

INSPECTION REPORT

ASQUITH PRIMARY AND NURSERY SCHOOL

Mansfield, Nottinghamshire

LEA area: Nottinghamshire

Unique reference number: 132250

Headteacher: Mrs Anne Daffern

Reporting inspector: Mr Robert Robinson
21024

Dates of inspection: 16 - 19 September 2002

Inspection number: 248971

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Asquith Street Mansfield Nottinghamshire
Postcode:	NG18 3DG
Telephone number:	01623 454969
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Howson
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21024	Robert Robinson	Registered inspector	Information and communication technology Mathematics Religious education	What sort of school is it? How high are standards? a) The school's results and achievements What should the school do to improve further?
8922	Brenda McIntosh	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
25376	Lynn Alvy	Team inspector	Foundation stage Physical education Science	How good are the curricular and other opportunities offered to pupils?
17085	George Mitchell	Team inspector	Design and technology Geography History Music	
22380	Penny Parrish	Team inspector	Educational inclusion English as an additional language Special educational needs Art English	How well are pupils taught?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Asquith Primary and Nursery School opened in September 2001 following the reorganisation of schools in the local education authority. The school is an average-sized primary school for boys and girls aged 3-11 years; in September 2002 the first Year 6 class of pupils was formed. The school is situated close to the centre of Mansfield. A good proportion of pupils come from socially and economically disadvantaged areas. The school has 214 full-time pupils, made up of 98 boys and 116 girls. Sixty-seven children, 28 boys and 39 girls, attend the nursery each day either for the morning or afternoon session. Very few pupils are from minority ethnic backgrounds and no pupils are at an early stage of learning English as an additional language. Sixty-four pupils (26 per cent) have special educational needs and one pupil has a statement of special educational needs; these proportions are about average. Most of the pupils with special educational needs have mainly moderate learning or emotional and behavioural difficulties but some have multi-sensory impairment, physical difficulties and Asperger's syndrome. Children's attainment on entry to the nursery is below average. The percentage of pupils known to be eligible for free school meals is about 33 per cent which is above the national average. There has been a significant movement of pupils to and from the school and significant changes of staffing have occurred since the school opened.

HOW GOOD THE SCHOOL IS

Asquith Primary and Nursery School, within a year of opening, provides a sound education for its pupils because the leadership and management are very good. Standards by the end of Year 6 in this academic year are likely to be, overall, below the national average; however, standards throughout the school are improving rapidly. This is because the quality of teaching is good and pupils behave well and possess positive attitudes to work. The school provides satisfactory value for money.

What the school does well

- Children in the nursery and reception classes achieve well
- The quality of teaching is good throughout the school
- Pupils have good attitudes to their work and behave well
- The social and moral development of pupils is good
- The pastoral care of pupils is good
- The leadership and management of the headteacher, deputy headteacher and governors are very good

What could be improved

- Standards in English, mathematics and science
- The roles and responsibilities of co-ordinators in monitoring the quality of teaching and pupils' learning
- The monitoring of the progress of pupils with special educational needs

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

STANDARDS

- This is the first academic year that the school has pupils of the Year 6 age group. Standards by the end of Year 6 are likely to be well below average in English, below average in mathematics and science, and about average in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.
- Pupils' performance by the end of Year 2 is on course to be about average in speaking and listening, mathematics and science but well below average in writing, and below average in reading. In the national test in 2002 at the end of Year 2, a much lower than normally expected proportion of pupils achieved the level expected of their age in reading and writing, and no pupils achieved the higher level in writing. Pupils' standards in mathematics were better than those in reading and writing though still slightly lower overall than those normally expected. Nearly a quarter of pupils reached the higher levels in mathematics.
- Pupils' achievements since joining the new school in September 2001 are sound overall.
- Children in the nursery and reception classes make good progress and are likely to meet the expected standards in personal and social development, in communication language and literacy, in

mathematical development, in knowledge and understanding of the world, in physical development and in creative development.

- The school's targets for the proportion of pupils likely to achieve the level expected by the end of Year 6 are challenging but achievable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils have positive attitudes to school and their work, and are keen to learn. They are well motivated and enjoy coming to school. They are proud of their achievements.
Behaviour, in and out of classrooms	Good; pupils are well behaved in lessons, around school and when at play. They are friendly and welcoming to visitors.
Personal development and relationships	Good; pupils get on well with each other and the adults in school. They form good relationships with other pupils and staff, and take on responsibilities willingly.
Attendance	Satisfactory; the majority of pupils are keen to come to school and attend regularly. A small number of pupils often arrive late each day.

TEACHING AND LEARNING

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

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

Teaching and learning is good overall throughout the school, with a significant proportion of very good and occasionally excellent teaching. Teaching is strongest in the reception and Year 3 classes, and good in English, mathematics, history, information and communication technology, music, religious education and physical education throughout the school and in science in Years 3 to 6. The teaching of all other subjects is satisfactory. The skills of literacy and numeracy are taught well. The quality of teaching is improving rapidly; now that staffing problems have been resolved, pupils are making faster progress. The quality of teaching for pupils with special educational needs is satisfactory overall; however, pupils' learning varies according to the particular skills of the class teachers as the pupils' Individual Education Plans often do not provide sufficient detail.

Teachers expect pupils to work hard and behave well and they have good methods of organising lessons and very effective ways of managing pupils through good planning of lessons; as a consequence, pupils are industrious, are interested in their work, and behave well whether being directly supervised or working with partners. Teaching assistants provide good help particularly to lower attaining pupils. Learning resources are used to good effect and help to stimulate pupils' interest and enjoyment in learning; however, information and communications technology is not used sufficiently to assist pupils' learning in other subjects. The marking of pupils' work is satisfactory, though it varies from class to class; written comments rarely tell pupils how well they have achieved and how they can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Concerted team effort and hard work has produced a sound curriculum and well established national initiatives for literacy and numeracy. An effective curriculum for the children in the nursery and the reception classes ensures a successful start to school life.

Provision for pupils with special educational needs	Satisfactory on balance. Teachers and teaching assistants have a strong commitment to meet the pupils' needs; however, lack of clarity of short-term targets often limits progress.
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Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good moral and social development is reflected in the positive attitudes that the pupils already have to their work, their play and to each other. Spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Effective pastoral care of the pupils along with their health and safety is ensured by good welfare procedures. Pupils' academic progress is monitored well in English and mathematics but is not yet sufficiently developed in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of the leadership and management is very good. The headteacher is very decisive and gives a very firm steer to the work of the school. She is very ably supported by the deputy headteacher. A firm foundation has been established for the school for its future development. Much has been achieved over the year. Staff and governors are working very well together and there is a strong will to succeed.
How well the governors fulfil their responsibilities	The governing body is very effective and provides a clear direction to the work of the school. It carries out its statutory duties very well through a well-organised committee structure.
The school's evaluation of its performance	The priorities in the school development plan are most appropriate and effective in practice. Staff and governors are well aware of the strengths and areas for development.
The strategic use of resources	Financial planning is very good. The school is highly successful in attracting additional funds which are used very well for the benefit of the pupils. New teachers receive good guidance. The governors apply the principles of obtaining best value well.

The school has a sufficient number of staff that are well suited to meet the needs of the pupils. Teaching assistants give good help to the pupils but they are not always given sufficient information to help them to maximise the part they take in lessons. The accommodation is good and well cared for. Learning resources are plentiful and used well to assist teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The school works well with parents and they have a positive opinion of the school. The good relationships with parents have a positive effect on pupils' learning.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy school, behave well and make good progress because the teaching is good The school helps children to become more mature and responsible Children are expected to work hard The school works closely with parents who find staff approachable The school is led and managed effectively 	<ul style="list-style-type: none"> The amount of homework given The range of activities outside lessons is insufficient

The inspection confirms and agrees with the positive views of parents; however, the inspectors judge that extra-curricular activities are good and the amount of homework given is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. No pupils took the national tests at the end of Year 6 in 2002, as the current academic year is the first year in which the school has a class of Year 6 pupils. Standards of the present Year 6 are likely to be below average in mathematics and science. Pupils' performance in English is on course to be well below average as standards in reading and writing are well below average, and pupils' speaking and listening skills are below average. The overall below average performance of pupils reflects their low attainment on entry to Year 5 in Autumn 2001 and the effects of several changes of teachers last year in the newly established school.
2. The national data on the performance of pupils by the end of Year 2 in the national tests in 2002 was not published at the time of the inspection but the levels obtained by individual pupils at the school were available for reading, writing and mathematics. A much lower than normally expected proportion of pupils achieved the level expected of their age in reading and writing, and no pupils achieved the higher level in writing. Pupils' standards in mathematics were better than those in reading and writing though still slightly lower overall than those normally expected. Nearly a quarter of pupils reached the higher levels in mathematics.
3. The performance of this year's group of pupils in Year 2 is better than last year's. Standards are likely to be in line with the national average in speaking and listening, mathematics and science but below average in reading and well below average in writing. A higher proportion of pupils are on course to achieve the higher level than normally expected.
4. The progress made by most pupils with special educational needs over the past year is satisfactory, but progress varied from class to class, depending on the quality of the teaching. Those pupils now in Year 4 made very good progress due to skilful and well-targeted teaching; however, those pupils now in Year 6 made barely satisfactory progress because of unsettled staffing. Targets set for some pupils with special educational needs, within Individual Education Plans, tend to lack clarity, limiting the effectiveness of teaching plans and learning. Although the school has an average proportion of pupils with special educational needs, they are not spread evenly through the school. A high proportion of pupils in Year 6 have special education needs. This is likely to reduce significantly the school's average levels of attainment.
5. Children have a good start to their education in the nursery and reception classes because the teaching is good. As a result, children, relative to their below average level of attainment on entry to the nursery, achieve well in personal and social and emotional development, in communication, language and literacy, in mathematical development, in knowledge and understanding of the world, in physical development and in creative development; by the end of the reception year, the children are likely to meet the standards expected nationally in these areas of learning.
6. Pupils' achievement last year was satisfactory overall though it varied from class to class. Some groups of pupils made good progress because the teaching was good; however, in English, mainly because of staffing changes in Years 4 and 5, pupils' progress was barely satisfactory. Since the beginning of this academic year, the consistency of pupils' progress has improved because the quality of teaching is now good.
7. The opportunities to develop the skills of speaking and listening, and reading and writing, are good. Numeracy skills are practised soundly in most subjects.
8. Pupils' attainment in information and communication technology by the end of Years 2 and Year 6 is likely to be in line with national expectations and pupils' achievement is good; however, the use of information and communication technology to assist learning in other subjects is limited, particularly in numeracy and science lessons.
9. The school has set targets for the proportion of pupils who are predicted to achieve at least the expected level for their age in English and mathematics. The targets are challenging and are likely to be met.

Pupils' attitudes, values and personal development

10. Pupils' good behaviour and their positive attitudes to learning are a strength of the school. These good features create a friendly and harmonious community in which all pupils feel valued. Pupils respond well to the good values that are consistently promoted by the school. Pupils speak with enthusiasm about the school and their teachers and clearly like coming to school.
11. Children in the nursery and reception classes are well behaved and enjoy their time at school. At the start of the day, they enter the classrooms confidently leaving their parents easily and showing few anxieties. They have very good relationships with their teachers that help them settle quickly and happily into the routines of the day. The children know where things are kept and get out what they need. The children are settled because of the lively, stimulating activities and the good support from adults. The children in the reception class listen carefully as 'Mickey the Monkey' counts and eagerly point out his mistakes. They are so engrossed in the activity that they quickly learn to count on to ten. The children co-operate well in groups or pairs and are often seen supporting each other; for example, when making the 'Big Bad Wolf's House', one child took the lead and helped the other to talk about the story. The nursery children enjoy taking part in reading activities by taking roles using stick puppets. At the end of lessons, they show good independence in tidying things away. They do this without being told and with a minimum of fuss.
12. All infant and junior pupils, including those with special educational needs, have positive attitudes and have developed good work habits. Girls and boys enjoy coming to school and, when asked what they like about school, they say that they like 'working'. They agree that they are expected to work much harder in the new school. Pupils of all abilities concentrate well, try their best to please their teachers and other staff and enjoy succeeding. They like to have their good work displayed because they say it is their chance to show everyone else how well they are working and this makes them feel proud. Pupils ask and answer questions eagerly showing a great deal of interest whatever the focus of the lesson. In a Year 2 science lesson, the pupils were very interested and curious as the teacher showed them what happens to a candle left in the sun. Pupils listen well to each other and make good contributions to discussion. In a history lesson, Year 2 pupils offered good sensible suggestions about why they thought the kitchen utensils were from the past or present. Pupils' interest and involvement in the additional activities provided are good and they speak enthusiastically about the opportunities on offer at the school.
13. Pupils' behaviour throughout the school day is good. Parents are happy about the standard of behaviour in school. In lessons, pupils behave well because they enjoy their work and want to succeed. Pupils respond well to the school's high expectations of their behaviour and have a good understanding of what is expected of them. They appreciate that their behaviour affects others and try hard to reflect the high levels of respect that the staff show to them throughout the school. They say that the worst thing about school is getting 'told off' for doing something wrong and it makes them 'feel bad inside'. Movement to and from lessons is quiet, generally considerate and orderly. They have a tendency to rush through doorways rather than stand back for each other or for adults. At lunchtimes, pupils' behaviour is good and many join in the games organised by the lunchtime supervisors and good use is made of the all-weather sport area. Pupils feel that they behave well and their only criticism is that sometimes the older boys are rather rough when playing football at break times.
14. The pupils' personal development is good and arises from the many varied opportunities provided by the school. The good relationships pupils have with each other and their teachers create a very positive working environment. This ensures there is an effective balance between pupils being able to ask for help when it is needed and being able to attempt a challenging task without fear of getting a wrong answer. They show good levels of co-operation in group, class activities. Members of staff take every opportunity to boost pupils' confidence and raise their self-esteem by valuing and celebrating their individual efforts and achievements. Pupils say that receiving rewards makes them 'feel good inside'. Pupils of all ages take turns to have responsibilities in the classroom and they carry out their duties diligently. They are open and friendly and enjoy chatting to adults about themselves, their work and their school. Pupils understand that the newly formed school council is for discussing children's rights and sharing sensible ideas that will help make the school an even better place and is not a means of asking for treats. Pupils speak with empathy about the importance of making friends and asking others to play so that they do not feel unhappy or lonely. Pupils with special educational needs are fully integrated into the life of the school.

15. Pupils' attendance is satisfactory. The school is aware that attendance will need to improve further to meet the targets set by the local education authority. The majority of pupils are keen to come to school and attend well. A small number of families, some of which have two or more children at the school, seem to have little regard for the impact that irregular attendance and late arrival has on their children's education. The school also has a number of families who leave the area suddenly without informing the school where their children will be moving to. The school, rightly, keeps registering the children as absent without authorisation until they can be traced.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall throughout the school and improving rapidly. Samples of previous work from the older pupils indicate that the quality of teaching was weak and inconsistent over the past year in the classes where there were persistent staffing problems. These problems are now successfully resolved. Effective new members of staff have been appointed to teach these classes and a competent team of teachers now staffs the school.
17. The quality of teaching in the nursery and the reception classes is good overall. Very good teaching in the reception class extends the good start particularly in personal, social and emotional development that the children have experienced in the nursery. In the reception class, rigorously planned exciting activities supported by good quality interesting resources, invite curiosity and promote communication and independence. The teaching of literacy and numeracy is strong because individual and group targets are set as a result of careful observation of children's progress in each area of learning when children start in the nursery. This is continued in the reception class where painstaking assessment of children's achievement provides good information to judge progress and to plan further lessons.
18. Planning for lessons is good and this is a key feature of the success of the teaching and learning. Teachers are clear about what is to be taught and most share the lesson's objectives with pupils, enabling them to focus their attention clearly on the task in hand. In very good lessons, the objectives are used very well during and at the end of lessons, keeping pupils' learning very well focused and helping both teachers and pupils to review the success of lessons as they proceed. The marking of pupils' work in most classes does not focus sufficiently on the learning objectives set by the teachers. In classes where marking is very effectively used, such as in Year 3, the pupils' learning progresses extremely well.
19. Teaching assistants are generally well deployed and supplement teachers' work well. Planning, however, is not always extended to include a clear indication of the role of teaching assistants and plans are not always shared sufficiently in advance to help them to maximise the help they can provide for pupils; in such lessons, teaching assistants tend to service the pupils' practical needs rather than providing a clear lead for further learning. In lessons where teaching assistants play a full part, their help is invaluable and results in at least good progress, especially for lower attaining pupils. This was evident in an English lesson in Year 5, where a teaching assistant helped pupils who were finding learning difficult to increase their independence, confidence and, eventually, their expectations for their own work.
20. The basic skills within each subject are generally taught well; for example, there is a very clear programme for teaching spelling throughout the school and pupils benefit from the cohesive and sequential plans. Pupils are challenged at a suitable level for their needs and classes are split regularly between different spelling groups to allow this to happen. The excellent facilities for information and communication technology mean that teachers are able to teach these skills well. Literacy skills are taught well not only within English lessons but also through the good use of opportunities that exist within other lessons, such as history and religious education. This means that pupils have a wealth of opportunity to improve their reading, writing and speaking and listening skills. Numeracy skills are included in other lessons satisfactorily. Limited use is made of information and communication technology to assist learning in other subjects.
21. Teachers generally focus their questions well to enable learning to proceed smoothly and to establish a thorough understanding. Questions are linked well to learning objectives and the learning needs of individual pupils. Good relationships are established between staff and pupils and

this means that learning takes place in an atmosphere of friendliness and co-operation. Pupils feel confident and answer questions and venture suggestions, safe in the knowledge that their teacher will use their contribution sensitively. Teachers manage the pupils very well; behaviour in lessons is good and pupils are able to concentrate well on the task in hand.

22. The teachers' knowledge and understanding of what they are teaching is generally good. Lessons are well balanced, with a clear introduction, sufficient class work to teach the main skills of the lesson and as much time as possible for pupils to practise and develop their learning. A good range of interesting tasks is planned to enable pupils to learn in a variety of ways. Drama, for example, was used very successfully to support the pupils in Year 1 as they extended their understanding of the characters in the story of 'Rama and Sita' in their religious education lesson. Occasionally, resources are insufficient, such as when copies of the work of other artists were limited in an art and design lesson, and sometimes the size of texts or pictures presented to the whole class is too small to allow the full involvement of all the pupils in the teaching and learning.
23. The quality of teaching and learning for pupils with special educational needs is satisfactory overall, varying according to the particular skills of the class teachers. Individual Education Plans are generally insufficiently detailed to provide a clear plan for teaching action. Short-term targets set are not always sufficiently specific to provide a clear learning programme and teaching methods are often not clearly specified. This reduces their effectiveness significantly. The good relationships in school, however, support these pupils well, although pupils in Years 5 and 6 with special educational needs are still building confidence in staff after the unsettled situation in their classes last year. The arrangements for teaching pupils in classes according to their level of attainment in mathematics and spelling ensure that the pace of work is adapted well to enable pupils with special educational needs to learn successfully. Instructions to the class are always clearly given and teachers show patience and understanding in helping pupils who need additional assistance. Those with behaviour difficulties are managed well within lessons and do not disrupt significantly the learning of other pupils.
24. Homework is used satisfactorily to support class work. It helps to develop reading skills, in particular, but also supports spelling, numeracy and, occasionally, work in other subjects. The pupils who choose to attend the after-school clubs benefit significantly from the additional opportunities to extend their learning.

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

25. The curriculum provided by the school is satisfactory and meets statutory requirements. It is enriched by a good range of extra-curricular activities such as gymnastics, art, music, computing and games. The national strategies for literacy and numeracy are effectively planned and taught.
26. The curriculum for the children in the nursery and reception classes is suitably based on the national guidance. Each area of learning is carefully planned by the teachers to provide interesting and purposeful activities both indoors and outdoors. The teachers and teaching assistants work closely together to ensure that activities provided in the nursery are built on progressively in the reception class.
27. The school has prioritised the teaching of English and mathematics and this is reflected in the higher allocation of time given to planning lessons and teaching these subjects. Because the school needed to raise pupils' aspirations rapidly in order to improve standards, the decision was taken to allocate a significant amount of time for pupils' personal development. Therefore a comprehensive programme was planned to sit alongside the thorough implementation of the national strategies for literacy and numeracy and the setting of targets. As more time is weighted towards these important areas, the school has sensibly taken the decision to broaden the curriculum in other ways; for example, to include writing in other subjects, such as history, or exploiting links to science, as in a Year 3 geography lesson where pupils compared man-made and natural features of contrasting localities. In Year 4, pupils combine skills in art and design and geography to produce a carefully crafted wall hanging inspired by work they had completed about Africa. In the same way, pupils are beginning to use their skills in information and communication technology and numeracy across other subjects of the curriculum and this maximises the use of time.

28. The provision for the pupils with special educational needs is satisfactory, overall, due to the commitment of class teachers in meeting their needs. The teachers identify concerns early and produce Individual Education Plans which generally help to focus the teaching and learning for these pupils, although not yet being fully in line with recent national guidance. Short-term targets lack clarity and this limits the effectiveness of the work of teachers and support staff. Teaching assistants help pupils to meet their targets within lessons, usually working with the pupils in small groups. For pupils with emotional and behavioural problems, teachers and teaching assistants provide patient and persistent help and guidance.
29. The provision for pupils' personal, social and health education is good. The current policy provides a clear and succinct framework that ensures it is taught progressively through the school. Whilst it is taught as a separate subject, the topics planned within each year group and at each stage encompass the broader aspect of pupils' citizenship. It includes teaching about the misuse of drugs, sex education and sensitive issues such as racism and prejudice.
30. Pupils' learning is well supported by a suitably planned range of educational visits. Links with the community are growing. Successful ventures, such as computer classes already provide effective support for both parents and pupils' so that learning is extended outside school time. Joint activities, such as drama and physical education, are already planned with the local secondary school. The advanced skills teacher in the reception class has close links with a local primary school and provides effective support for teachers who work with the youngest children.
31. The provision for pupils' spiritual, moral, social and cultural development is good overall. There are particular strengths evident in their moral and social development arising from the careful planning for the rapid development of consistently good behaviour.
32. Spiritual development is satisfactory overall and particular strengths lie in the development of pupils' care and respect for themselves and others. These are effectively planned; for instance, in Year 4, where pupils helped each other to evaluate and set personal targets for development. The school works hard to develop a climate within which all pupils can grow and flourish, be respected and learn to respect others; for example, the recent provision and election of a school council meant that pupils had to think about the qualities that would make them a good council representative. A culture of display of pupils' work, for example, celebrates effort and pride in achievement. In contrast, opportunities are missed in assemblies to deepen pupils' development of their own spirituality through the use of questions, music, quiet reflection and prayer.
33. There is good provision for pupils' moral and social development. The school has quickly established a clear moral code as a basis for behaviour; for instance, the school's five 'Golden Rules' provide an effective structure for helping pupils to become responsible members of the school community. Older pupils were proud that they had helped to devise these rules and could talk sensibly about why they were important and how the older children must set a good example to the younger pupils; as a result, the school is a friendly and orderly community. Teachers expect a high standard of behaviour and help each pupil to consider the consequences of their thoughts and actions on others. The current programmes for personal, social and health education, citizenship and the establishment of the school council also support this successfully.
34. There is satisfactory provision for the pupils' cultural development. Careful thought has been given to the importance of visits, visitors and events to provide opportunities for pupils to explore their own culture and that of others. Work in geography helped Year 4 pupils to consider their local area and contrast it with life in an African village. Pupils study the major world faiths, such as Hinduism, during religious education lessons. They also visit the local church to learn more about places of worship. Plans to encourage pupils' cultural understanding as they progress through school are in place as part of the comprehensively planned personal, social and health education programme.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school is a welcoming, friendly place where pupils are well cared for and valued. Pupils say they feel safe in school and are able to ask their teachers for help or talk to them if they are upset

or worried about something. They are confident that if they have an accident in school an adult will look after them.

36. The school has an appropriate policy for health and safety and the management of this is good. The headteacher and governors carry out safety inspections of the premises noting any areas of concern. The site manager deals promptly with any hazards found and records the action taken. The governors and staff have been vigilant in ensuring pupils' safety during the recent building work and have carried out appropriate risk assessments. The arrangements for child protection are good and all members of staff are aware of the procedures to follow if they have any concerns about the pupils in their care. The headteacher is the person responsible for child protection and has received appropriate training. The school records accidents to pupils and informs parents about injuries to their children.
37. Procedures for monitoring and assisting pupils' personal development are good. Members of staff build very good relationships with their pupils that enable them to gain in self-confidence so that they can learn effectively. A good programme of personal, social and health education is taught within lessons. Pupils have opportunities to talk about themselves, share their concerns with others and set their own personal development targets. The school recognises and rewards individual achievements and successes and these are celebrated through a weekly assembly. The older pupils feel that the school is preparing them well for their next stage of learning. The introduction of well-planned pre-school initiatives ensures that each family is prepared for their children to start at the nursery.
38. There are very effective strategies for promoting good behaviour. The successful use of these procedures creates an orderly community where pupils learn with very little disturbance. The teachers and other staff expect high standards of behaviour in and out of the classrooms. In lessons, the teachers maintain good discipline in a calm, effective manner and the pupils respond well to praise and encouragement. Members of the midday supervisory staff maintain good order at lunchtime and provide effective help in the playground. This has a positive effect on pupils' behaviour and safety. All members of staff are consistent in the way they resolve conflicts giving pupils the opportunity to consider their own actions and talk about why they think their behaviour is inappropriate. The pupils are quick to confirm that there is no bullying in school. The inclusion of pupils with severe behavioural and emotional difficulties is successful because parents and support agencies are involved from an early stage. The school has had no cause to exclude any pupils during the past year.
39. The monitoring and promoting of attendance are good and the current strategies are beginning to work. The school actively encourages attendance by ensuring that pupils enjoy coming to school. Registers are regularly checked and any unexplained absences are pursued rigorously. Parents are made aware of the importance of regular and prompt attendance and rewards are used effectively to impress the same on pupils. The good monitoring arrangements give staff an early warning of any potential problems. The school works closely with an educational welfare officer when needed.
40. Reviews of the progress of pupils with special educational needs, who are not receiving specialist support, lack rigour and the process is overseen insufficiently by the special educational needs co-ordinator. This leads to inconsistencies through the school. The school provides extra opportunities, such as through additional literacy programmes, and has recently introduced an assessment system in order to help teachers to identify specific needs.
41. The school has made a sound start in setting up a system for assessing pupils' attainment and checking the progress that they make. When the new school opened a year ago, there was very little assessment information held for the pupils and no historic standardised data available for analysis. The school's first priority was rightly to develop a system for assessing the pupils' attainment and progress in English and mathematics. The infant and junior pupils were tested at regular intervals throughout the year and their performance analysed to identify areas needing improvement. A promising start has been made in developing a tracking system to check the progress pupils make towards their targets. Most pupils who are not achieving as well as they should be are provided with additional help. This is mainly through the school's intensive additional literacy programmes where there have been improvements in the achievements of the targeted pupils. The school is not yet checking the progress made by different groups of children. There

has been a comprehensive review of the progress pupils have made over the year. One thing that emerged is that some teachers set more challenging targets than others. In some lessons, teachers make good efforts to involve pupils in the assessment of their own learning. There are some good sessions at the end of lessons when pupils discuss their work and assess how well they have done. Targets set for the next steps of learning are included helpfully in the pupils' end of year reports. However, pupils are not making any reference to them or making full use of the writing leaflets and targets which were sent home at the end of the summer term.

42. The school has not yet had time to develop procedures for assessing pupils' attainment and progress in subjects other than English and mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The number of parents' questionnaires returned to the school was quite low and, therefore, does not give a full representation of parents' views of the school. Nevertheless, those returned indicate a good level of satisfaction for the work done by the school. Parents firmly agree that the school is well led and managed, the teaching is good and their children like coming to school. They acknowledge that members of staff have worked very hard over the last year organising the school and improving the buildings. The inspectors agree with these positive comments. Two areas of concern emerged from parents' responses, which are the amount of homework their children receive and the opportunities for activities outside lessons. The inspection findings are that the amount of homework given is satisfactory. The quality and range of extra-curricular provision is good, which is a credit to the staff considering that there has been so much work to do during the past year in setting up a new school. At the meeting with parents before the inspection, it soon became apparent that they find it hard to fully appreciate that this is a new school and not just an amalgamation of the two schools that shared the same site. Some parents are concerned about the number of staffing changes that have affected their children's education. The position at the time of the inspection is that the staffing situation for their children is now more stable.
44. The school effectively promotes links with parents by providing them with a good range of information about the school and the progress their children make. Day-to-day communications are well presented and written in a friendly way. The general newsletters keep parents well informed about the school's daily life and forthcoming events. The annual reports on pupils' progress are of good quality and provide a detailed analysis of their achievements. They point out pupils' strengths and weaknesses and indicate targets for improvement. Teachers invite parents to discuss their children's progress three times a year. The school holds various events to help parents understand what their children are learning at school. The workshop to explain target setting and how writing is assessed was a great success and many parents attended. Parents receive useful leaflets on writing which include their child's next targets and ideas for them to support their child at home.
45. Relationships between the school and parents are good. Even before the school was open, parents were consulted about the aims, school rules and the colours of the uniform. This established the foundations of a partnership between home and school which has continued to flourish. The school is keen to involve parents in their child's learning from a very early stage. The 'Sure Start' initiative and the provision of a Mother and Toddler group in the school are particularly helpful in developing partnership with parents, fostering parenting skills and preparing the children for the nursery. There is an open invitation for all parents to help in school and organise fund-raising events, because the headteacher does not wish to see anyone threatened or put off by formal committees. A very good number of parents and volunteers regularly help in school; for example, they listen to children read and escort them to the swimming pool. A large number of parents are involved with school through the adult education classes. Many parents attend courses to develop computer skills which enable them to help in school and earn qualifications. Some parents readily assist their child when work is sent home but this varies within and between classes. Parents of pupils with special educational needs are invited to review meetings but not all attend. The Individual Educational Plans do not always specify parental involvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The quality of the leadership and management provided by the headteacher, deputy headteacher and governors is very good. The headteacher is very decisive and gives a firm steer to the work of the school. She is ably supported by the deputy headteacher and together they have established a very effective working partnership. They have complementary skills and share the same ambitions to see the school succeed for the benefit of the pupils.
47. During the past year there has been a great deal to do at the school. The main priority for the senior management team has been the efficient organisation of the school to establish a firm foundation for its future development. During this period, the leadership and management have effectively addressed staffing, building and resourcing issues. This has been achieved with a great deal of skill and determination. Considering that the school has been open for such a short time, much has been achieved. It is operating very well and many systems are already in place. This success is largely due to the hard work and the strong team spirit amongst the staff and governors.

There is still a lot to do but the school could not have been expected to achieve more than it has done. Staff and governors have the same vision, to see rising standards and continually improving provision. The priorities identified for the school's development are most appropriate; for example, the attention given to developing the school's aims and values has resulted in creating a caring and purposeful environment and very good relationships have been established throughout the school. The behaviour of pupils was considered rightly to be central to the learning process and the school's high expectations were made clear right from the start.

48. The headteacher and deputy headteacher have made a good start in setting up systems for collecting and collating data on pupils' progress and attainment. The school is not yet in a position to be able to compare its performance against other schools. A good review of the school's progress so far has been carried out and the priorities for future development have been determined. The senior managers know that standards have to improve and the priorities in the draft school development plan firmly focus on raising pupils' academic achievements.
49. Much of the headteacher's time has been taken up with teaching, because of staffing difficulties. She recognises that, although some effective monitoring of teaching has taken place, particularly in literacy lessons, this needs to be extended to other subjects and into all aspects of class teaching to provide a clear picture of the education the school is providing. As a result of monitoring, the school has identified areas for improvement to ensure the quality of teaching is consistent throughout school. These areas include improving the pace of teaching and extending the subject knowledge of teachers. Very good use has been made of the literacy and numeracy consultants from the local education authority for training support and advice. The principles of performance management are firmly established and the policy is implemented fully. Performance management has helped the class teachers in examining their own practice. Throughout the year the governors have kept carefully to the times set for reviewing the progress being made towards the headteacher's performance targets.
50. Because of the inevitable teething problems in setting up a new school with newly appointed staff, there is some variation in the effectiveness of the coordination of subjects. There has appropriately been a focus on literacy and numeracy. The senior management team has taken a short-term view to ensure that all subjects are up and running in the curriculum and that teachers have the resources they need in lessons. Many co-ordinators have not yet been involved in observing lessons or checking pupils' attainment and progress in their subjects. The reception teacher, in conjunction with the headteacher, is effectively managing the nursery and reception classes whilst the nursery teacher is absent.
51. The management of special educational needs is satisfactory. The policy for special educational needs has been reviewed to meet the requirements of the new Code of Practice which is being implemented. However, the teacher with responsibility for this aspect of the school's work is not fully co-ordinating the support that pupils receive and is not involved sufficiently in checking the progress that they make.
52. The governing body is very effective. This represents a tremendous achievement in such a short time. It carries out its statutory duties very well through a committee structure. Most governors regularly visit the school and have particular links to subjects of the curriculum. Governors are well informed of the work of the school by detailed reports from the headteacher. This helps the governing body monitor how successful the school is in achieving its objectives. The governors have played a very significant part in helping shape the direction of the school in selecting high quality staff to form a strong senior management team. Governors have a good understanding of the strengths of the school and recognise that standards have to be improved but they are not aware of the weaknesses in the provision for special educational needs. Staff and governors are working very well together and have a very good capacity to succeed.
53. Financial planning and management are very good. The governors' finance committee, the headteacher and members of the senior staff work in close collaboration to ensure that available finances are used to maximum effect. Spending decisions are very well linked to agreed priorities for improvement and for the benefit of the pupils. Grants received are used very well for the purposes which they were provided. The school has been highly successful in attracting additional funds which have played a significant part in the development of the school; for example, funding received through the Neighbourhood Renewal initiative has subsidised the refurbishment of the infant

hall and library. There are systems in place to ensure that the spending of the additional grants is used appropriately for its intended purpose. The school ensures the principles of best value are applied in the interests of all the pupils. Senior staff and governors are fully aware of the need to spend money wisely and look closely at different options before purchases are made or work is given to a contractor. There is no historic performance data to judge how well the school is performing against other schools. The school is comparing attendance levels with other schools in the local education authority and is aware that further improvements are required to meet its targets. Parents, pupils, staff and governors are consulted whenever appropriate; for example, their views were considered when deciding the school's aims and the colours for the school uniform.

54. Systems for financial administration are unobtrusive, efficient and responsive to the needs of the school. Finances are maintained very efficiently and routine procedures are well established. The office manager provides regular and up-to-date information to the governing body. The few recommendations from the recent audit report have been addressed in full. The administrative staff work very well together ensuring that the school is well organised and functions smoothly. The school uses information and communication technology well to support administration and the management of the school.
55. Changes to the buildings and increases in staffing have contributed much to the focus of the school's work during the past year. The staff and governors have worked very hard to provide good quality accommodation for the pupils and to increase the number of resources. The pupils say they like the new school and the bright environment makes it feel a better place for learning. The school has a good number of teachers and support staff to meet the demands of the curriculum. New members of staff are assisted well and both infant and junior members of staff are cooperating well as a unit even though they teach in separate buildings. All members of staff are keen to do the best they can for the pupils that they are working with. Teaching assistants give good help to the children but they do not always possess sufficient information to help them to maximise the part they can take in the lesson. The school has secured funding to carry on improving the building and grounds, for example, a new school hall and an outdoor play area are planned. The information and communication technology suite is accessible to all pupils, and is an excellent resource for the school.
56. The school has accomplished much in its first year due to the very good quality of the leadership and management of the school. Parents rightly agree that the school is very well led and managed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The headteacher, staff and governors should take the following action:
- improve standards in English, mathematics and science (*Paragraphs 1, 2, 3, 4, 55, 67, 68, 70, 71, 72, 74 79 and 88*)
 - extend the roles and responsibilities of the subject co-ordinators and the special educational needs co-ordinator to include the monitoring of teaching and pupils' learning (*Paragraphs 4, 23, 28, 40, 49, 50, 51, 68, 87, 98, 103, 106, 113, 118, 124 and 128*)
 - improve the quality and consistency of Individual Education Plans for pupils with special educational needs and monitor progress towards their targets (*Paragraphs 4, 28, 45 and 68*)

The following less important areas for development should be included in the action plan:

- provision of more planned opportunities to use information and communication technology to support learning in other subjects (*Paragraphs 8, 20, 86, 102, 105, 112, 118 and 122*)
- development of assessment procedures for all subjects (*Paragraphs 42, 50, 93, 103, 106, 113, 118, 124 and 128*)
- implementation of the policy for the marking of pupils' work (*Paragraphs 18, 86, 92 and 93*)

- ensuring teaching assistants have clear information to help them to maximise the part they take in lessons (*Paragraphs 19, 81, 85 and 115*)

**Staff and governors have already identified these areas for development*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	22	25	19	0	0	0
Percentage	2	33	37	28	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)	33	214
Number of full-time pupils known to be eligible for free school meals	0	71

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	3	60

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	N/A
National comparative data	5.6

Unauthorised absence

	%
School data	N/A
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year		Year	Boys	Girls	Total
		2002	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	5	12
	Girls	8	9	12
	Total	15	14	24
Percentage of pupils at NC level 2 or above	School	58 (N/A)	54 (N/A)	92 (N/A)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	10	1	14
	Total	20	22	25
Percentage of pupils at NC level 2 or above	School	77(N/A)	84 (N/A)	96 (N/A)
	National	85 (85)	89 (89)	89 (89)

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

N/A – there are no figures for the school for 2001 because it did not open until September of that year

The table for the attainment at the end of Year 6 has not been included as this is the first academic year that the school has contained a group of Year 6 pupils.

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
191	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
6	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)	10
Number of pupils per qualified teacher	21.4
Average class size	23.8

Education support staff: YR – Y5

Total number of education support staff	9
Total aggregate hours worked per week	74

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34
Total number of education support staff	4
Total aggregate hours worked per week	93
Number of pupils per FTE adult	6.8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	*
	*
Total income	*
Total expenditure	*
Expenditure per pupil	*
Balance brought forward from previous year	*
Balance carried forward to next year	*

* Information is not given as the school has not completed a full financial year

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

242

Number of questionnaires returned

37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	0	0	3
My child is making good progress in school.	54	41	3	0	3
Behaviour in the school is good.	43	51	5	0	0
My child gets the right amount of work to do at home.	32	49	8	11	0
The teaching is good.	54	43	3	0	0
I am kept well informed about how my child is getting on.	54	32	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	35	3	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	54	35	8	0	3
The school is well led and managed.	43	46	8	0	3
The school is helping my child become mature and responsible.	41	57	3	0	0
The school provides an interesting range of activities outside lessons.	27	38	16	5	14

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

Personal, social and emotional development

58. The quality of teaching is good overall with examples of very good teaching in the reception class. As a result, the children achieve well and by the end of the reception year are on course to attain standards that are expected nationally. Despite being new entrants to the nursery, children were settling down quickly thanks to the sensitive support of the teacher and the teaching assistants. Other older children were learning how to co-operate as they played a computer game, and others take turns in riding tricycles or while playing a game of hopscotch. In each case, the class assistant needed to help the children to co-operate, take turns and join in. By the time they enter the reception class, most are ready to listen for longer periods of time, such as during assembly or introductions to lessons. In the reception class, the teacher skilfully reinforces and extends the children's listening skills without spoiling the excitement and interest in the tasks. As a result, the children listen quietly and attentively to instructions, move purposefully and eagerly to group activities and, generally, get down to work swiftly. When a small dispute arose over sharing resources, the teacher quickly dispelled this by clear but firm explanations about the importance of sharing.
59. Both teachers and teaching assistants have high expectations of children's good behaviour, respect for each other and co-operation with one another. In the reception class, specifically planned activities, such as the 'parachute game', help children to think about how their actions affect others. In another lesson, the teacher helped the children to celebrate friendship as each child introduced a friend and then asked them reflect on the importance of helping each other. As a result, the children begin to respond well to each other and to other adults around the school.

Communication, language and literacy.

60. By the end of the reception year, the attainment of most children is at the level normally expected and they achieve well. The quality of teaching is good overall with very good teaching in the reception class. Children in the nursery often need extra assistance with communication and so they are taught in small groups and helped by the teacher or the teaching assistants to take turns in talking; for instance, about an activity, or singing simple songs and rhymes. Staff patiently listen to children who have problems with speech and spend time talking to them. This encourages them to have the confidence to speak; for instance, a small group of children played happily together with a fishing game and enjoyed chanting a rhyme with the teaching assistant's help, another assistant encouraged a child to write a letter the 'Three Bears', while another helped a group to play various characters from the story of the 'Three Little Pigs'. In an outdoor session, two children shared books well with an adult and as she moved to support other children they continued to sustain their interest and concentration.
61. By the time they enter the reception class, many children are building on the skills learned in the nursery. Most are ready to listen for longer periods of time; their progress in recognising and saying initial sounds of letters, for example, is good as they are taught well. The reception teacher provides a lively and exciting classroom where reading, writing, speaking and listening all feature highly. Children are eager to come and write, to listen to a story using the tape machine or to read a book, because resources are imaginative and well presented. By the time they move into Year 1, most pupils are writing their names, and higher and average attainers are making good attempts to write simple words correctly. A good range of possible opportunities to stimulate writing, such as making simple books, writing lists or letters and postcards are attractively displayed with many written labels and prompts to encourage the children to become readers and writers. The use of imaginative role-play, well-established routines and carefully planned self-chosen activities both indoors and outdoors support language development. Careful observation and assessment of children's needs enable the teacher and the teaching assistant to deepen children's knowledge and understanding so that they achieve well.

Mathematical development

62. By the end of the reception year, children reach standards that are normally expected for their age and they achieve well. Teaching is good overall, with examples of very good teaching in the reception class. Teachers' planning effectively provides a range of mathematical opportunities for children in the reception class that build effectively on their earlier experiences in the nursery. Intervention in play by a teaching assistant in the nursery for example, during a hopscotch game outdoors meant that the children extended their understanding of counting, sequencing and identifying numbers to five. An attractive number corner invited children to come and count to three and, nearby, an older child played a fishing game and explained proudly, 'I have caught four fish'. Children are actively engaged in a wide range of activities and are helped well by staff to develop mathematical vocabulary through stories, songs, games and imaginative play.
63. By the time they transfer to the reception class, most children are confident to join in with mathematical activities, such as counting to five and beyond. The teacher's good subject knowledge and the provision of suitably challenging tasks ensures good achievement. During a numeracy session the children are engrossed because the teacher skilfully uses a puppet to engage the children's co-operation and interest. They listen carefully as 'Micky the Monkey' counts and confidently pointed out his mistakes explaining to him that he can use the number line provided to find the correct answer. The children are so engrossed and responsive that they quickly learn how to count to ten. Self-chosen activities are linked carefully to mathematical development, such as counting games on the computer, practising writing or painting numbers and playing a rocket number game. Suitably chosen reading books have a number theme and other activities are closed for the session so that the children are focussed specifically on purposeful mathematical thinking. Other well-planned and organised lessons include opportunities to extend and challenge children's mathematical thinking so that, by the time they enter Year 1, average and higher attaining children can collect and record simple data, name basic shapes and complete some simple addition sums well.

Knowledge and understanding of the world

64. Most children are on course to meet the national expectations by the end of the reception class, and they achieve well. The quality of teaching is good overall because the nursery and reception class teachers work closely together to plan interesting topics that develop and extend experiences across a range of subjects, such as information and communication technology, science and geography. Children in the nursery, with support from a visiting adult learned to manipulate and control the 'mouse' on the computer to make colourful marks. In the reception class, two children independently used the mouse pointer with confidence and dexterity to count ten apples and move a little man up and down ladders until he reached the correct number. The children begin to develop an understanding of the world around them by taking part in visits in the community. Literacy skills are developed well during these activities as the teacher takes care to use appropriate language and to use carefully framed questions to help children to practise new vocabulary.

Physical development

65. Children achieve well in physical development and most attain the expected level by the end of the reception class. The quality of teaching is good overall with some very good teaching taking place in the reception class. Because the teachers plan together effectively to provide a suitable range of opportunities both indoors and outdoors, children's physical skills are developed, consolidated and extended systematically. The teachers and teaching assistants manage the children very well, helping them to develop control over their bodies so that they persevere and learn from their mistakes, so developing confidence and self-esteem. In the reception class, the teacher extended opportunities for more refined and controlled movements during a physical education lesson. Because of the good start they have had in the nursery and the teacher's skilful and clear communication of learning objectives, the children enjoyed practising how to move safely around the room. With the teacher's support they applied physical and creative effort to think of different ways to move; for instance, slithering like a snake or moving slowly like an elephant. Most of the children try very hard to follow instructions, for example, using all the room to 'warm up', moving quickly or slowly and stopping on command. A very challenging lesson was thoroughly enjoyed by all the children because the teacher assessed their performance constantly and supported children where necessary so that all had every opportunity to succeed.

Creative development

66. The quality of teaching in the nursery and the reception class is good overall. Very good teaching in the reception class helps children to build on their experiences and develop their own ideas and express their creativity. They achieve well and most are on target to attain the national expected standards by the end of the reception year. In the nursery, the staff help, guide and encourage children sensitively to experiment with a range of materials and activities, including taking part in role play and creating music. Well structured planning provides opportunities both indoors and outdoors to experiment with materials and ideas; for instance, a teaching assistant talked quietly to individual children, helping them to choose suitable materials to decorate a mask and another encouraged a child with speech problems to 'play' a part and retell the story of 'The Three Little Pigs'. In the reception class, these skills are extended during role-play as children 'wait for the doctor'; make props for the Trolls' House and act out the story, or extend their experience of materials used in three-dimensional art during a visit to a sculpture garden. In the nursery, a good balance of adult support, as well as opportunities to think and learn for themselves means that by the time children enter the reception class, they choose painting materials sensibly and handle equipment with care. The paintings of higher attaining children showed increasing detail and a good representation of characters in a story. In the reception class, sensitive intervention by the teacher helped children to increase their musical skills in singing or learning how to make 'quiet sounds'. Most children enjoy the music and try hard to join in with the actions and songs so that, by the time they enter Year 1, they sing confidently and know a number of songs and rhymes by heart.

ENGLISH

67. Standards for pupils just starting in the Year 6 class are well below what is usual for the age group. There is a high proportion of pupils with special educational needs and only about half of the pupils in the class are on course to reach the nationally expected levels of attainment by the end of Year 6. For the pupils in Year 2, standards have improved over the past year but remain below average overall. About three-quarters of the pupils are likely to reach the expected level for reading by the end of Year 2 but fewer are on course to reach the expected levels in writing.
68. Pupils' achievement is satisfactory overall but the pace of learning has been inconsistent through the school over the past year. Due to improvements in teaching, learning is now progressing at a good pace for the majority of pupils. For pupils with special educational needs, progress is satisfactory overall but varies across the classes from very good to barely satisfactory, depending on the quality of teaching within the class. In Years 5 and 6, where classes had unsettled staffing over the past year, progress has been slow for many of these pupils. Some pupils in Year 6 with special educational needs made limited progress in their writing over the past year.
69. Standards throughout the school are rising as a direct result of improvements in teaching and assessment procedures. Very effective action is being taken by the subject co-ordinator to organise increasingly effective teaching and learning. Recent staff appointments have added significantly to the quality and stability of the teaching at the upper end of the school. The pace of improvement is accelerating due to the strong commitment of the new staff team to raising standards and the increasing impact of the improved teaching as pupils move through the school.
70. In speaking and listening, standards by the end of Year 2 are close to the level expected, although, in Year 6, standards are likely to be below average. The school has identified speaking and listening as a prime target for development and, from the earliest stages in the school, provision is being made to improve communication skills. Younger pupils have opportunities to take part in role-play and opportunities are planned into lessons in all classes for discussions in small and large groups. A good example of this was seen in a geography lesson in Year 3, where class discussions about different locations were preceded by discussions in small groups, which enhanced opportunities for pupils to practise speaking skills. Improved opportunities for pupils to share books with adults have led to improved discussion opportunities for pupils, which have resulted in improved progress in speaking and listening. Teachers provide pupils with good role models for clear and correct communication.
71. Pupils in Years 1 to 4 show a good interest in books and reading, and this is extending rapidly to more of the pupils in Years 5 and 6. This is largely due to teachers' obvious enthusiasm for books

and their rigorous application of the suggestions within the National Literacy Strategy for daily reading activities. By the end of Year 2 most pupils understand what they read, use suitable expression and have a good knowledge of letter sounds to help them tackle unfamiliar words. A newly introduced programme for teaching letter sounds and blends is proving successful. A significant proportion of pupils, however, take too long to develop a rapid recognition of words that appear frequently within books and, consequently, are over-dependent on letter sounds to decipher regularly occurring words. Within lessons for younger pupils, teachers sometimes miss opportunities for pupils to read and read again or to list the words under discussion for the class to see and read later.

72. In Years 3 and 4, pupils are building rapidly on their reading skills and teachers provide plenty of practice through lessons in both English and in other subjects; for example, pupils in Year 4 practise their reading as they search for information about Ancient Egyptians in history and art and design lessons. In Years 5 and 6, there is a real drive to improve standards and the teachers are keen to provide for the pupils well; however, the reading skills of these pupils vary widely. Just over half have a suitable awareness of the different types and styles of books and a deepening understanding of the meaning within the text that give further information about characters and the action they take; however, very good teaching in Year 5 has yet to impact fully on the learning as the pupils settle into a new learning situation and gradually take on the teacher's higher expectations for them. Although the majority of pupils are familiar with the contents, index sections and glossaries of books, few are familiar with the Dewey Decimal library classification system as a starting point for research. The school library is not fully available due to continuing building work within the school, although collections of books are brought into each classroom.
73. The individual reading books for pupils are of good quality and provide good examples of written English. There is an appropriate mix of fiction and non-fiction and pupils enjoy making choices. Boys show the same interest as girls in reading and both say that they like the wider selection of books now available in the school. Some of the pupils with special educational needs are not so well catered for. The school provides extra programmes linked to national strategies to improve the reading skills of the lower attaining pupils and older pupils struggling with reading benefit from programmes organised locally, such as a course organised in the summer term at the local football club.
74. Standards in writing are low. For about two-thirds of pupils by the end of Year 2, and less than half of pupils in Year 6, writing reaches a broadly suitable level for their age, with an appropriate ability to spell and punctuate. The work of other pupils lacks consistency in spelling and punctuation and the use of descriptive language is weak. The style of most pupils' writing, however, is lively and enjoyable to read. It is evident that pupils have benefited from the good provision for speaking and listening and from the high quality books provided by the teachers. Events such as 'Book Week' and a visit to school from a poet ensure that most pupils are kept keen and interested in their work. Spelling is improving because it is taught regularly and rigorously throughout the school, with pupils set into groups according to their needs. Pupils are confident to try and are increasingly good at remembering the patterns and letter strings that they are taught. Handwriting varies between and within classes but overall standards are below average for the pupils' ages.
75. The school has invested a lot of time and effort since it opened last year into improving pupils' writing skills from a low overall level throughout the school. This has paid off well for pupils currently in Years 1 to 4. Termly assessments indicate that standards are improving, with very good progress evident in Year 3. Unsettled staffing over the past year led to inconsistent progress for pupils now in Years 5 and 6. The resolution of staffing problems means that writing is now improving more rapidly. Parents, too, are helping their children and are provided with useful booklets detailing the required skills for each level of attainment through the different classes in the school. The school tracks pupils' development in writing very successfully through termly assessments, when targets are set for the following term. Increasingly, the targets are shared effectively with pupils and, where these are supported by clearly focused marking of pupils' work, results are improving very well.
76. The quality of teaching is good, overall, with some very good and excellent teaching evident in Years 3 and 5. The National Literacy Strategy is well established and each of the sections within literacy lessons is working well. The literacy lessons are supplemented appropriately with additional writing opportunities. Teachers provide suitable work with non-fiction texts and some opportunities are

provided for research, which is planned to expand as the newly supplemented school library becomes established. In the best lessons, teaching is enthusiastic, inspirational to pupils and very carefully structured in the skills taught.

77. The teaching of English skills through other subjects of the curriculum is successful and many opportunities are found to read, write and discuss in lessons such as history, religious education and geography. Excellent facilities for information and communication technology mean that computers are used regularly to assist reading and writing skills. Pupils now in Year 5 have benefited from a course in using lap-top computers for their work.
78. The subject co-ordinator, who is knowledgeable, well organised and very keen to raise standards, has organised a very good action plan for improving teaching and learning in the short time that the school has been operating. Supported by the headteacher and the local education authority, members of staff have developed their skills significantly in teaching reading and writing and in assessing pupils' work. The co-ordinator has monitored teaching through the school and given sample lessons in some classes. Resources for learning are satisfactory overall and expanding. The school's range of books is of good quality and, generally, in new and attractive condition. There are some shortages in quantity but these are being systematically resolved.

MATHEMATICS

79. Standards are likely to be below average by the end of Year 6; however, pupils are making good progress relative to their attainment on entry last year to the school. By the end of Year 2, pupils are on course to be close to achieving national standards. The progress of pupils has speeded up recently because of good teaching throughout the school. Teaching of pupils in groups of similar attainment in each of the Years 1 to 6 is enabling pupils to make brisk progress and to secure a good understanding of numeracy relative to their level of attainment.
80. The quality of teaching is good throughout the school. In Year 1, the teacher and teaching assistant work enthusiastically to help pupils to enjoy tasks and, as a result, pupils try hard. Pupils work well with others; for example, when groups explore different ways of adding numbers up to ten. Teachers provide good opportunities for pupils to work in pairs; this promotes their social development, confidence and independence. Well-established rules and routines result in a brisk pace of learning. Teachers value pupils' contributions and all have opportunities to take part in discussions.
81. In Year 2, the planning shows a clear sequence to lessons. The teacher explains carefully to pupils what is to be learnt during the introduction to the lesson; however, teaching assistants are not used well enough during some lengthy initial sessions. The teacher demonstrates well and encourages pupils to discuss problems with a partner; for example, when they investigate strategies for the addition of dots on a dice. Occasionally, the teaching does not maintain pupils' focus consistently and at these times the pace of learning slows. Most pupils work with interest when working in small groups and fulfil their tasks independently, though lower attaining pupils need help from staff. Higher attaining pupils construct word sentences to explain their addition of two numbers thrown using dice; for example, 'Two and three make five'. Average attaining pupils write sentences using numbers; for example, ' $2 + 3 = 5$ '. Lower attaining pupils use equipment to help them calculate additions up to ten.
82. In Year 3, the teaching is very good and pupils make very good progress. Lessons are very well planned and the evaluation of pupils' understanding during the previous lesson is used well to form groups according to pupils' ability. Pupils listen carefully to instructions and behave well when working in whole class groups or in small groups. The teaching challenges pupils to achieve highly; for example, the teacher had high expectations of pupils to measure accurately and to check measurements. Lower attaining pupils worked with the teacher to draw accurate rectangular shapes, the sides of which were measured carefully. Average and higher attaining pupils worked well without direct supervision from the teacher. They discussed their tasks with partners and nearly all could measure accurately to the nearest centimetre.
83. In Year 4 the pupils are enthusiastic and eager to learn. Good interactions are apparent between teachers and pupils, though a few boys tend to dominate discussions. In one lesson, the teacher

and teaching assistant deliberately pretended to count incorrectly and this motivated pupils to explain a quicker, correct method. The activities planned were effective in helping pupils with special educational needs achieve the targets set in their Individual Education Plans. As a result, these pupils made good progress. For a minority of pupils, the worksheets were set at too high a level, which frustrated them and inhibited learning.

84. In Year 5, the teacher used a white board well to model how pupils should present their work. The pace of the lesson was very brisk; the teacher used questions effectively and pupils were keen to answer. A small proportion of pupils had difficulty in drawing a straight line with a ruler. The teacher dealt with disruptive pupils very well by kindly, but assertively, reminding them of her expectations of good behaviour.
85. In Year 6, the teacher introduces lessons well and checks pupils' understanding of language such as 'horizontal' and 'vertical'. Few pupils know the meaning of the term 'quadrilateral' and the teacher explains clearly to all and gives an example from the pupils' experience of the meaning of 'quad'. Pupils work industriously together, but at the same time expect plenty of help from adults. Occasionally, teachers and teaching assistants do not expect pupils to get their own learning resources and give out equipment to the whole class. Most pupils in Year 6 can work out the answers to problems in multiplication with the help of brackets; for example, higher attaining pupils worked out the answer to 8×0.7 by restructuring the question into brackets. They realised (8×7) divided by 10 was easier to calculate than $8 \times (7 \text{ divided by } 10)$. Lower attainers can accurately calculate doubles and halves of numbers to 100. Most pupils measure lengths correctly in centimetres and millimetres and convert to millimetres proficiently. Higher attainers use ratios to alter recipes for different quantities of chocolate chip biscuits. Lower attainers work out the area of simple shapes. They multiply tens and units by units, well.
86. Insufficient use is made of information and communication technology to practise numeracy skills. The school has a wide range of programs to support this learning but these are not used sufficiently, particularly in Years 3 to 6. In Years 1 and 2, the planning to use computers to help learning in mathematics is developing; for example, pupils completed addition equations to practise adding up to 20. The marking of pupils' work is inconsistent; it consists mainly of ticks with few evaluative comments on how well pupils have done and how they can improve.
87. The senior managers have planned very well to improve standards at a brisk pace. Much has been accomplished in a year. The subject co-ordinator's role has developed satisfactorily and the action plan for the subject identifies clearly that the next step is to monitor the quality of teaching and standards of pupils' work. The termly arrangements to check pupils' progress and set carefully identified targets within the National Curriculum are good; however, these targets are not shared fully with pupils and parents.

SCIENCE

88. Pupils in Year 6 are unlikely to achieve the expected levels for their age by the end of the current academic year; however, standards in the lower junior classes and in the infants are broadly average. There are clear indications of improvements at least for average and higher attaining pupils in Year 6, now that there is more stable teaching and learning. The use of personal development targets has increased pupils' confidence and willingness to succeed. The school knows that this may be insufficient to raise standards to the required level, at least for this year.
89. The school has identified a significant number of older pupils with special educational needs in Year 6 and, currently, teachers in Years 5 and 6 are working hard to improve the gaps in pupils' knowledge, skills and understanding identified by the monitoring of pupils' work.
90. Pupils' achievements are satisfactory by the end of Year 2, including those of pupils with special educational needs, although there are no pupils assessed at the higher level. The quality of teaching and of pupils' learning is satisfactory. In a lesson investigating everyday changes, most pupils were engrossed and behaved well. The teacher recapped effectively on a previous lesson, and higher attaining and average pupils recalled this well. They used the correct vocabulary as they recalled how they had dissolved a jelly and explained what had happened to it. Using clear learning objectives to summarise the next investigation, the teacher helped the children to think about

possible changes when materials such as bread or chocolate are heated. However, there are missed opportunities, when carefully framed questions, particularly for higher attaining pupils, could encourage them to suggest how a fair investigation could be carried out. Similarly, in work on materials, there is no extension work on classifying materials.

91. The quality of teaching in the juniors is good, overall. Clear learning objectives are identified in lesson planning, and time is effectively spent on refreshing pupils' understanding before moving onto the next stage. This means there is a good start to lessons and pupils are attentive, well behaved and eager to show what they know. In Year 4, in a topic 'moving and growing', most pupils had a good recall of parts of the skeleton, such as 'spine', 'skull' and 'ribs'. Good use of resources helped the pupils to understand the purpose of the skeleton. The production of a piece of liver fascinated the pupils and this led to higher attaining pupils using scientific names such as 'blood vessels' and 'cells' and understanding their function in the human body. A good use of assessment at the end of the lesson revealed gaps in the pupils' knowledge that the teacher intended to follow up in the next science lesson.
92. The analysis of Year 6 work has identified significant gaps in pupils' scientific skills, knowledge and understanding, and both teachers and pupils are working hard in lessons to recap on work that should have been completed previously; for example, in a Year 6 lesson many pupils struggled to use scientific names for parts of the body and to recognise that different organs in animals carry out different functions. In contrast, a few higher attaining pupils have a sound understanding of the investigative process during work on pulse rate. They recognise the importance of fair testing, although still describe it only in general terms. Only one or two pupils produce more precise work and write about the factors to be varied or controlled. There are missed opportunities to use marking to check on pupils' progress and to move learning on, although homework is used well.
93. The headteacher, together with the co-ordinator, has a very clear view of what needs to be done to raise standards in science. An appropriate action plan is in place that highlights increased use of the checking of pupils' progress, and the marking and development of assessment opportunities in lesson planning that would ensure work is appropriately matched to pupils' different ability. Overall planning provides a systematic, broad and well-balanced cycle of topics covering all elements of the curriculum. Satisfactory links are in place with other subjects such as literacy, geography, history and design and technology, although this is not yet consistent across the school. There is insufficient use of information and communication technology, although a good quality display by Year 5 pupils on the circulation of blood used their word processing skills well. Other effective displays celebrate pupils' work across a range of science topics and provide a good model for other pupils. This also raises the profile of science in the school as well as supporting pupils' spiritual, moral, social and cultural development.

ART AND DESIGN

94. Pupils attain standards broadly at the level expected nationally for their age. Achievement is satisfactory overall, and is, occasionally, very good when pupils are taught by an art and design specialist. A review of pupils' past work, in addition to the lessons observed, indicates that the teaching of skills and techniques is generally satisfactory as the pupils move from class to class through the school. Pupils in all classes investigate and use a suitable range of materials and processes. Work displayed in the school provides clear evidence of the range of work experienced.
95. By Year 2, the pupils are competent with a suitable range of media. In a lesson observed in Year 1, pupils observed and drew natural objects, such as fruit and vegetables. The teacher's good discussion with pupils in the initial stages of the lesson led most to produce carefully thought out drawings, showing a suitable attention to detail. Pupils worked with good concentration and creative effort. The teacher encouraged and guided the pupils in thinking about how to add detail to improve their work through the use of hand lenses. In Year 2, pupils worked with enthusiasm to produce a variety of textures to decorate a clay tile. Again, the teacher's good discussion with pupils at the start of the lesson helped them to realise the possibilities within the task. Well-prepared materials meant that no time was lost in getting to work. In both classes, pupils with special educational needs were assisted fully and achieved well.
96. By Year 6, pupils' drawing skills are reasonably well developed, but the pupils' use of their sketchbooks is intermittent and their work does not always build on skills developed in the previous

piece of work. Sketchbooks are not used conscientiously to provide a record of skills or knowledge learned or used as a starting point for future work, and this is a weakness.

97. The work of other artists is built into the pupils' studies, although the school's resources to support this area of the subject are very limited. Pupils in Year 5 achieved increasingly well in response to very good teaching, settling well to their work and increasing their expectations of themselves. They worked with increasing attention to detail on drawings of plants in the style of William Morris, linking with work on the Victorians taught in history lessons. Similarly, the pupils in Year 4 painted hieroglyphics and other pictures in the style of the Ancient Egyptians. Pupils searched appropriately for Egyptian art in books, from posters and through examination of artefacts. Last year, pupils in Year 3 produced an accomplished series of abstract work in the style of Paul Klee. Pupils in Year 4 produced work of exceptionally good quality, working with the art and design specialist to produce a wall hanging made up of individual contributions emulating African art. Pupils enhanced print work on fabric with stitching and beadwork. The useful links made with other subjects, such as history and geography, successfully extend pupils' skills in both subjects. Occasional visits are arranged to view art, such as the visit made by pupils in the infants to a local sculpture park.
98. Since opening a year ago, the school has given appropriate priority to the development of literacy and numeracy, but improvements in art and design are in the school development plan for this year. The guidance for teachers needs clarifying to ensure that teachers are building sequentially on skills learned previously. A collection of work samples is planned to set the standards expected within each year group and to ensure that all teachers are clear about the progress to be achieved from year to year. The co-ordinator helps colleagues through discussion; however, there are no arrangements in place for checking planning or observing teaching and learning in lessons, in order to help the development of a fuller understanding of standards in the subject and to lead improvements.

DESIGN AND TECHNOLOGY

99. By the time they reach the end of Year 6, pupils' attainment is likely to be in line with national expectations because they have regular well-planned lessons and teachers have a good understanding of the key skills that need to be developed. The sample of work shows that skills and knowledge develop at a satisfactory rate; for example, pupils in Year 2 design and make glove puppets and model vehicles, saying how successful they think they have been. By the time they are in Year 5, pupils know how to survey preferences before designing a healthy snack. At the end of the project they evaluate their products, recording their results in numerical scores and written descriptions.
100. Year 6 pupils speak enthusiastically about their experiences, demonstrating a good appreciation of designing, making and evaluation. They recall work they have done with flexible materials, food and fabrics. Their experience with rigid materials and mechanical components is less evident; the school has only limited resources for work in these aspects.
101. The overall quality of teaching and learning is satisfactory. Lessons are marked by teachers' good management of pupils, which results in a calm working atmosphere. In a good lesson in Year 4, the teacher took great pains to encourage pupils, including those with special educational needs, to make their own decisions and solve problems. Pupils found this a motivating approach and confidently raised issues and made suggestions, becoming deeply involved in the activity. The lesson was used effectively to provide pupils with the practical task of learning how to stitch fabric in preparation for the more complex activity of designing and making strong and attractive purses. This process is typical of how the school emphasises a systematic approach to solving problems and is an appropriate strategy in design and technology work.
102. All teachers are aware of the importance of language development and provide good opportunities for pupils to listen, speak and write. Consequently, these skills develop well, as shown by the comprehensive written evaluations done by higher attaining Year 5 pupils. Opportunities for pupils to practise their mathematical skills; for example, in measuring accurately, is less evident, as are chances for the exploration of the design facility in computer programs.

103. The use of lesson observation and the assessment of pupils' work to bring about improvements in teaching and learning have not been established. The co-ordinator, however, has already produced a clear and appropriate action plan, which should help to ensure the future progress of the subject.

GEOGRAPHY

104. Only one lesson was seen during the inspection, but evidence from this, together with the sample of work, teachers' planning and discussions with Year 6 pupils, indicates that standards are likely to be in line with expectations by the time pupils leave the school because they receive a range of appropriate experiences.
105. The head teacher, in discussion with members of staff, has established a sequence of topic work which provides a broad range of activities in line with the requirements of the National Curriculum. Consequently, all pupils, including those with special educational needs, achieve geographical skills and knowledge at a satisfactory rate. By the time they are in Year 6, they have satisfactory recall of their studies of people, places and countries and know how geographical information can be collected from books, fieldwork, the Internet and maps; however, their understanding of maps is limited and there is insufficient evidence that they have developed and used their computer skills to the full.
106. Whilst the school has not yet had time to develop a system for monitoring lessons in this subject, evidence indicates that the quality of teaching and learning is satisfactory. Teachers' planning shows that lessons are focused on clear learning objectives. This leads to well-organised and interesting activities, which help pupils to gain understanding; many individual lessons are clearly successful. There is, however, insufficient evidence of regular assessments being used to ensure that sequences of lessons build systematically on what pupils already know and can do. Consequently, the sample of work shows that pupils are often given the same work, regardless of their existing knowledge and skill, which slows the rate of progress.
107. The lesson seen in Year 3 was very well taught and resulted in pupils working with interest and concentration, increasing their appreciation of differences and similarities between their hometown and a village in Africa. The teacher's skilful use of discussion and questioning around well-prepared maps and photographs, focused pupils' attention on physical and human features and successfully developed their knowledge and language skills. The emphasis on language development is a feature of the work in this subject and teachers provide ample opportunities for pupils to practise and improve their speaking, reading and writing when discussing, using information from books and writing reports. Mathematical understanding is also developed; for example, when pupils study scale and co-ordinates on maps.
108. A good start has been made in establishing a geography curriculum. Teachers, rightly, recognise the importance of providing pupils with first hand experiences; considerable work being done on the local area. Resources are improving and there is good use of the local museum service, which also helps to provide pupils with interesting and motivating experiences. There are indications that the school will continue its good progress.

HISTORY

109. Evidence from the inspection indicates that, by the time they reach the end of Year 6, pupils are likely to attain standards similar to those found in most schools. From below average beginnings, they achieve well, largely because of the good quality of teaching and learning seen in most lessons. Also, despite the lack of a co-ordinator during the first year of the school's life, a sound curriculum has been established, which ensures that all pupils, including those with special educational needs, develop the skills and knowledge required by the National Curriculum.
110. Pupils who are at the beginning of Year 6 already have a good sense of chronology. They make good estimates of how many years have passed since Ancient Egyptian, Tudor and Victorian times. They have satisfactory recall of how people lived in other times and can identify important characters and events but their knowledge lacks detail. Pupils appreciate that evidence can be

gathered from different sources, such as excavations, books and the Internet, and they recall with enthusiasm visits to places of historical interest.

111. A good lesson for Year 6 pupils exemplified the school's approach. Pupils first watched a video sequence about life in Victorian times and were then presented with photocopied evidence sheets. They analysed the information provided by these sources and compared the lives of working class families with those from wealthier homes, recording the information on a grid. The teacher managed the pupils well and made sure that a calm working atmosphere was established. Different tasks were provided to ensure that all pupils, including those with special educational needs and those at higher levels, had work which matched their stage of development. Consequently, pupils were interested in their studies, worked hard and gained relevant knowledge and skills.
112. Teachers also make very effective use of artefacts to interest pupils and enhance their studies; for example, a lesson in Year 2 made good use of old and new kitchen utensils to help pupils consider the nature of change over time. Through skilful questioning, the teacher developed pupils' observational skills as well as helping to develop their use of appropriate words. This emphasis on language development is typical; lessons always contain opportunities for pupils to develop and practise their literacy skills in discussing, reading reference materials and writing accounts. They also use the Internet to obtain information; for example, Year 5 pupils searched for evidence about Victorian life. Regular opportunities for pupils to practise and use their computer skills are less evident.
113. Lessons are well planned, with clear learning objectives, which teachers often share with the pupils so that they know what they are expected to learn. There is less evidence, however, of teachers devising lessons that are based on assessments of what pupils know or can do. Consequently, the sample of previous work shows that pupils are often involved in the same task regardless of their existing knowledge or skill and there is little evidence of pupils reaching higher levels of attainment. Similarly, the lack of any systematic monitoring of lessons and pupils' work leads to a minority of lessons where teaching and learning do not reach the normal good standard. Nevertheless, the school has made a good start in providing for pupils' education in this subject and it is well placed to continue to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Pupils are on course to achieve the expected standards for their age by the end of Year 2 and Year 6. Pupils achieve well, including those pupils with special educational needs, because of the sound leadership and management, good teaching and excellent learning resources and accommodation.
115. Teaching in Year 2 is satisfactory overall. Time is spent productively explaining new technology, such as the use of an interactive whiteboard. In one lesson, a few pupils were thrilled to be given the opportunity to use this teaching aid but the organisation of the lesson resulted in too few pupils having similar opportunities. Initially, the teacher used the interactive whiteboard well to show pupils how to move a small object across the board by programming instructions into the computer. However, because the teaching assistant was not used efficiently, the pace of learning slowed and pupils were given limited opportunities to practise their skills. Most pupils, by the end of Year 2, can use different fonts and colours when word processing and with help, are able to save work to their own folders on the hard drive of the computer. They enjoy using graphics programs to produce pictures in the style of Mondrian.
116. The quality of teaching in Years 3 to 6 is good and pupils make good progress in their learning. In Year 3, the planning of lessons is clear and details how teaching assistants will be used to help the teacher speed up pupils' learning. Most pupils can use the tool bar on the screen well to change the size and colour of fonts and to strike through text. Activities planned are purposeful, such as making labels for the classroom. Pupils work well with partners and have plenty of practice because of the ample number of computers in the information and communication suite and the good lesson organisation. The teacher celebrates pupils' achievements and pupils are given good opportunities to share their success with others.
117. Older pupils can log onto the Internet independently and know the rules for access to this facility. Teachers use worksheets to encourage pupils to search for particular information; for example, in

one lesson pupils searched successfully for information about aspects of schooling in Victorian times to support their learning in history. Teaching assistants are usually used well to help pupils, through discussion and assistance, with technical problems. Most pupils use the on-screen tools, such as the scroll bar, to access information efficiently.

118. Information and communication technology is used satisfactorily to support learning in literacy. Pupils create very well presented posters to support their work in persuasive writing. The opportunities for pupils to purchase their own laptop computers in Year 4 and the use of funding to buy laptops for use in school for pupils who do not take advantage of this scheme is having a positive impact on standards in literacy. The use of information and communication technology to help learning in other subjects is limited. The subject co-ordinator has not monitored the quality of teaching and pupils' learning. Systems for checking pupils' progress have not been established, although teachers are building up folders with examples of pupils' work. The school has rightly identified these areas for development in its improvement plans for the subject.

MUSIC

119. By the time they leave the school, pupils' standards are likely to be in line with expectations, because teaching and learning are good and the school ensures that pupils receive a range of suitable experiences which gradually build their musical skills and knowledge. The work is very effectively supported by visiting experts, employed to provide specialist expertise, and by the provision of a separate music room, which ensures regular, timetabled sessions.
120. The school ensures that all pupils, including those with special educational needs, achieve at a good rate. This was demonstrated in lessons. Year 2 pupils sing with clear diction and a good sense of melody and beat, even when unaccompanied. In Year 4, pupils know about the pentatonic scale and different percussion instruments, whilst Year 6 pupils know about ascending and descending scales and understand the use of terms such as pitch, tempo, timbre and dynamics. Pupils' appreciation of musical notation also improves through the school, beginning with graphic or picture scores in Years 2 and 3 leading to a developing appreciation of how to read a traditional score in Years 5 and 6.
121. Pupils' progress is significantly enhanced by the good quality of teaching and learning. Lessons usually take place in the designated music room and are often supported by a visiting specialist who works very effectively with teachers, acting as both pianist and technical adviser. In a very effective lesson for Year 4 pupils, an initial session of singing traditional folk songs led onto pupils composing their own simple tunes, recording them in correct notation and performing in groups on percussion instruments. Pupils were stimulated by the increasingly challenging activities and by the teacher's enthusiasm. Typical of all lessons, pupils were well managed through positive, encouraging relationships and the resulting good behaviour and concentrated effort provided an appropriate atmosphere for effective learning.
122. Skills in listening to music and considering how it can produce various effects, including emotional responses, are also developed. In Year 3, pupils listened to 'A Night on Bear Mountain' and were encouraged to consider how it made them feel. In thoughtful discussion, pupils shared their ideas, many suggesting strikingly similar responses. The teacher's sensitive handling of the discussion typified the school's approach. This aspect, however, is less well developed through the school; Year 6 pupils had little recall of similar experiences. Also, whilst pupils make some use of computer programs, skills in this aspect are not very evident.
123. The music curriculum is enhanced and supported by out-of-school activities, including brass and woodwind tuition. A lively visiting specialist leads a recorder club and choir, helping pupils to develop new skills, and end of term concerts provide pupils with opportunities to perform in front of an audience.
124. Members of staff have already put in place an effective structure of music lessons but the development of teaching and pupils' standards through monitoring of teaching and assessing work is not established. However, teachers have worked hard and successfully to overcome a certain lack of expertise and provide a firm foundation for future development.

PHYSICAL EDUCATION

125. Standards are likely to meet national expectations by the end of Year 6. Most pupils by Year 6 can swim at least 25 metres. The pupils follow a comprehensive programme of swimming lessons.
126. In the teaching seen in the juniors, the quality of teaching was good, and was satisfactory in the infants. In lessons, pupils were suitably dressed and particular attention was paid to the health and safety rules regarding wearing jewellery. Lessons start briskly. Clear learning objectives identified on teacher's planning were quickly explained to the pupils so that they knew exactly what was expected of them. Teachers made sure that the pupils warmed up their muscles thoroughly and took time to remind pupils why this is important. In the same way a 'cool down' session completed the lessons effectively. Teachers managed pupils effectively, reinforcing the need to listen carefully so that pupils responded well and co-operated with the teacher and each other. Because the teacher in a Year 3 lesson has high expectations and encourages pupils to evaluate their own and

each other's performance, progress is good and standards improve rapidly as the lesson progresses.

127. The school plans a good range of sporting activities both in lessons and after school. These include, swimming, football, basketball, athletics, gymnastics and dance. As well as competing with other schools the pupils benefit from expert tuition in cricket and take part in local track and field events.
128. The subject is managed satisfactorily. The monitoring of teaching and learning, particularly teachers' planning, is largely informal. Whilst teachers use long and medium term planning to clearly identify the knowledge, skills and understanding to be developed as pupils progress through the school, there is sometimes insufficient detail in their planning for each lesson, leading to missed opportunities to develop skills through clearly identified points for teaching, assessment opportunities and the use of key vocabulary. There are good links made with science and health education as pupils learn about the important changes to their body during physical exercise; for example, in Year 5, pupils measure their pulse rate and record the data. Resources are satisfactory overall and, due to the determination and hard work of the headteacher, a suitable plan to rebuild the hall and provide large equipment for gymnastics in Years 5 and 6 has now been efficiently and effectively put in place.

RELIGIOUS EDUCATION

129. Pupils' attainment by the end of Year 6 is on course to be in line with the standards set out in the local education authority's syllabus; pupils, including those with special educational needs, achieve well. The quality of teaching is good. Pupils' attitudes to work and behaviour are positive. Religious education makes a very good contribution to the fostering of pupils' spiritual, moral, social and cultural development.
130. In Year 1, pupils develop an elementary understanding of the Hindu faith when they recall enthusiastically the story of 'Rama and Sita'. The teacher used resources very well, employing face-masks and a colourful drape depicting the characters of the story. Pupils took on the roles of the characters excitedly. The activity assisted the development of speaking skills effectively as well as providing opportunities for pupils to practise, through drama the sequencing of a story.
131. In Year 2, the teaching developed soundly pupils' understanding of the necessity of setting rules by linking to the story of Moses. The teacher had high expectation of good behaviour and pupils responded well, initially, to the teacher's quiet manner; however, because of the lack of modulation of the teacher's voice, a minority of pupils lost interest in the story and needed frequent reminders about their behaviour. This slowed down the pace of learning. The teaching encouraged pupils to reflect on some of the Ten Commandment, such as 'You shall not steal.' Pupils spent time considering the meaning of the word 'respect' and suggested examples, which assisted their social development very well.
132. In Year 3, the teaching makes very good use of artefacts to excite and interest pupils; for example, the teacher used time very productively to discuss artefacts of the Hindu faith, resulting in much deeper understanding by the pupils.
133. In Year 5, the teacher explained aspects of Sikhism and questioned pupils very well and maintained the brisk pace of the lesson. Most pupils were very keen to learn, but a few pupils lacked concentration. Pupils were encouraged to reflect on the word 'honesty' and pupils gave good reasons why one should be truthful. Pupils worked very well with partners in discussions about different personal attributes. They then put these attributes in order of importance, . The teacher moved from group to group and challenged pupils to give reasons for their choices.
134. In Year 6, pupils considered positive and negative aspects of being famous. They discussed the differences between important people; for example, a prince and a popstar. The teaching supported pupils' personal development well, though a few pupils had difficulty in concentrating during discussions.

135. The subject co-ordinator is enthusiastic and helps other staff very well by carefully planning what should be taught and ensuring a very good range of resources are available to assist the teaching and learning. The planning of the subject provides good opportunities for pupils to practise their literacy skills; for example, pupils in Year 6 wrote in the form of a newspaper report, details of accepted knowledge about the birth of Buddha. Higher and average attainers wrote the key features of the story independently and presented the account succinctly, incorporating illustrations. Lower attainers sequenced sentences prepared by the teacher to retell the story. The improvement plan for next year is well thought out and incorporates necessary areas for development such as the monitoring of the quality of teaching and of pupils' learning.