. They quickly became aware of the importance of silence in the phrasing of some passages. In addition, many were able to pitch their voices correctly from the hand signs of tonic sol-fa. The range of activities, good pace and high level of challenge all linked to the learning of one song ensured total interest and concentration, throughout, and a very good level of learning.
31. Time is used well in most classes. This results in a brisk pace to pupils' learning and was a strong feature in nearly all lessons. Most teachers make clear to pupils exactly how long they have to complete each task; this ensures that concentration is sustained and is particularly effective when pupils are working in pairs or groups. Some sessions of literacy and numeracy are too long, particularly for the younger pupils. Teachers respond appropriately and sensibly when pupils finish the work planned for these lessons, by providing an additional story, or a mental mathematics time filler.
32. Class management is very good overall. There is an excellent rapport between teachers and pupils. There is a very good balance of firmness and praise. However, because pupils are encouraged to

be so involved in their own learning there is a need for a high degree of understanding of the need for self-discipline. This is taught well from an early stage and managed very sensitively by teachers.

33. The quality of day-to-day assessment is sound. Teachers constantly assess pupils' learning during lessons. Marking is used effectively and ensures that pupils understand how successful they have been. Suggestions for improvement are useful and followed up well by pupils. Whole-class sessions at the end of each lesson give the teacher a very good overview of pupils' understanding of what has been learned. However, information is not used on a regular basis to amend planning from day to day, with the result that tasks are not always as closely matched to pupils' needs as they could be.
34. Homework is set on a regular basis. It is consistently set in all classes, there is an expectation that it will be completed, and pupils are very well aware of what is expected of them. It supports class work well and involves parents effectively in their children's learning.

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

35. Children in the Reception year enjoy a good range of learning opportunities based on the Early Learning Goals and 'stepping stones'³ provided in national guidance. The school provides pupils in Key Stages 1 and 2⁴ with a good range of learning opportunities which meets statutory curriculum requirements. There is a good balance of curricular subjects and activities are relevant to the age and abilities of the pupils in school. Other subjects have a secure place in the curriculum. Through the use of graded tasks, and by supporting specific individuals and groups, the school works hard to make the curriculum meaningful to every pupil.
36. The National Literacy and Numeracy Strategies are firmly embedded into the school curriculum and the basic skills are taught very well throughout the school. This very good provision enables pupils to reach high standards in English and mathematics. There are some good examples of links being formed across a range of subjects, for instance in Year 6, where pupils studying the history of the Tudors examine portraits of monarchs and write maturely about the characteristic of the period. Pupils' skills in information and communication technology are appropriately developed across a whole range of subjects. The curriculum is enriched through visits to local places of interest, a residential visit in Year 6, and by inviting adults with specific expertise to speak to pupils. These activities stimulate pupils' interest and enliven the topics being taught.
37. Pupils' personal, social and health education is catered for well through a range of strategies, such as 'circle' time⁵, class and school assemblies, and in specific subjects like science and physical education. The school follows a scheme of work which enables pupils to explore moral and social issues. This helps them to develop appropriate values and understand the importance of working together harmoniously within the school community. Worthwhile opportunities exist, within the curriculum, for pupils to learn about the dangers of drugs and build up an understanding of sexual development.
38. There are some minor issues in the curriculum that require improvement. Some literacy and numeracy timetabled lessons taught in the morning session are overlong; for up to 75 minutes on some occasions. Pupils' interest begins to wane, especially in Key Stage 1, and teachers sensibly tend to supplement the lesson with an unplanned story or an extra mental mathematics session at the end.
39. Because the school is required to admit up to 70 pupils each year; this means that some mixed-age classes⁶ are unavoidable. However, this also makes it difficult for the school to deliver the same curriculum topics across the age range. At present, not all pupils receive similar learning experiences as they progress through the school. The school is aware of this situation and is

³ 'Stepping stones' are the carefully graduated steps within the Foundation Stage curriculum, which enable teachers to track children's progress in each area of learning.

⁴ Key Stage 1 caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2.
Key Stage 2 caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6.

⁵ 'Circle' time is a session social and moral issues as a class, following strict rules about listening to others and taking turns to speak.

⁶ Mixed-age classes are classes composed of pupils from two distinct age groups.

seeking ways to solve the problem. History and geography topics are taught well and in depth, but the system of alternating each subject on a termly basis is not appropriate if pupils are to build up their skills regularly. There are occasions when pupils only receive one term of geography in a school year or fail to receive any history for three terms.

40. All pupils with special educational needs have access to the full National Curriculum and religious education, and are included in extra-curricular activities. Individual education plans are drawn up by the class teacher in collaboration with the special needs assistant, with targets that are well focused, clear and achievable in the short term. Good additional provision in the form of speech and language therapy is available for those requiring it, as are daily exercises in the form of music and movement for those pupils with co-ordination difficulties. Pupils who are gifted and talented have been recognised by the school and appropriate provision has been made for them in the form of extension tasks which challenge and stimulate their thinking.
41. The curriculum for pupils who speak English as an additional language is usually appropriate. Pupils may be put into less challenging groups for mathematics, until the school feels that they are at ease with mathematical terms they need to cope with the demands of the work they are doing.
42. The school provides good opportunities for extra curricular activities. A few parents who returned the pre-inspection questionnaires felt that there were too few clubs after school. The inspection team does not share the views of these parents and judges that the teachers and helpers provide a good range of activities after school. The provision for extra-curricular music is good. The younger pupils enjoy the 'Sing' club, whilst there are two choirs for the older pupils. Although sports facilities continue to be limited during the completion of the building work, the school still offers pupils good opportunities to develop their netball, football and rugby skills through after school clubs. Pupils also take part in local sports competitions. The dance club is very popular, with about 60 pupils showing great enthusiasm and learning modern dance routines. Pupils also extend their learning through the drama club and pupils in the chess club have the opportunity to compete at national level. Older pupils take part in a residential visit and this develops their social skills as well as fulfilling academic and sporting elements of the curriculum.
43. The school's partnership with the community is good and these links have a positive impact on the pupils' attainment and personal development. Visitors such as artists and the local Member of Parliament enrich the curriculum and the school arranges a good range of visits, for example, to a Roman villa and a local wildlife park. The school has established strong links with the local churches. Members of the clergy take part in some assemblies and the churches are used for harvest and Christmas services. The school encourages the pupils to think of others by raising money for charity. Although local employers provided some sponsorship, there are few opportunities for the pupils to learn about the world of work, but there is some good practice. For example, photographs of the recent building work were used successfully in geography to study plans and the changing environment.
44. The school's links with its partner institutions are satisfactory. The school works closely with the local pre-school groups and secondary schools to ensure that the transfer of pupils from one stage of their education to the next is as smooth as possible. The school welcomes students on work placements from local schools and colleges.
45. Good overall provision is made for pupils' spiritual, moral, social and cultural development. Provision for pupils' social and moral development is very good. Although pupils are knowledgeable about European culture, there are some aspects of other cultures and the implications of living in a multi-cultural society that are not strongly developed at present. School policies ensure that these aspects of education incorporate all pupils with special educational needs. For example, pupils with speech and language problems are encouraged to contribute to discussions and their ideas valued. All are expected to behave well. Pupils with special educational needs show good development of personal growth alongside their classmates.
46. Provision for pupils' spiritual development is good. Collective acts of worship aim to develop pupils' understanding of a wide range of concepts and values through the telling of Bible stories and interesting moral tales. Pupils have good opportunities to reflect on what they hear, but there is no focus, such as a candle to create a 'special' atmosphere to help them to concentrate. Staff play an important role in raising pupils' self-esteem, by the high value they place on all pupils' contributions

to discussions. Religious education lessons heighten pupils' awareness of other people's beliefs. A well-devised programme of personal, social and health education is taught throughout the school, which encourages pupils to reflect on emotions and how they can help others. It encourages pupils to listen to and value each other's views.

47. Pupils have a very well developed sense of right and wrong. Each classroom has a set of agreed rules for behaviour both in and around school, which pupils follow well. A reward system of points encourages good, thoughtful behaviour and hard work. Adults are good role models for politeness and pupils automatically display basic good manners as they say 'please', 'thank you', and hold doors open for adults and for each other. Pupils from other countries are welcomed into the school community and are well integrated.
48. The school has developed a very strong sense of community in a short time, both as a school and in classrooms. Pupils are proud of their school and praise the help their teachers give them. When pupils are expected to work co-operatively or independently it is noticeable how sensibly and maturely they do so. Relationships in class are usually very good, with high levels of mutual respect and tolerance. There is a regular residential trip for pupils in Year 6, which is valuable in building both self-reliance and the skill of working as a member of a team. The school puts on productions at Christmas that involve everyone, are fun and promote the give and take of working together. Pupils in Year 6 showed very good debating skills when they informally discussed environmental issues and compared social structures in Tudor and Victorian England. The school is aware that it should provide further opportunities for pupils to experience leadership and be involved in decision-making, and it has identified its intention in the school development plan to start a student council during this year.
49. The provision for pupils' cultural development is sound. Pupils have good opportunities to learn about European culture. There are visits to churches, museums and the theatre, which enhance their understanding and widen their perspectives. Literacy lessons provide pupils with an increasing knowledge of books, and music lessons teach them to listen to and appreciate tunes from across the world. However, although pupils learn about different faiths in religious education, they do not have any links with multi-ethnic communities and do not visit the places of worship of any faith, other than Christianity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school provides good educational and personal support for its pupils. The school is a very caring community, where pupils feel happy and safe. The teachers treat the pupils with respect and show high levels of care and concern. Other adults working in school, including midday supervisors, teaching assistants and office staff, also make valuable contributions in caring for pupils. Some pupils in Year 6 said that the 'best thing about school is the teachers because they are so kind and helpful'. The pupils feel that they would be able to talk to members of staff if they were upset or worried. The procedures of monitoring and supporting pupils' personal development are very good. The teachers know the pupils very well and make helpful comments in the pupils' annual reports.
51. The school has satisfactory procedures to ensure the pupils' welfare, health and safety. The school has improved accessibility for all pupils by installing a lift able to carry wheelchairs, and ensuring there is good access at a range of entrances around the school. The arrangements for first-aid are good and two members of staff are qualified in first-aid. The school keeps good records of accidents and parents are kept informed if their child is ill or has a potentially serious accident. However, the school does not keep written records when medication is given and this needs to be addressed.
52. The school pays good attention to health and safety and has drawn up a detailed health and safety policy. During the recent building work the governors were particularly vigilant of potential hazards and they undertake regular risk assessments of the premises. The school has appropriate procedures in place for testing electrical equipment and emergency evacuation.
53. The school has a sound policy for child protection, and the headteacher is the designated member of staff with responsibility for child protection, but has had no recent training. The arrangements for

ensuring that all staff are aware of the school's child protection procedures are too informal, as are the arrangements relating to pupils in public care.

54. The school has good procedures for monitoring and promoting good behaviour. This is not a highly regimented community, but one where the school's ethos of treating everyone with courtesy and consideration touches all aspects of school life. The staff have high expectations of behaviour and are very good role models. The school has drawn up a good behaviour policy and the 'golden rules' are displayed in the classrooms. All staff are encouraged to reward pupils' good behaviour; praise, stickers and team points are effective. Sanctions, other than talking to the pupils, are rarely needed but are imposed if necessary. The procedures, that are well understood and accepted by all the pupils, are effective and allow the pupils to take advantage of the opportunities for learning presented to them in an environment in which there is an absence of oppressive behaviour, bullying, sexism or racism.
55. The procedures for monitoring and eliminating oppressive behaviour are sound. Pupils and parents say that staff usually deal effectively with rare incidents of bullying. There is no detailed anti-bullying policy, although there is a brief statement on bullying within the behaviour policy which makes clear the school's stance on this area.
56. The procedures for monitoring and improving attendance are good. Registers are marked correctly and the staff rigorously follow up any unexplained absence. The office staff make good use of the computerised registration system to monitor attendance, and the school works with the educational welfare officer on the rare occasions when attendance is a cause for concern. The school gives parents clear guidance about which absences will be authorised, and discourages parents from taking holidays during term time.
57. The school makes good provision for pupils with special educational needs. Close liaison with outside agencies ensures correct programmes of help are undertaken. In addition, the school takes care to identify at an early stage any pupils who may need additional help in the future. Advice is appropriately sought from the local education authority in relation to pupils' specific learning difficulties, and other learning or behavioural needs. The school closely monitors the progress of all pupils who have been identified as having special educational needs, which has a positive impact on the progress they make. The needs of pupils who speak English as an additional language are dealt with sensitively and supportively. Other pupils are friendly and helpful.
58. Procedures for assessing pupils' work and progress are satisfactory. The school monitors pupils' progress through a series of nationally recognised tests. Baseline assessment⁷ is undertaken during children's first term in school. These results provide a useful guide for predicting future test results. As well as the national statutory tests at the end of Key Stages 1 and 2, optional tests are used in each year group in order to monitor pupils' level of performance in English and mathematics. Senior staff analyse test results thoroughly and highlight weaknesses in the different areas of pupils' knowledge, skills and understanding in order to take action to improve. Results are tracked by teachers through the school and many staff are becoming more confident at predicting pupils' results based on assessment information. In non-core⁸ subjects, appropriate systems are in place. Teachers design assessment tasks for pupils on a half-termly basis, based on the National Curriculum programmes of study. From this information, they judge broad levels of performance in each subject. The assessment of pupils' attainment in science is not as well developed and procedures require further improvement if they are to become effective in monitoring pupils' progress and identifying areas for development.
59. Although use of assessment in the longer term is sound, teachers do not use the information gained from short-term assessment effectively enough to inform their curriculum planning. There are school systems in place but they are inconsistently applied. The conscientious teachers evaluate their lessons in literacy and numeracy, picking out the progress of individuals and groups of pupils, however, this information is rarely used to modify planning on a weekly or daily basis in a structured way. Only evidence gained in an informal way, through the marking or viewing of pupils' work whilst they are involved in tasks, is used to gain an impression of what pupils need to do next

⁷ Baseline assessment is a system of evaluating the level of attainment of children when they start school.

⁸ The non-core subjects are all those apart from English, mathematics, and science.

in order to improve their learning. In English, teachers are better informed. Assessment data is good and teachers know the attainment levels of their pupils. They diagnose their strengths and weaknesses in reading and writing, setting useful targets on how they can improve further. This information is shared with parents in annual reports. In other subjects, particularly mathematics and science, this approach has not been developed so, although pupils might have an impression of how they are doing, they are not clear about the next step required to make further gains in developing their knowledge, skills and understanding.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. Parents generally expressed positive views about the school. The number of questionnaires returned and of parents who attended the pre-inspection meeting were low, and parents' opinions varied from those who were very pleased with the school to a few who were unhappy about several aspects of school life. All the parents approached by inspectors during the inspection had very positive views of the school. Nearly all parents have made a positive choice to send their children to Lethbridge School, and the school is over-subscribed. As one parent said at the meeting, 'My child wouldn't be here if I wasn't happy with the school'. The vast majority of parents recognise the school's many strengths and particularly value the way the staff coped during the recent building work. They are pleased that their children enjoy coming to school and feel that behaviour is good. The parents say that their children are expected to work hard and are making good progress. They feel that teaching is good and appreciate the way in which staff are willing to discuss their concerns. They say that the school helps their children to become mature and responsible. A few were disappointed by the range of extra-curricular activities and felt the school did not set the right amount of homework. The inspection found nothing to support these concerns. Many extra-curricular activities may have been curtailed last year due to the extensive re-building work taking place, and concerns over health and safety, however, these have now been reinstated and the inspectors found that a good range is provided. An appropriate amount of homework is set which relates well to work being carried out in class.
61. A significant minority of parents who returned to questionnaires felt that the school does not work closely with parents. The inspection team does not share these parents' views and judges the school has developed very good links with parents and carers. The staff are very approachable and teachers are usually available to talk with parents after school. The headteacher is generally outside school at the beginning and end of the school day and this provides parents with good opportunities to talk with him on an informal basis. The school seeks the views of parents through its own questionnaires, and through the open forum at the governors' annual meeting with parents. The parents are particularly pleased that the school now invites them to class assemblies, as this was not possible during the building work.
62. The information which the school provides to parents is very good. New parents are well informed through visits, meetings and a helpful welcome pack. The prospectus and governors' annual report to parents are attractive and informative and contain all the necessary information. Frequent newsletters are of a high quality and inform parents of future events, as well as celebrating the school's successes. The school invites parents to beneficial open days and sends them basic information about the topics their children will be studying over the year. A few parents feel that the school does not give them enough information about how their children are getting on. The inspection team judged that, over the year, the school gives parents good information about their children's progress. The pupils' annual reports give parents very good information in the mathematics and English sections about what their child can do and how they can improve their work. The teachers write thoughtful comments about each pupil's progress, attitudes and behaviour. Information in the other subjects, such as art and design, and geography, is often too vague and is more about the topics covered than the progress made. Termly consultations with teachers give parents good opportunities to discuss their children's progress.
63. The parents' involvement with the school is very good. The parent-governors are very supportive of the school and work hard to shape its future. The very active parent-teacher association raises considerable funds for educational purposes, as well as organising social events. Attendance at events, such as harvest festivals, and school productions, is very good. Most parents have signed the home-school agreement.

64. Parents of children with special educational needs are very supportive. They are involved in developing individual education plans and are kept up to date with their child's progress in work and behaviour; they are invited to school on a regular basis to meet with staff and to annual reviews. The parents of pupils who speak English as an additional language are welcomed into the school and are pleased with the way their children settle happily into their classes.
65. The parents' contribution to their children's learning is very good. The school greatly values the help offered by a considerable number of parents who provide very good support in the classroom and on visits. Others help with swimming and after-school clubs. The parents are very interested in their children's education, and attendance at parents meetings is very high. Parents also give good support at home, by listening to their children read, and ensuring that homework is completed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The headteacher provides excellent leadership and manages the school very effectively. He has had the responsibility of amalgamating two schools, which were very different in their ethos and approach to education. In two years, although there are still areas for development, a great deal has been achieved. He has a very clear vision for the further development of the school and has successfully blended the staff into a stable and cohesive team that has a strongly shared commitment to raising the quality of education still further. All work very hard to achieve this. As a result, there is a good commitment to, and capacity for, further improvement.
67. The headteacher is supported by a deputy headteacher, and two senior managers to whom he has delegated responsibility for team leadership. To date, the role of the deputy has been largely concerned with the development of the curriculum and she has carried this work out conscientiously and to a good standard. She has also carried out some useful observations to monitor the standards of teaching across the curriculum. However, her role has included a good deal of that relating to the subject leaders. With these responsibilities being delegated to them, she has little understanding as to how her role can now be developed to embrace the wider management responsibilities of the deputy headteacher. This is an area of concern and should be urgently reviewed. The teams within the school work well as close, cohesive units. All teachers have management responsibilities, and the subject co-ordinators are, without exception, keen, enthusiastic and ready to take on more responsibility. This has been identified in the school development plan as an area for improvement, and the headteacher has wisely been delegating more responsibility on a regular basis. Subject leaders have received a good deal of support in the writing and setting up of policies and schemes of work from the deputy headteacher, but they do not yet have full responsibility for monitoring the work carried out and as a result not all are totally aware of the strengths and weaknesses in their subject. It was possible this year for all experienced co-ordinators to write an action plan for inclusion in the school development plan. New or inexperienced teachers discussed plans for their subject with the headteacher or wrote them jointly with him. This strategy contributes well to staff development and will enable all staff to write their own plans in the future. As yet, not all subjects have assessment procedures in place through which pupils' progress can be tracked and areas of improvement identified before they become areas of real concern. In addition, subject co-ordinators do not yet manage the budget for their own areas, although again, this is being planned.
68. The management of the special educational needs timetable is effective. The co-ordinator is very well qualified and is strongly supported by all members of staff and the governing body. Regular meetings take place between the co-ordinator and the governor for special educational needs, which ensures that the governor is up to date with any new developments and familiar with the new code of practice. The headteacher has responsibility for pupils who speak English as an additional language. He liaises with the multicultural agency and ensures that any such pupils receive appropriate levels of support.
69. There is a successful and comprehensive programme of monitoring. This includes examining teachers' planning as well as lesson observations. These activities have contributed to the on-going improvements to the curriculum and quality of teaching and learning, as well as enabling the school to identify priorities for future development. Teachers receive good quality feedback on their work and are able to develop their practice through a well-structured programme of staff development. The curriculum is generally appropriately planned, and the National Literacy and Numeracy Strategies are firmly established. The headteacher has a clear picture of the school's strengths and

weaknesses, and uses monitoring effectively to target action plans for development. There is a shared desire for pupils to achieve high standards, but this does not compromise the broad curriculum and wide range of learning opportunities provided by the school, and the development of all children as individuals. A highly positive environment has been developed and maintained over the two years of the school's existence. This, combined with pupils' very good attitudes and behaviour, makes a significant contribution to their learning.

70. The governors are strongly supportive of the school, and fulfil their statutory duties effectively. They were instrumental in setting up the amalgamation of the two schools and are very knowledgeable and experienced. They are fully involved and have a very good understanding of the strengths and weaknesses of the school. They receive good information on the curriculum and other school issues through comprehensive reports from the headteacher. They operate effectively in committees, which deal with issues relating to staffing, finance, premises and buildings. Many governors visit the school on a regular basis and they have a good understanding of their monitoring role. As well as governors responsible for literacy, numeracy and special needs, the school has created link governors for nearly all the other curriculum areas, as well as for early years and gifted and talented pupils. The governors analyse and discuss the results of tests, and use this information to make comparisons with other schools and are involved in setting the school's targets for literacy and numeracy. They have a very good understanding of their role as a critical friend to the school. Governors are directly involved in school development planning, particularly that concerned with the new building, reviewing progress made towards targets, and helping to ensure that key priorities receive sufficient funding.
71. Whole-school development planning is good. There is a very good review of achievements and progress made the previous year and this forms the basis for future development. The school's monitoring programme also clearly identifies priority areas for development. Action plans are drawn up, taking into account staff training needs, and relevant success criteria. Associated costs are also included, although some of these are a little vague. The plan incorporates appropriate development points for all subjects for the school year. The detailed plan runs for the academic year, which is highly appropriate, and budget implications are built in. The plan has a suitably long-term perspective, and takes appropriate account of priorities over the next three years.
72. The school is making good use of new technologies. There are computerised systems in place for the management of finance, registration of pupils and for analysing school performance. Internal telephone systems enable teachers to communicate with the main office quickly. Teachers are making increasing use of information and communication technology in their planning, and in their daily teaching, to enhance pupils' learning.
73. Teachers have a wide range of qualifications with considerable expertise in some areas. There is a good number of adults to support pupils' learning, including well-qualified support staff who work closely with teachers. All teachers and support staff undergo a good range of training and most teachers are confident to provide in-house training for others. Staff new to the school receive appropriate induction, and newly qualified teachers receive good support, both from the school and their mentors. A system of managing performance, including improving skills, is to be introduced shortly for educational support staff. Learning support staff form a strong team with the teachers and this has a positive impact on pupils' learning. They carry out a variety of tasks, all of which make a very good contribution to the progress of pupils.
74. Recent reorganisation of the school and the consequent disruption has meant many changes in the timetable and availability of space. The adequacy of the accommodation is satisfactory overall. Provision of extra spaces around the school allows for individual or group work to take place. However, constraints of the school site and the cramped nature of the playground inhibit the teaching of the physical education curriculum. There is no grassed area, which is unsatisfactory, and pupils have to rely on visits to the local recreation ground when it is available. The new hall gives very good space, though equipment for physical education has yet to be installed. There are no changing rooms for older pupils. The school has noted this omission and plans to rectify the situation. The building is very well maintained. Pupils' achievements are celebrated by displays of their work, although there is currently restricted use of wall space because of the recent building works.

75. Resources are adequate though still in process of reorganisation. The school has appropriate plans to systematically upgrade resources to meet the demands of the curriculum. There is a satisfactory range of books for English and science, though books for mathematics are sparse. Resources for music and religious education are good. In all other areas of the curriculum resources are satisfactory. The new computer suite is now in use and is a useful facility; other resources for information and communication technology are sound. There are appropriate plans to re-equip the rather outdated book stock in the newly setup library. New multi-media technology will also be established there to enable pupils to pursue their own research. Useful resource rooms for music, special needs or support groups are also in operation.
76. Administrative procedures are generally good, despite the absence of a permanent member of staff. The school office operates effectively and efficiently. The last audit report of November 2001 made a good number of recommendations, but almost all have now been addressed and become established into school routines. The governors' finance committee monitors the school finance well, being supplied with up-to-date reports on a monthly basis. The school is carrying forward an excess level of funding from previous year's budgets, which is well beyond the recommended levels, but this cautious approach is appropriate, given the school's present situation with uncertainties related to the completion of building work and the need for considerable refurbishment. Grants are used properly for the priority areas identified in school development planning, although finance is not always shown clearly against specific initiatives. However, there is some creative use of finance through matched funding initiatives, where the school receives additional sums of money if it provides half from its own sources.
77. The headteacher and governors have a good understanding of the principles of best value. They compare school results and financial allocation with other similar schools and review school performance. The competitive tendering process is well established. The school consults widely with governors and parents, but could develop this feature more by involving pupils.
78. Although the school receives an income above average for each pupil, the school is judged to give good value for money, because of the good quality of education provided and the good standards achieved by pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. Lethbridge Primary is a good school and has established high standards in the two years since it opened. In order to improve the quality of education, further, the headteacher, staff and governors should:
 - ☐ Develop the roles of staff with management responsibilities by:
 - reviewing and clearly defining the role and duties of the deputy headteacher and senior managers;
 - delegating more responsibility to subject co-ordinators in order for them to gain a greater understanding of the strengths and weakness of their subject areas.
(Paragraphs 67, 117, 129, 142, 150, 156, 157 and 181)
 - ☐ Improve the procedures for and use of assessment by:
 - establishing systems which will be consistently applied throughout the school;
 - using the information from assessments more effectively to track pupils' progress in order to set individual pupil targets and plan the next steps in their learning.
(Paragraphs 10, 33, 59, 129, 143 and 187)
 - ☐ Formalise the school's arrangements for child protection.
(Paragraph 53)

In addition to the issues above, the following less important matters should be considered for inclusion in the action plan:

- Work with the appropriate authorities to plan ways in which the outside accommodation can be improved or extended in order to provide more space for physical education and outdoor activities. *(Paragraphs 13, 74 and 180)*
- Amend the curriculum plan for history and geography to ensure pupils are taught the subjects on a more regular basis, to ensure the effective consolidation of their knowledge, understanding and skills. *(Paragraphs 39, 144, 146 and 156)*
- Review the length of literacy and numeracy lessons, particularly for the younger pupils in order to make the best use of time. *(Paragraphs 31, 38 and 104)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
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	4	11	45	18	0	0	0
Percentage	5	14	58	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	498
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	48

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

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(Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	29	44	73

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	28	28
	Girls	42	40	42
	Total	69	68	70
Percentage of pupils at NC level 2 or above	School	93 (94)	93 (94)	96 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	42	42	41
	Total	70	70	69
Percentage of pupils at NC level 2 or above	School	97 (93)	96 (98)	97 (96)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	37	32	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	32	36
	Girls	30	25	28
	Total	65	57	64
Percentage of pupils at NC level 4 or above	School	94 (92)	83 (92)	93 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	34	35
	Girls	31	29	30
	Total	66	63	65
Percentage of pupils at NC level 4 or above	School	95 (93)	92 (90)	95 (96)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
360	1	0
0	0	0
19	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
11	0	0
26	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)	18.2
Number of pupils per qualified teacher	27.3
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	267.5

Financial information

Financial year	2001/02
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	£
Total income	1,012,361
Total expenditure	960,998
Expenditure per pupil	1,953
Balance brought forward from previous year	89,981
Balance carried forward to next year	141,344

Recruitment of teachers

Number of teachers who left the school during the last two years	6.2
Number of teachers appointed to the school during the last two years	7.6

Total number of vacant teaching posts (FTE)	0.4
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	498
Number of questionnaires returned	69
Percentage of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	1	0
My child is making good progress in school.	43	48	9	0	0
Behaviour in the school is good.	38	58	4	0	0
My child gets the right amount of work to do at home.	12	62	19	4	3
The teaching is good.	38	58	1	0	3
I am kept well informed about how my child is getting on.	17	49	28	6	0
I would feel comfortable about approaching the school with questions or a problem.	41	49	6	3	1
The school expects my child to work hard and achieve his or her best.	39	57	3	0	1
The school works closely with parents.	25	46	20	4	4
The school is well led and managed.	39	46	4	4	6
The school is helping my child become mature and responsible.	39	55	1	0	4
The school provides an interesting range of activities outside lessons.	16	41	28	4	12

Other issues raised by parents

Some parents were very concerned about the lack of outdoor play space for their children.

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

80. At the time of the inspection, the children in the Reception year were starting only their fifth week in school, and some were attending part-time. Judgements about children's attainment by the end of the Reception year are, therefore, based upon:
- an analysis of work undertaken over the previous school year;
 - observations of pupils who have recently started Year 1.
81. At the time of the inspection there were two Reception classes, each with 30 children, and one class where ten of the older children in the Reception year were working alongside younger pupils in Year 1. Children whose fifth birthday falls much later in the school year attend part-time until Christmas. Standards on entry are broadly average.
82. By the time children start Year 1, they exceed the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, creative development and physical development. They meet the Early Learning Goals in their knowledge and understanding of the world. Children who are identified as having special educational needs are supported effectively and make good progress in their learning. Those children for whom English is an additional language work happily with their classmates, and learn well because teachers reinforce their use of English well and ensure they understand clearly what is to be done.
83. The teaching of children in the Reception year is good. There is very good teamwork between teachers and teaching assistants, who make a valuable contribution to children's learning, and all are fully involved in ensuring that a varied curriculum is delivered with considerable skill. Relationships with children are very good and the whole team has a clear understanding of the needs of children at this age. Support staff are usually very well deployed so that all children, including those with special educational needs, and those who speak English as an additional language, are supported very well. The higher-attaining children are stimulated, through more complex questions, in whole-group sessions, and challenged, through appropriate tasks, during structured play activities. Staff are currently carrying out a detailed analysis to ascertain children's capabilities, and, because this is not yet complete, those who may be gifted and talented have not yet been identified.
84. Children in the Foundation Stage enjoy a good range of learning opportunities based on the Early Learning Goals and 'stepping stones' provided in national guidance. All members of staff share a good understanding of the value of children learning through discovery and exploration. However, the present planning is far more focused on adult-led activities, rather than on those chosen by children. The co-ordinator for the Foundation Stage is well aware that the current state of the school site means that they are not providing as full an outdoor curriculum as is desirable. She has devised a suitable policy so that, as soon as it is practicable, members of staff will use the outdoors as recommended in the national guidance. The children are assessed at the beginning and end of their Reception year to ascertain their standards on starting school and the extent of the progress they have made during the year.

Personal, social and emotional development

85. Children enter the Reception class with sound personal, social and emotional skills. Provision for developing these further is good and as a result of consistently good teaching children make good progress and exceed the expectations of the Early Learning Goals by the time they start Year 1. Teaching is good because members of staff have a good understanding of how to meet children's needs. They provide very sensitive support to all children, always treating them with utmost care and courtesy. Children come into school eagerly each morning and show they are eager to learn. Teachers' expectations regarding behaviour and co-operation are high and children quickly develop an awareness of how to behave in school and with others. Children are very clear about what is acceptable behaviour and what is not and try hard to stick to these rules and to behave well.

Consequently, children are keen to embrace new experiences and they quickly gain in confidence and independence. For example, they soon show good levels of independence when they change for a dance lesson. Relationships are very good and all children happily share resources and play quietly alongside each other. Class assemblies provide time for reflection and teachers use these well to further reinforce good behaviour. In these sessions, teachers focus on being very encouraging, promoting positive self-esteem, and valuing children highly. This contributes strongly to ensuring that children settle quickly, develop confidence and feel safe.

Communication, language and literacy

86. Children achieve well and by the time they join Year 1 most are exceeding the expectations of the Early Learning Goals. Those with special educational needs make good progress, because tasks are carefully matched to the targets in their individual education plans. Higher-attaining children are stimulated through challenging questioning and appropriate tasks. Teaching is good because teachers plan for a very sensitive introduction to the National Literacy Strategy with well-timed play experiences. For example, children were taught initial letter sounds in an activity with their teacher. They eagerly matched letters with a selection of objects from the teacher's baskets. They were keen and enthusiastic. The activity was short so no child became fidgety and tired. In order to reinforce the lesson the teacher had set up an appropriate computer letter-matching game which children took it in turns to complete. Members of staff are proficient at linking the understanding of letters and their sounds to both early reading and early writing skills. Consequently, most children listen closely to stories and poems and quickly increase their confidence in making marks on paper. The teaching of letter formation is very successful in preparing children for the writing style used later in the school and they greatly enjoy the tactile experience of painting letter shapes on the table. By the end of the Reception year, most children use a variety of techniques to help them read confidently and they willingly write independently. The level of confidence and independence that children attain in reading, writing and speaking exceeds expectations for their age. However, members of staff do not anticipate specific learning outcomes when children are working at activities of their own choosing.

Mathematical development

87. Progress is good in this area of learning and children exceed the Early Learning Goals by the time they start Year 1. Good teaching takes account of children's strengths in counting when they join the Reception year and successfully builds on this strong start. The consistently good teaching successfully develops children's understanding of number, size and shape. Early number skills are taught in a variety of ways, through direct teaching, and also through fun activities like learning number rhymes and songs, which the children join in with enthusiastically. Children learn appropriate mathematical language, such as 'longer' and 'shorter' in mathematics games, choosing objects from the teacher's tray. The teachers pose appropriate questions such as 'which is the longest?' 'Find me something shorter than the paint brush'. These all encourage the children to think. The teacher makes sure all are included and matches the questions appropriately to each child's capability. Learning assistants work with groups of children and reinforce the skills learned, by asking appropriate questions, and pointing out how children can improve their number skills. Nearly all children can count to ten, and the higher-attaining children can solve simple addition problems, for instance, adding four blue and six yellow counters together to make ten. Teachers make sure that all children, including those with special educational needs and those for whom English is an additional language, are appropriately challenged.
88. By the time they start Year 1, children have made good gains in using mathematical language. For example, in practical addition and subtraction work they confidently explain their answers. They understand that there is a sequence to the months of the year, and most are beginning to place the months in order.

Knowledge and understanding of the world

89. Sound teaching provides children with many suitable opportunities in this area of learning. Consequently, children make steady progress in developing a secure understanding of the world around them, and most reach the Early Learning Goals by the time they start Year 1. Children have the chance to experiment with building, by using a wide range of construction apparatus, and fitting

together small pieces, which also develops their manual dexterity. They have the opportunity to make artefacts using wood, paper, and other materials, which helps them to understand the properties of these materials and the most effective ways of joining them together. In the summer, the children study plants and use the outside environment to find out more about where and how different plants grow. Early in the Reception year, children use the computer mouse and keyboard, with adult support, to 'dress the teddy'. They recall past events, with the help of photographs, and use their experience of baby brothers and sisters to produce an entirely appropriate shopping list for babies, when playing in the home corner. However, while children have plenty of opportunities to learn, through practical discovery and experimentation, teachers do not consistently identify what they want groups of children to gain from these worthwhile learning activities. For example, a group of children were playing with soapy water in the conservatory area. When asked, they began to look more closely at the bubbles they were creating and to look at the colours and size, but this represented a missed opportunity in terms of discovery and the development of vocabulary.

Physical development

90. Children make good progress in this area of learning and exceed expectations for their age by the time they join Year 1. Children with special educational needs and those for whom English is an additional language make good progress because learning assistants are watchful and provide additional support and explanations should they require them. Teaching is good because all members of staff have consistently high expectations that are communicated sensitively. Children benefit from using the school halls for dance and gymnastics and are beginning to understand that they need exercise in order to be healthy. In a good dance lesson seen during the inspection, all children watched adults very carefully in order to try and bend their knees while simultaneously swinging their arms. Teachers have a good understanding of the value of a wide range of activities in developing children's manipulative skills. They, therefore, provide plenty of opportunities for children to practise these skills, such as tracing, threading and joining various construction materials. The impact of the good progress children make in this area of learning is evident in the good control they show when using a pencil, and, which, therefore, helps them to develop their handwriting, when they start Year 1.

Creative development

91. Good teaching in this area of learning ensures that children achieve well and exceed the Early Learning Goals by the time they join Year 1. All children make good progress, including those with special educational needs, and those for whom English is an additional language. There are daily opportunities for children to use their imaginations in sessions such as dance, music, sharing books, small world toys and working in the home corner. Children happily look at books and talk about the pictures, creating stories for themselves when they are unable to read the words. In addition, each class has a variety of musical instruments with which children can experiment to discover the sounds they make, whether they are high, low, loud or soft. However, the resources in the home corner are very basic and not as inviting as they could be, so children often opt for other choices. Children have regular and good opportunities to experiment with mixing colours, which helps them to become very confident using paint. One child proudly explained that she had 'painted a train for my brother', and it was recognisable.
92. Areas for development:
- develop planning to identify learning intentions for groups of children and individual children throughout the day, including those activities initiated by children themselves;
 - plan for a full outdoor curriculum, as soon as the outside accommodation allows;
 - provide attractive resources to support children's imaginative work, especially for role-play.

Note: There is limited reference to the use of the library throughout the remainder of the report. This is because its use has been severely affected by the re-building work that has been carried out over the past twelve months. Although there is now a new library, it has only just been set up and book stock and technology has not yet been fully replenished and installed.

ENGLISH

93. Standards in the national tests taken by pupils at the end of Key Stages 1 and 2 are well above the national average. Inspection findings confirm these levels of attainment. Pupils with special educational needs achieve well and make good progress, because good support is provided for them in the classroom. Pupils for whom English is an additional language make good progress and are able to participate fully in classroom activities. There is no discernible difference in the performance of girls and boys.
94. At the end of Key Stage 1, the number of pupils who are able to express themselves orally with appropriate clarity and confidence is well above that expected for their age. Pupils listen attentively to their teacher and to the contributions made by others, and their ability to analyse comments and to respond constructively is much higher than normally found. A good range of suitable opportunities for pupils to develop their speaking and listening skills is provided with activities such as role-playing and questioning which are used effectively as a means of promoting speaking and listening skills and of developing confidence. In Year 2, for example, pupils were asked to formulate a set of instructions for making a model hedgehog. They listened thoughtfully and responded with clear, pertinent orders, which were confidently articulated.
95. At the end of the Key Stage 2, standards in speaking have continued to be well above average. Listening skills are very high. Almost all pupils listen attentively to their teacher and respond thoughtfully to the contributions made by other pupils. Their ability to generate cohesive and complex sentences, when speaking, is well above average, and many pupils are able to develop abstract and speculative ideas.
96. Pupils' attainment in reading is well above the national average at the end of Key Stage 1. The importance placed upon this skill, together with systematic teaching, is very successful in promoting reading standards. Most pupils enjoy reading and are eager to discuss what they have read. They develop a good range of skills, such as sounding out words, in order to tackle unfamiliar words. Most are able to use simple dictionaries, and sound standards are achieved in relation to library skills. However, because the school library has largely been out of use due to the re-building programme, these skills have not been reinforced as comprehensively as the school would have wished.
97. Pupils' attainment in reading at the end of Key Stage 2 is also well above the national average. Pupils are able to discuss what they have read, with mature analysis of the characters and the plot. This was demonstrated well, by a group of pupils in Year 6, during a discussion relating to the writing of some well-known authors. Most pupils display considerable skill when using phonic and other strategies, such as context, in order to tackle unfamiliar words. Higher-attaining pupils use more advanced skills such as scanning, together with an appreciation of inference and figurative language.
98. At the end of Key Stage 1, pupils' attainment in writing is well above that found nationally. Pupils' awareness of grammatical structure and punctuation is much higher than is normal for this age. Many pupils possess a broad vocabulary and are able to express themselves clearly and confidently. Spelling is methodically developed and the number of pupils who achieve the expected levels of accuracy is well above that expected. There is systematic teaching and refinement of handwriting skills, and the proportion of pupils on course to achieve the expected levels of control and consistency is well above average.
99. Standards of writing in Key Stage 2 are also well above the average. By the end of the key stage, a much higher proportion of pupils than is usual have the appropriate skills in relation to grammatical structure and punctuation and are able to express themselves with accuracy. Pupils organise their writing logically, with many able to develop a sophisticated and imaginative theme with real 'feel' for language. In Year 6, for example, a pupil writing about 'night', envisaged a character with 'eyes bloodshot and angry', its mouth 'speaking nightmares'. Pupils write with a mature awareness of audience and of purpose. Instructions, recipes, poetry, description, reports, letters, and plays, are

just a sample of the wide range of writing encountered. Spelling continues to be approached systematically, with levels of accuracy well above the average. Standards of handwriting are also well above average with most pupils able to employ consistent letter formation and to write in an attractive and legible hand.

100. Word-processing skills are developed satisfactorily, and information communication technology is used well to support reading and writing at both key stages. There is good use of English to support work in other subjects, and teachers plan good opportunities within other subjects to extend pupils' literacy skills. In a religious education lesson, for example, pupils in Year 4 were encouraged to express opinions and feelings in relation to the modern implications of a psalm, whilst, in history, pupils composed a letter of proposal empathising with the emotions of Henry VII as he wrote to Margaret of Austria.
101. The quality of learning in both key stages is good and pupils achieve very well. Teachers have created a very positive atmosphere in which learning is both enjoyable and productive. The majority of pupils enter Key Stage 1 with literacy skills that are slightly above those expected for pupils of that age and continue to make good progress as they move through both Key Stage 1 and Key Stage 2. In both key stages, a range of suitable opportunities for pupils to develop their speaking and listening skills are provided, which leads to good progress in this aspect of the subject. Most younger pupils are only able to speak in simple terms about something that is within their immediate experience, whilst older pupils are able to develop a theme using a sequence of complex sentences.
102. The structured programme helps to promote reading standards and to ensure that most pupils make good progress and achieve well in both key stages. Most pupils in Key Stage 1 progress from an ability to recognise a limited range of words to the ability to read a simple story with understanding and enjoyment. This good foundation is an important element in the continued good progress in reading which is evident at Key Stage 2. In Year 3, for example, pupils were beginning to distinguish between fact, fiction and opinion. By Year 6, the majority of pupils can read books containing difficult text with fluency and expression and can discuss the contents maturely.
103. Pupils in both key stages make good progress in writing skills and achieve very well. From elementary letter formation at the beginning of Key Stage 1, pupils develop increasing literacy skills until, at the end of Key Stage 2, they are able to use a sequence of sentences with considerable accuracy in grammatical structure and use of punctuation.
104. The consistently good teaching which is evident in both key stages is a powerful contributor to the very good attitudes to English which are found in each key stage. The overwhelming majority of pupils have a very positive attitude towards the subject. Most work diligently, persevere with their tasks and show obvious enthusiasm for their work. They collaborate productively in pairs and small groups. Pupils are very attentive and are able to sustain concentration over a period. Even the youngest pupils respond maturely when required to work independently. On occasions, the length of the literacy session is too long, especially for the younger pupils.
105. The quality of teaching at Key Stage 1 is good. Activities are matched well to the needs of all the pupils, including those who have special educational needs and those for whom English is an additional language. A range of strategies is employed, which help to sustain pupils' interest. A caring and positive rapport with pupils is evident. In a lesson relating to the structure of a story, the teacher skilfully used a range of approaches to develop both pupils' creative ideas and their literacy skills. Pupils' self-esteem and confidence was sensitively developed through subtle questioning and purposeful activities, which enabled good quality learning to take place. Teaching at Key Stage 2 is also good, with lessons proceeding at a brisk pace within a positive working atmosphere. Class management is consistently good and work matched well to the different achievement levels within each class. Teachers have good subject knowledge and the well-structured lessons help to sustain interest and to promote learning. A Year 6 lesson, relating to letter writing, used an imaginary disagreement between two sisters sharing a bedroom to promote a series of formal and informal letters which very effectively demonstrated the different styles employed.
106. In both key stages, lessons are planned carefully, and are properly related to the requirements of the National Literacy Strategy. It is a feature of teaching throughout the school that skills such as spelling, grammar, handwriting, and punctuation, are developed systematically, but this is balanced

by a sensitive emphasis upon the quality of language and a 'feeling' for words. Pupils of all abilities are presented with work that is matched to their needs well, and the setting by ability, for pupils in Year 6, has a good impact upon standards and progress. Pupils with special educational needs are sensitively and effectively supported and such pupils also make good progress. The consistently good teaching ensures that understanding is consolidated, that skills are built upon sound foundations and that brisk progress is sustained.

107. The subject is led well. The subject co-ordinators are committed to improving standards and have a clear sense of purpose. The school places considerable emphasis upon English, and the recommendations of the National Literacy Strategy are followed, not only with care and rigour, but also with flexibility. This initiative, together with the quality of teaching and the positive attitudes of the pupils, are significant factors in determining the good levels of progress.
108. The assessment procedures used to measure pupils' progress are good. Some tests are relatively new, but satisfactory use is made of the information they yield to guide the content of subsequent work. Teachers routinely identify the lesson objectives in their planning and these are often shared with the pupils. These objectives are not always defined with the degree of precision necessary to enable the lesson to be evaluated objectively, and which would help to create a greater sense of purpose and achievement. Pupils are set targets for improvement, but there is some inconsistency in the way in which teachers use this system to provide pupils with clear and unequivocal goals.
109. Since amalgamation, the school has established high standards in English. The subject has been developed successfully, despite the interruption caused by the major building works. Resources for the subject are sound, but much of the library stock is 'tired' and in need of replacement and replenishment. Overall, the school has made good progress in recent English provision.
110. Areas for development:
 - revise the whole-school procedures concerning the setting of individual and group targets, so that pupils have clear goals for improvement;
 - ensure that lesson objectives are sharply defined and shared with the pupils;
 - consider whether some literacy sessions are too long, especially for younger pupils;
 - continue with the planned expansion of the central library stock.

MATHEMATICS

111. In the national tests in 2002 taken by pupils at the end of Key Stages 1 and 2, the results were well above average, when compared with schools nationally, and above average when compared with similar schools. Pupils enter the school with average ability in mathematics, and all pupils, including those with special educational needs, and those for whom English is not their first language, achieve well and make good progress. There is a difference in the standards achieved by boys and girls, with girls performing less well. The school is uncertain why this has occurred and acknowledges the need to analyse results in this area further.
112. The results of national tests at the end of Key Stage 1 in 2002 were at very similar levels to those in 2001. The results at the end of Key Stage 2, although still very good, were a little lower than last year, due to the larger number of pupils of slightly lower ability. The school did not meet the challenging target which it had set, but has carefully analysed the test papers and discovered which questions caused pupils most difficulty. As a result, teachers are concentrating on strengthening the areas of problem-solving and mental mathematics.
113. Standards in tests at the end of Key Stage 1 are well above average, with a high percentage of pupils attaining a level higher than expected. The percentage of pupils performing below the expected level is smaller than that found nationally. Work completed by pupils in Year 2 last school year indicates that the higher-attaining pupils had a secure knowledge of numbers to 1000. Both they and average-attaining pupils counted accurately in tens and fives, and many knew their three, four, five and ten times tables. They understood the idea of doubling, and added or subtracted numbers to the nearest 10. They measured accurately using centimetres, understood simple symmetry and recognised right angles. This wide knowledge is possible because pupils are taught well, lower down the school, and are secure, accurate, and confident, when using mathematical concepts. Pupils in Year 2 this term count in tens to 100, add two and one digit numbers to 100,

and understand the need for using standard measurements. Lower-attaining pupils and those with special educational needs are well supported and do similar work at a simpler level.

114. A very large majority of pupils currently in Year 6 are likely to achieve average standards, and half the year group are already working beyond that level. They use very large numbers confidently, and multiply and divide numbers accurately by two digits, using different methods. Again, this year, there are many more girls than boys in the middle numeracy set, with a majority of boys in the higher attaining group. Lower-attaining pupils and those with special educational needs are well supported in a small group doing similar work at lower levels. Work completed by pupils in Year 6 last year indicates that more able and average-ability pupils understood fractions thoroughly, worked beyond the nationally expected level with triangles and calculated the area and perimeters of shapes accurately. They used positive and negative numbers, interpreting co-ordinates in all four quadrants. Pupils knew how to collect data, used a tally chart and constructed a block or line graph to show results. Due to the difficult conditions during the building programme, there was little evidence that information and communication technology was used to develop pupils' understanding of data handling. Less able pupils worked hard at a lower level.
115. Pupils make very good progress and achieve well throughout the school because the quality of teaching is good in every year group. They use mathematical vocabulary confidently and correctly to explain their working methods. Pupils use their mathematical skills in other subjects. In Years 1/2 they draw careful plans of their classroom for geography. Older pupils measure, estimate and weigh accurately in science.
116. The quality of teaching is good right across the school and this encourages pupils to be confident, accurate and enthusiastic during lessons so that they learn well. On occasions, teaching is very good and is characterised by good pace and a variety of well-chosen tasks that keep pupils enthralled and moving forward. The strengths of the good teaching include:
- good subject knowledge and clear explanations which enable pupils to understand and feel confident;
 - good use of questions that stimulate pupils and encourage them to extend their thinking;
 - high expectations, so that tasks are tailored to match pupils' abilities appropriately, and pupils are constantly challenged, interested and keen to work;
 - good use of available resources which helps pupils to understand new concepts clearly;
 - consistent expectations of good behaviour, and good relations with pupils, which ensure that there is an atmosphere conducive to work.
117. The co-ordinator is experienced, committed to high standards, and very knowledgeable about standards in Key Stage 2, although less confident about those in Key Stage 1. Numerous checks are carried out throughout the school to assess pupils' rate of progress, and their performance in national tests has started to be analysed thoroughly. Effective action is then taken to correct any weaknesses, for example, several classes this term are concentrating on problem solving. Resources are used well, but are not wholly satisfactory at present. The school has identified where it is lacking in resources and has already ordered appropriate supplies.
118. Areas for development:
- improve the co-ordinator's knowledge of practice in Key Stage 1, by monitoring lessons and teachers' plans throughout the school;
 - clearly identify learning objectives so that pupils are aware of what they should know by the end of each lesson;
 - evaluate what pupils have learned at the end of a lesson and modify the planning, if needed and, from this information, set individual targets for pupils to work towards.
 - Widen the analysis of pupils' learning to identify why girls do not always perform as well as boys at the end of Key Stage 2.

SCIENCE

119. In the teachers' assessments of pupils' attainment at the end of Key Stage 1 in 2002, pupils attained above average results, and pupils at the end of Key Stage 2 reached average standards in the national tests. The results show a slight fall drop in standards, when compared to those of 2001. Inspection findings are that pupils at the end of Key Stage 1 are attaining standards in science which are above average. At the end of Key Stage 2, standards are well above average.
120. Pupils for whom English is an additional language, and those with special educational needs, are fully included in all science lessons and receive good quality support. They, like all other pupils, are achieving very well overall. Higher-attaining pupils also achieve very well, and are provided for through challenging extension tasks, which encourage them to use initiative and develop their thinking further. Inspection evidence noted no difference in the attainment of boys and girls in science.
121. Pupils achieve very well and the programme of work provided builds on their previous knowledge from year to year. The use of a nationally recognised scheme of work means teachers can broadly plan for graded steps in learning. For example, in Year 2, pupils discuss foods they enjoy eating and sort them into appropriate food groups. By Year 4, pupils can explain what foods go into a wider range of groups and why a healthy diet is important. By the time pupils reach Year 6, pupils not only explain the importance of a healthy diet, but also explain, fully, the functions of the digestive system. The requirement for pupils to investigate and experiment is at the heart of the science curriculum and is fully integrated into the pupils' work. There is a very good programme of investigations and assessments to ensure consistency throughout the year groups and support teachers' confidence. Teachers place good emphasis on the use of scientific language, and this is introduced right to the youngest children, and extended appropriately, as pupils move through the school. Pupils are highly confident in expressing views and predicting results in lessons.
122. By the end of Key Stage 1, pupils are achieving standards that are above those expected in all areas of science. Teaching is good and the emphasis is on learning through first-hand experience and investigation. For example, pupils' work in Year 2 showed they had investigated forces. They were given some play-dough, and had to discover which forces were used in making different shapes. From the way in which the work was recorded, it is clear they enjoyed the activity greatly, whilst at the same time learning effectively. Pupils in Year 1 were investigating similarities and differences between different animals, animals and human beings, and different human beings. The task set was comprehensive and the work was carefully matched to challenge even the most able pupils. For example, the higher-attaining pupils labelled their diagrams comprehensively, indicating each part of the body and explaining clearly how it was different in a cat and a human. A range of methods is used for recording. The pupils construct graphs, bar charts, and pie charts, using the computers, and show they can successfully interpret and use the information they gather. They learn to observe carefully. All pupils, including those with special educational needs, and those who speak English as an additional language, make good progress and the work they have produced shows that they acquire a broad range of scientific knowledge, as well as developing a high level of skills and understanding.
123. Pupils in Key Stage 2 cover all the elements of the science curriculum in a good deal of depth, and an analysis of pupils' work in Year 6 shows that much of the work is at a high level. For example, work on life and living processes includes advanced work on the function of major organs such as the heart and kidneys, and the digestive system. Pupils in Year 4 discuss sensibly how an investigation should be set up in order to discover how best to keep a cup of tea warm. The quality of discussion was enhanced by carefully focused questions from the teacher such as 'how can we find out if the kind of material is important?' These pupils show a very good understanding of the properties of thermal insulators, and one pupil explained that a control was necessary to find out how long the cup of tea would keep warm under normal conditions. Older pupils in Year 5 were investigating water as a gas. They show a good level of understanding and recognise that water turns to a gas when heated and that when it cools it condenses, forming water droplets. High quality discussion showed that pupils have good recall of previous investigations and can compare the boiling kettle with the water cycle.

124. Pupils collect information and record their results by drawing tables, diagrams, and graphs. This links in well with the curriculum for mathematics. For example, pupils in Year 5 produced a graph to demonstrate the rate of evaporation under different circumstances. The pupils' written observations are of a high quality and they have many opportunities to plan, predict and express their views concerning the possible outcome of an investigation. Throughout the year groups, many opportunities are provided for pupils to make written observations in lessons; and recording tasks are challenging. Teachers' expectations of pupils' presentation and the use of scientific language are of a good standard.
125. The quality of teaching is good overall, which enables pupils to learn very effectively. In all lessons observed it was at least good, with some very good teaching observed. Teachers are confident and knowledgeable when teaching science. There is careful planning for each lesson and all sessions have a clear structure. However, although the learning objective for each lesson is identified in the planning, on some occasions this is too broad and is a description of either the unit title in the scheme of work, or of what the pupils are going to do, rather than what they are going to learn. Lessons always begin with an appropriate review of what was learned previously, and the ensuing lesson builds on this prior knowledge. Teachers move the lessons along at a good pace so that pupils' interest is maintained and work is completed in the time allowed. For example, effective planning encourages pupils to work together to discuss tasks and carry them out. The pupils in Year 4, investigating the best way to keep a cup of tea warm, were expected to plan the activity and complete it without fuss after the above discussion. They thought carefully and worked together industriously to achieve the set objectives, which, in the case of the higher attaining pupils, included devising the most effective way of recording the results of their investigation. In all lessons teachers use scientific vocabulary well. The marking of pupils' work is generally good and provides pupils with clear points to improve.
126. The subject makes a good contribution to numeracy and literacy. Graphs and tables are frequently used to record results, and nearly all written work is completed independently, in an appropriate scientific style. There is some use of work sheets. However this is well considered, as they are sometimes made by teachers and always relevant to the task.
127. The use of information and communication technology in science is good and is well planned for within the science curriculum. Pupils use information and communication technology to record their work in a number of ways, and also use relevant CD ROMs for research. Sensors linked to a computer have been used to record the fluctuations in the temperature of the classroom during the day.
128. Resources are sound and cater appropriately for the emphasis on the development of experimental and investigative skills. They are generally sufficient to provide pupils with opportunities to select their own resources and create their own investigations and experiments.
129. The co-ordinator provides good levels of support in science. She is a science specialist and is confident and aware of developments required in the subject. Although she teaches two year-groups and has some awareness of standards in Years 5 and 6, as yet, she has little idea of standards across the whole school. There are no consistent assessment procedures and no methods for tracking pupils' progress and using this to set targets. This is having an impact on standards at the present time, as can be seen by the fall in national test results. Teachers are not fully aware of any weaknesses that may be developing, so they are unable to take action to remedy them at an early stage. Limited monitoring has taken place, although this has mainly been of planning and pupils' work. The co-ordinator is keen to support colleagues and continually endeavours to increase teachers' knowledge and expertise in science.
130. Areas for development:
- develop assessment procedures, which are used consistently, across the whole school, and use these to identify and remedy potential weaknesses at an early stage;
 - use the information gained from assessment to track pupils' progress and set appropriate targets;
 - develop the co-ordinator's role in order to gain a greater awareness of standards across the school by extending the range of monitoring to include teachers' planning, examination of pupils' work and, as time allows, lesson observations.

ART AND DESIGN

131. Standards are broadly in line with national expectations at the end of both Key Stages 1 and 2. Pupils throughout the school, including those with special educational needs, and those who speak English as an additional language, have opportunities to work in a variety of media and to experiment, in both two and three dimensions, and they achieve satisfactorily. There are no discernible differences between the work of girls and boys. However, a scheme of work has not yet been developed from the nationally recommended series of topics that the school uses. This means that teachers do not have guidance to ensure that pupils build their range of skills consistently.
132. The attainment of pupils in Year 2 is not consistent across the two parallel classes. Overall, it is sound, and pupils attain expected levels, but pupils in one class are receiving better opportunities for developing their skills than in the other. In one class, pupils look through simple view finders and draw recognisable pencil sketches of parts of the playground, complete missing parts of magazine pictures in coloured pencils and make 'before and after' paintings to suggest movement around a published picture. All of these show that pupils give careful attention to detail and are developing a growing ability to record accurately what they see or imagine. Pupils in the other Year 2 class enjoy drawing and have produced pleasing pictures in coloured pencils, but have not yet had the same opportunities as the other class to work in a range of media.
133. Pupils in Year 6 have developed their skills of observation well during their time in school. They also attain at the nationally expected level. This term, pupils in one class painted self-portraits and, in the other class, delicate watercolour miniatures in the style of Tudor portraits. In both cases, pupils created accurate skin tones and varying expressions. They also made very effective charcoal and pencil sketches of the view from their classroom window. Work from last year confirms that pupils' performance is in line with national expectations.
134. Across the school, pupils experiment with a wide variety of materials to illustrate work in other subjects. For example, pupils in Year 1 used shiny paper, tissue paper and chalks to make vivid collages of the Great Fire of London in connection with a history project. Last year, pupils in Year 4 used information and communication technology to create intricate and delicate patterns. Pupils in Year 5 made very effective three-dimensional, papier-mâché pots and decorated them in the style of ancient Greek pottery. This term, pupils in Year 6 used their knowledge of pattern to produce illustrated margins to poems they wrote about 'Night'. They also adapted a portrait of Anne Boleyn to the style of Andy Warhol by using a computer paint program. Pupils in Year 2 read a simplified version of Philip Wilson Steer's biography.
135. Teachers provide pupils with good opportunities to study the work of a wide variety of well-known artists, to discuss similarities and differences between them, and to emulate their techniques. The quality of teaching in the lessons observed was at least satisfactory and was usually good. Where teaching was good, teachers:
- had good subject knowledge and the ability to teach new skills clearly so that pupils improved their techniques well;
 - planned carefully, which ensured that pupils moved towards the objective for the lesson;
 - used interesting resources such as contrasting pictures of journeys by Klee and Ponciet, which fascinated pupils and heightened their awareness of the impact of the use of different colours to create atmosphere;
 - maintained a brisk pace and good variety of activities that kept pupils interested and enabled them to experiment and learn well;
 - had very good relations with their pupils, which ensured that the atmosphere was calm and that pupils concentrated well, and worked sensibly.
136. The co-ordinator is new to the post, and is keen but inexperienced. She has not yet monitored either teaching or planning. The subject overview is not detailed enough, at present, to do justice to teachers' expertise and to ensure that teachers build their pupils' skills progressively. There is brief, satisfactory assessment of pupils' attainment at the end of each topic. Resources are adequate and are used well.

137. Areas for development:

- train the co-ordinator in what the role entails;
- expand the present overview to show what skills are to be taught in each topic so that their development is clear;
- ensure that teachers make their learning objective into a statement of what new learning pupils should have acquired by the end of the lesson, rather the activity planned;
- maintain the use of art and design to enhance learning in other subjects.

DESIGN AND TECHNOLOGY

138. By the end of Key Stages 1 and 2, pupils reach the levels expected for their age. All pupils, irrespective of family circumstances, and including those with identified special educational needs, and those speaking English as an additional language, make sound progress in their learning. This is because teachers follow the school scheme, based on nationally recognised guidelines, carefully and include all pupils equably. Pupils with special educational needs are supported effectively by teachers and teaching assistants. Careful planning ensures that these pupils have the support they need, so that their learning keeps pace with others.
139. By the end of Year 2, pupils have a sound understanding of the process of designing, making and evaluating. They apply this process to diverse activities, such as making a fruit salad, and designing 'Joseph's Coat'. They develop a secure understanding of the nature of materials and how to join them, through practical projects, such as designing homes, or joining pieces of fabric. They use their literacy and numeracy skills effectively when they record their findings, for example, by completing charts that record their preferences after tasting different breads.
140. Pupils' knowledge and skills develop satisfactorily as they move through the school. For example, pupils in Year 3 build on their knowledge of food technology by independently devising and making healthy snacks. The subject makes a good contribution to pupils' scientific learning, for example, when pupils in Year 4 used simple electrical circuits to design a burglar alarm. Older pupils use mathematical skills to draw 'nets', when they design containers and construct models, which they programme for direction and distance using technological skills. They design to increasingly demanding specifications. For example, pupils in Year 6 plan, construct and evaluate shelters that will carry a given weight, withstand a 30 second blast of air and 200ml of water.
141. Throughout the school teaching is sound, overall, because the planning guidance supports those teachers who are less confident. However, during the inspection in the three lessons seen, teaching was never less than good and one lesson was excellent. The teaching was excellent, because the teacher's high expectations meant that pupils had exceptionally good opportunities to solve problems through working together. The lesson promoted an outstanding level of learning for all pupils, regardless of their abilities, because of the careful organisation of the groups and the teacher's carefully framed and well-timed questions and comments.
142. The management of the subject is satisfactory. The role of the co-ordinator has not yet been developed, because she is newly appointed to the post. However, she has made a good start to determining what needs to be done to develop the subject further, and has developed an appropriate action plan.
143. Areas for development:
- ensure that teachers and pupils have a clear understanding of the learning intentions of each lesson and use these to assess pupils and influence future planning;
 - develop the role of the co-ordinator in order to raise standards further.

GEOGRAPHY

144. Standards in geography meet national expectations at the end of Key Stages 1 and 2. Overall, pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. They receive appropriate support in class, enabling them to fully participate in all activities. The higher-attaining pupils are suitably challenged. Boys and girls make satisfactory progress, and there are no discernible differences between their levels of attainment. There are strengths in pupils' factual knowledge and in the understanding of environmental issues

by older pupils. However, standards overall are not higher because pupils' geographical skills are not built upon in a regular and systematic way.

145. By the end of Year 2, most pupils have a good knowledge and understanding of their immediate environment. They are beginning to compare their familiar locality with the less familiar environment of the seaside. Teachers make good links with numeracy when pupils record weather charts. However, pupils do not have a secure knowledge of the countries of the United Kingdom.
146. By the end of Year 5, pupils have made very good use of mathematical skills to interpret diagrams and maps when they compare human and physical features of different locations. At the beginning of Year 6, pupils hold strong and well-informed views about environmental issues, such as global warming, pollution and re-cycling. However, by the end of Year 6 their mapping skills are limited, because the organisation of the curriculum means that they do not have regular opportunities to use the skills they have previously learned.
147. Only three lessons were observed during the inspection. However, judgements are also based on an analysis of samples of pupils' work and discussions with staff and pupils. Evidence indicates that the quality of teaching is satisfactory overall. During the inspection, the teaching in the one lesson observed was good, because of a well-planned task, supported by the teacher's thought-provoking questions.
148. The subject is enhanced by a programme of visits and by the use of information and communication technology. For example, pupils use a digital camera to take photographs of the school, as a building site, in order to answer geographical questions. Throughout the school, teachers make helpful links between geography and other subjects. For example, pupils use their literacy skills well to make notes or to list items for the key to a map.
149. The management of the subject is sound. The newly appointed subject co-ordinator has not had the opportunity to monitor standards through looking at pupils' work or by observing teaching. However, she has made a good start to identifying ways in which to develop the subject.
150. Areas for development:
 - consider how to organise the curriculum so that pupils' geographical skills are sustained consistently;
 - ensure that lessons are planned with clear learning intentions and use these clear intentions to assess pupils' learning and influence future planning;
 - develop the monitoring role of the co-ordinator.

HISTORY

151. Standards in history match expectations at the end of both key stages. Overall, pupils achieve well as they move through the school, building up their knowledge, skills, and understanding, as they mature. Pupils with special educational needs, and those who speak English as an additional language, make similar progress to their classmates, because the work is either adapted to their needs, or learning support is given by assistants. There is no discernible difference between boys and girls in the progress they make.
152. It was only possible to observe three history lessons during the inspection period, however, a good range of evidence was gathered. This included the scrutiny of pupils' work, discussions with pupils and staff, a review of displays, and an examination of policies and teachers' planning.
153. At the end of Key Stage 1, pupils have a good understanding of the events of the Second World War related to the evacuation. They described, quite vividly, the items children might carry in their leather cases, when travelling, by train, to a strange, new home in the country. They knew that food was rationed and that basic items could only be obtained by using a ration book. One higher-attaining pupil explained why bananas were in short supply by saying 'It was because there was a war on the sea and ships couldn't get to our country'. Pupils' sense of chronology is not so well developed. They find it difficult to describe the reasons for the different lifestyles of parents and grandparents, although one pupil alluded to retirement and grandparents not being as active.

154. At the end of Key Stage 2, pupils have acquired a good body of historical knowledge of Henry VIII's six wives. They know, for instance, that Henry VIII's fourth wife, Anne of Cleves, was divorced because the king found her unattractive and difficult to converse with. They understand why Henry VIII acted as he did, and know that the monarchy is different today because it does not have absolute power. Pupils understand terms such as 'ceremonial' and 'contemporary' and use them in a historical context. There are opportunities for pupils to use research to find more information about school topics, both in school and at home. Most sources however, are indirect either from reference books or the Internet. Pupils have too few opportunities to develop their investigative skills through the use of original sources, such as actual materials and artefacts from the day.
155. Although only a limited sample of teaching was observed during the inspection, the quality was generally good. Teachers are confident and knowledgeable and convey their enthusiasm and knowledge to pupils. Their planning is thorough and materials readily available so that there is no waste of time. Pupils' literacy skills are developed well in lessons and many tasks give pupils the opportunity to express themselves. In Year 6, for instance, a pupil wrote a letter of proposal in the first person from Henry VIII to Margaret of Austria, stating, 'It was a great pleasure receiving your portrait. You are exceedingly beautiful and I would love to see you in person'. Classes are well managed and pupils are attentive and respond well to questions in discussion sessions. Older pupils, in particular, co-operate well and work as a team in compiling information. Most teachers use information and communication technology well to enhance pupils' learning. Standards are only in line with those expected, however, because, although pupils have good knowledge and understanding, their skills are not as well developed.
156. There is a sound curriculum in place. Topics are covered in depth over a term, but there are some overlong gaps in the curriculum provision. In one extreme case, pupils do not study history for a whole year, from the spring term in one school year to the spring term in the next. This makes learning fragmented and fails to build progressively on pupils' skills. The topics are enriched by visits to places of interest such as Hampton Court, Roman villas, and museums. Learning resources are a little outdated, and there are few artefacts to enliven pupils' interest in lessons. The co-ordinator is new to the subject and is enthusiastic about developing the role. There are few opportunities, at present, for the co-ordinator to form an accurate picture of standards in the subject because the monitoring of teaching and learning is very limited. The role, therefore, is not properly fulfilled.
157. Areas for development:
- provide the co-ordinator with more opportunities for monitoring the quality of teaching and learning;
 - improve the quality of learning resources, especially historical artefacts;
 - give pupils more opportunities to develop their investigative skills;
 - review the balance of topics, so that pupils are taught history more frequently and their skills are improved systematically.

INFORMATION AND COMMUNICATION TECHNOLOGY

158. Standards in information and communication technology at the end of Key Stage 1 are similar to the expectations for pupils of that age. By the end of Key Stage 2, pupils' achievements are also similar to that normally found. Pupils with special educational needs, and those for whom English is an additional language, achieve comparably to the other pupils in their age group.
159. Pupils in Year 2 display sound competencies in basic keyboard skills and achieve satisfactory levels of proficiency in word processing. Their ability to enter and present data is in line with the standard expected. Thus, pupils can create bar charts to reflect information they gathered about how their classmates travel to school. Most pupils know how to give sequential instructions; for example, in order to control programmable floor devices. The ability to save and retrieve information, with support, is secure. Pupils are able to select options when investigating on-screen situations and can use 'painting' programs with appropriate skill. There is suitable understanding of how information technology is used in the home and in their environment. This achievement represents satisfactory progress.

160. By Year 6, pupils' competence in the skills required by the National Curriculum is similar to the average. Word-processing skills are extended and most pupils reach satisfactory levels of competence. Most can save and retrieve stored information independently. The majority are able to combine text and pictures to a satisfactory level. They can print the finished product, such as the research undertaken by pupils in Year 6 on the Beatles. Pupils can establish, test, modify and store a series of instructions. They can employ sensors to monitor external events, for example in science, the older pupils measured temperature and the rate at which water evaporates. Most pupils can enter, sort, and classify data, and present the findings using a range of graphical representations. Older pupils, for example, conducted a questionnaire about holiday preferences and used a computer program to analyse and present their findings. Their awareness of the application of information and communication technology outside the school is satisfactory. Internet access has recently been interrupted, due to the relocation of the computer suite, but nearly all pupils can confidently describe how to log on and use the search facility. Most pupils build satisfactorily upon their knowledge as they progress through the key stage and this constitutes sound progress.
161. Teachers make good use of information and communication technology to enhance and support other areas of the curriculum. Utilising the Internet to research information on aspects of life in Britain since 1930, and using a painting program to adapt pictures to the style of Klimpt and Warhol are productive examples in history and art.
162. No direct teaching was observed in Key Stage 1 during the course of the inspection, but the available evidence indicates that teaching is satisfactory. Teaching is also satisfactory in Key Stage 2, where teachers display assured expertise and where the impact of specialised training has resulted in staff who are clearly competent in the subject. Lessons contain material which challenges pupils. The pace of lessons is consistently purposeful and this has the effect of stimulating pupils. There is good balance between the direct, whole-class teaching of skills and opportunities for pupils to consolidate and extend their knowledge by working on computers. These qualities were exemplified in lessons relating to control technology and involving a 'painting' program in which there were high levels of motivation and pupils made real gains in their skills.
163. Pupils in both key stages display very good attitudes. They talk about their work with animation and enthusiasm. In the lessons observed in Key Stage 2, pupils behaved sensibly and sustained concentration over time. They strove to achieve the desired outcome and interacted well with each other and with staff. Pupils clearly enjoy their work in relation to information and communication technology and this, coupled with sound teaching, and recently improved facilities, means that, despite the difficulties resulting from the construction work, these positive attitudes are being successfully harnessed.
164. The co-ordinator is leading the subject with care, relevant expertise and a quiet determination to drive up standards. Initiatives which impact upon the range and quality of work have been introduced with care and rigour. The programme for information and communication technology incorporates national guidance supplemented by a more detailed programme, which tells teachers exactly what should be taught and when. This is helping to ensure that skills and knowledge are built incrementally. Teachers maintain good quality records that are part of a whole-school procedure for carefully charting each pupil's experience and progress, and for ensuring that every pupil receives his or her entitlement.
165. The school has made a significant investment in resources for information and communication technology and has established a modern, high-quality computer suite. There are further machines in each classroom. These resources mean that pupils are able to have immediate, hands-on experience and use computers routinely as a tool for learning.
166. Since amalgamation, there has been good development of the subject. The requirements and prominence of information and communication technology within the National Curriculum have been significantly increased. There has been a very good improvement in resources and good training for the teaching staff. The school is well poised to raise standards further.
167. Area for development:
- continue with the planned programme of training for the support assistants.

MUSIC

168. Standards of attainment in music at the end of both key stages are above those expected. All pupils, including those with special educational needs, and those who speak English as an additional language, are provided with a range of experiences that enables them to make good progress and achieve standards in excess of those expected for their age. Boys and girls achieve equally well. In lessons observed at the end of Key Stage 2 standards were sometimes very good. Overall, pupils achieve well.
169. By the end of Key Stage 1, pupils show awareness of pitch and rhythm. They can maintain a steady beat in clapping, movement and with percussion instruments. They memorise a melody well and convey understanding of the shape of the phrases. Their repertoire of songs is wide and singing is tuneful. They are well used to singing in rounds. Pupils thoughtfully express feelings and opinions about a piece and show good imagination, for example, listening to a piece of music provoked one pupil in Year 2 to say, 'That makes me feel I'm in a garden'.
170. By the end of Key Stage 2, most pupils have a strong sense of musical features, such as tempo, melody, dynamics, chords and silence. They understand changes in rhythm and pitch and can reproduce these elements successfully in voice and body sounds. They follow notation well, whether given or invented by themselves. Instrumentalists in particular are well aware of music notation. Singing is very good, tuneful and accurate. Pupils sing a wide variety of songs and hymns in assembly. They can sing in parts, at the same or different pitch, and know and understand the term 'canon'. No tuned percussion work was seen during the inspection. Pupils use a wide vocabulary to describe musical terms, and are able to use appropriate descriptive terms when listening to music. Pupils are evaluative in their observations.
171. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. Lessons are carefully planned. Activities are explained clearly, so that pupils understand the task. Expectations are high and pupils respond with enthusiasm. Pupils are very willing to perform in a number of ways, with confidence and good control of voice and instruments. Assessment is ongoing and is used when planning lessons. Teachers are very well aware of the aims and objectives of the music scheme of work and show skill and understanding in using it. Pupils enjoy and are competent in performance and composition.
172. The management of the co-ordinator is very good. She is widely experienced, with a natural flair for teaching music herself, coupled with an ability to recognise the skills and strengths of other teachers. The scheme of work being followed is interesting and imaginative, and incorporates all aspects of the national requirements. Although there has been little monitoring of teaching and learning, good support for music is evident throughout the school.
173. The school has a large storeroom, which provides adequate space for individual or group tuition by peripatetic music teachers. There is a wide range of additional activities that contribute positively to the pupils' experiences and learning. At present, pupils from across the school are learning to play the violin, saxophone, clarinet, flute, euphonium, trumpet or cornet. Several class teachers and a governor take recorder groups across the school. Three very successful singing clubs operate for different age groups. A further group is shortly to be formed in percussion work, and workshops are being planned in the use of drums. Background music is regularly used in classrooms and assemblies. There is an emphasis on music appreciation, with pupils showing eagerness to express how they feel and describe the images conjured up. Music resources are good, with a variety of musical instruments available, including multi-cultural examples, such as types of drum and shakers. There are strong cultural connections, including very good use of folk songs, with actions, from Britain and America, and the regular use of classical music for pupils to perform or listen to, with pupils learning about many famous composers and about the times in which they lived. There was no use of information and communication technology, within music, during the inspection.
174. Good attention is paid to music in the school in general. There is a sense of teamwork, with a number of accomplished musicians on the staff being fully included in programme development. Christian festivals are celebrated with music, and seasonal performances include all members of

the school. Pupils with special educational needs, and those who speak English as an additional language, thrive in music lessons. The use of music to aid pupils' spiritual development is good, with many instances of thoughtfulness about music and pupil's personal development is a strong ingredient of music lessons.

175. Areas for development:

- develop stronger multi-cultural connections through, for example, using a wider range of music from other countries;
- make greater use of tuned percussion;
- consider the use of demonstrations by skilled musicians to enhance pupils' knowledge further.

PHYSICAL EDUCATION

176. Standards in physical education are in line with those expected at the end of both key stages. Pupils generally make sound progress and achieve satisfactorily. However, in Key Stage 2 progress is better in dance and swimming, because teaching is stronger in these areas and parents support their children well by taking them to the local swimming pool outside school hours. Pupils with special educational needs, and those for whom English is an additional language, occasionally receive additional support in lessons from classroom assistants. They cope well with activities and there are no noticeable differences in their performance or progress.

177. At the end of Key Stage 1, pupils have a sound understanding of the effects of exercise on the body. They know that their heart rate increases with energetic exercise and they become hot and sweaty. When building up sequences of movements they make novel interpretations of the tasks set. Most pupils refine their actions after practising, but some pupils are yet to exercise good levels of control when jumping off a box, or completing a movement. Pupils follow basic safety rules and watch others perform critically but are not at the stage of offering constructive evaluation to their classmates.

178. At the end of Key Stage 2, pupils achieve standards in dance that are better than those seen in most schools, because the teaching is of a high quality and extra-curricular activities enhance their performance. They understand how to compose their own dance sequence by marking out the movements and by practising the steps. With the help of partners, they evaluate their movements and make refinements which improve the overall quality of their work. Pupils are adept at synchronising their movements to music and make fluent variations to suit the rhythm. Evidence from the school's assessments show that pupils attain good standards in swimming. Almost all pupils swim 25 metres and are competent in a range of strokes. Approximately half the year group hold a bronze award for swimming and swim distances beyond a quarter of a mile. Most pupils now in Year 6 have had some basic water safety training. The school provides swimming lessons in Years 2, 3 and 4 and supportive parents ensure that their children practise regularly outside school hours, so building on the good foundation laid down by the school. Standards in gymnastics and games are average.

179. The quality of teaching and learning is good overall, and teachers and pupils cope well within the constraints of the limited space available to them. However, the lack of space does mean that pupils have limited facilities for further developing their skills. Teaching is stronger in Key Stage 2 because teachers have greater expertise and are more confident. All teachers ensure that lessons give pupils ample opportunity for energetic exercise. The pace of lessons is good, and teachers challenge pupils to think creatively and to extend themselves physically. For instance, in a Year 2 lesson pupils were asked to make a sequence of movements at the same time as keeping one part of the body higher than the rest. When they were asked to make the hips the highest body part, pupils produced a range of novel 'crab-like' movements, which required good control and dexterity. Teachers manage their classes well in the hall and playground during lessons. They ensure that pupils listen to instructions and keep on task when practising basic skills. Pupils' attitudes are usually very good. They enjoy lessons and work well together, especially in pairs. Older pupils are particularly creative and use their initiative well.

180. There is a good range of curricular activities provided by the school, but the lack of access to proper playing fields and a reasonable sized playground, limits the opportunities of pupils to develop high standards in athletics and games activities. The annual residential visit provides pupils with

experiences of outdoor and adventurous activities. The range of extra-curricular activities is generally good. The school offers football, netball, tag rugby and dance for pupils in Key Stage 2.

181. The co-ordinator for the subject is enthusiastic, knowledgeable and committed. However, she has not had sufficient opportunity to monitor the quality of teaching and learning throughout the school. Her expertise is rooted in Key Stage 2, and there is a need to gain a better understanding of the quality of work in Key Stage 1 in order to form a rounded picture of standards throughout the school.
182. Areas for development:
- monitor pupils' standards and the quality of teaching and learning throughout the school, especially in Key Stage 1;
 - endeavour to improve outdoor facilities for athletics and games, so that pupils can reach their full potential in these two elements of physical education.

RELIGIOUS EDUCATION

183. Attainment at the end of both key stages is in line with expectations set out in the Locally Agreed Syllabus for religious education. Close links are made between the daily act of collective worship and lessons in religious education. The themes and discussions covered in lessons help pupils to learn more about their own and others' beliefs and values. Progress is good at both key stages. Pupils with special educational needs, and those with English as another language, are very well included in lessons and also make good progress.
184. By the end of Key Stage 1, pupils have learnt about stories from the Old Testament, such as Hannah giving birth to Samuel. They know that Samuel was in the temple and prayed to God. They have learnt about the jealousy of Joseph's brothers and Joseph's colourful coat. From the New Testament they know the parable of 'The Lost Sheep' and express what it would feel like to be lost. In Year 1, pupils were able to talk about the creation of the world: that God rested on the seventh day after He had 'made everything.' Pupils have discussed the meaning of 'belonging' and the importance of friends, with the composition of prayers to ask for God's help. The pupils have a reverential awareness of the power of God.
185. By the end of Key Stage 2, pupils have discussed many aspects of Christianity and have also studied Judaism and Islam. Pupils in Year 6 compare the Holy books of The Bible, The Koran and The Torah. Pupils have learnt about Solomon's wisdom from the Old Testament, and from the New Testament the parable of the foolish man who built his house on shifting sand. Many of the Old Testament stories and New Testament parables are dealt with, together with the miracles of Jesus. Christian festivals are very well celebrated, and those of other religions, when appropriate. Older pupils are very well aware of the gospels and the teaching of Jesus, and the significance of His life and death. They understand the meaning of prayer and know that Moslems pray many times a day. They have compared places of worship, such as a Church, Mosque and Synagogue. Higher-attaining pupils in a Year 4 lesson were able to distinguish between knowledge and power, though the lower-attainers found the abstract nature of the lesson content difficult to understand.
186. The quality of teaching was good overall at both key stages. One lesson observed at the end of Key Stage 2 was excellent. The teacher's careful explanations ensured very good understanding of the topics covered. Skilful questioning gained pupils' interest and an eagerness to give opinions. Teachers show a good understanding of the subject. Pupils are alert and willing to discuss points as they arise. Teachers plan well for the lessons and teach with confidence.
187. Management of religious education is undergoing change at present. All staff received appropriate training, prior to a change in the scheme of work a year ago. Books and artefacts are good, though underused at present. Assessment is ongoing but as yet, is not being used enough to plan the next steps in pupils' learning. Teachers are beginning to assess and level pupils' work for inclusion in a portfolio. Folders of good work are evident in some classes.
188. The school has ensured that the requirements for religious education are met. The action plans are appropriate. At present, written work is limited and sometimes unfinished, though oral work is good. Difficulties with storing resources have made access difficult, though a good collection of

books for religious education remains within reach in the library. Regular visitors to the school include leaders of local places of worship, who contribute to assemblies and to the teaching of religious education. So far, no visits have been made to the places of worship of any religion, other than Christianity, although the school has plans to address this.

189. Areas for development:

- make greater use of artefacts to develop pupils' knowledge and understanding;
- develop contacts with people from other religions and visit other places of worship;
- celebrate festivals from religions other than Christianity.