

INSPECTION REPORT

Kellington Primary School
Goole

LEA area: North Yorkshire

Unique Reference Number: 121462

Headteacher: Mr Dennis Hardy
Acting headteacher: Mrs Anna Cornhill

Reporting inspector: Mrs Lesley Clark
25431

Dates of inspection: 29 November 1999 - 2 December 1999

Under OFSTED contract number: 707641
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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior & Infants
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Roall Lane Kellington Goole DN14 0NY
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Ian Stevens
Date of previous inspection:	16 – 18 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Lesley Clark, RgI	English	Attainment and progress
	Religious education	Teaching
	Art	Pupils' spiritual, moral, social and cultural development
	Music	Leadership and management
	Equal Opportunities	
Deborah Granville-Hastings, Lay Inspector		Attendance
		Support, guidance and pupil's welfare
		Partnership with parents and the community
Rob Robinson	Science	Attitudes, behaviour and personal development
	Information technology	The curriculum and assessment
	Design and technology	
	Under fives	
Mike Watkins	Mathematics	Staffing, accommodation and learning resources
	Geography	The efficiency of the school
	History	
	Physical education	
	Special educational needs	
	Travellers	

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MAIN FINDINGS

What the school does well

- Pupils make good progress in English, mathematics and science and very good progress in art and music.
- The teaching is good in three-quarters of the lessons – very good teaching was seen in every class, particularly in the upper junior class.
- Pupils are very keen to learn and behave most responsibly.
- The school provides very well for pupils’ spiritual, moral and social development and makes good provision for their cultural education.
- The school is well led; there is a strong commitment to high achievement for all pupils; there is very good provision to enable pupils with special educational needs to fulfil their potential.
- The school has a very good partnership with parents and with the local community.
- The financial and administrative systems are of a very high standard.

Where the school has weaknesses

- I. Standards in information technology are well below the level expected for most pupils.
- II. Teachers’ assessments of pupils at the age of seven do not reflect accurately what they know and can do in mathematics and science.

The school has many more strengths than weaknesses. The governors’ action plan will set out how the weaknesses are to be tackled. The plan will be sent to all parents and guardians of the school.

How the school has improved since the last inspection

The school has developed well in many respects since its last inspection in April 1996. The school has been recognised as one of a hundred schools in the country whose results in the national standardised tests in English, mathematics and science for eleven-year-olds have improved significantly, particularly in the last two years. Overall standards this year, however, are close to the national average because of the high proportion of pupils with special educational needs in the current Year 6 class. Teachers now have very high expectations of what their pupils can achieve and those pupils who can achieve very high standards are enabled to do so. The school has made good improvement in its provision for pupils who have special educational needs and they now receive very good support. The quality of provision for pupils’ spiritual, moral, social and cultural development has similarly improved. Standards in information technology have declined and they are lower than in most other schools. This is unsatisfactory progress since the last inspection. The last report identified as a key issue ‘the development of assessment and recording systems in order to improve planning and monitor the progress of pupils’. The school has made insufficient improvements in relation to assessment at Key Stage 1.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			Very high A*

English	A	A
Mathematics	A*	A*
Science	A*	A*

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

This table shows, for example, that standards in mathematics last year were very high both nationally and compared to similar schools. Standards in the present Year 6 class are close to the national average because half the pupils in this particular class have special educational needs. This affects overall averages compared to national standards. Pupils who can achieve high standards do so and these pupils are already attaining average and above average standards. Pupils' competence in information technology is much lower than the expected level for seven and eleven-year-olds. Pupils achieve satisfactory standards in design and technology, geography, history and physical education and above average standards in religious education, art and music where they make very good progress. Children under the age of five make good progress in all their areas of learning.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		None seen	None seen
Religious education		Good	Good
Other subjects	Good	Good	Good

The quality of teaching is good overall and enables pupils to make good progress at both key stages. It was good or better in three quarters of the lessons observed and of these a quarter were very good or excellent. Teaching was satisfactory in all other lessons. There was no unsatisfactory teaching and very good lessons were seen in every class. The best teaching was seen in the upper juniors where over half the lessons were very good or excellent. The quality of teaching of children under the age of five is good.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good; pupils have a sense of fairness and tolerance and work very well together or individually without direct supervision.
Attendance	Satisfactory; authorised absence has increased since the last inspection largely because of holidays taken during school time despite the school's best efforts to discourage parents from doing so.
Ethos*	Very good; a strong commitment to high achievement for all pupils, including pupils with special educational needs. Assemblies play a significant part, promoting the values of the school and celebrating the achievements of pupils in different subjects in every class. Pupils have very good attitudes to their work.
Leadership and management	Good overall; smooth transfer of responsibilities to the acting headteacher; very good involvement of governors; considerable strengths in the monitoring of teaching; satisfactory development of the curriculum.
Curriculum	Satisfactory overall; recent improvements to the curriculum for information technology and infant mathematics. Very good provision for pupils with special educational needs who have equal access to all parts of the curriculum.
Spiritual, moral, social & cultural development	Very good overall; particular strengths in spiritual, moral and social development.
Staffing, resources and accommodation	Good; particular strengths in the arrangements for professional development of all staff and in the good resources for most subjects. The accommodation provides a pleasant and stimulating environment in which to learn.
Value for money	Good

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
III. They find the school approachable. IV. Their children enjoy coming to school. V. Parents are encouraged to play an active part in the school. VI. They are kept well informed about their children's progress.	VIII. A small number of parents were home.

About a quarter of the questionnaires were returned and most of these expressed complete satisfaction with the school. Inspectors agree with parents' positive views and think that parents' anxieties about homework are misplaced. The amount of homework children are given is appropriate for their age and is used well to reinforce what pupils learn in school.

KEY ISSUES FOR ACTION

In order to raise standards further the school should take the following measures:

- Raise standards in information technology at both key stages by:
 - implementing fully the new scheme of work;
 - using information technology to support other subjects by systematically building its use into planning;
 - assessing and recording pupils' skills according to National Curriculum levels.
 - upgrade teachers' knowledge and skills.
(paragraphs 25, 48, 96-98, 100)
- Improve assessment at Key Stage 1 by:
 - revising the assessment policy to give clearer guidance to staff on how and when it is to be used;
 - chart the progress of different year groups and individuals by recording the standards they achieve.
(paragraphs 3, 30, 64, 81, 90, 95)

INTRODUCTION

Characteristics of the school

Kellington Primary School is situated in the village of Kellington near to Eggborough Power Station. Pupils come from a mixture of private and council housing. The single storey 1970s building has five spacious classrooms, two playgrounds and a large field suitable for outdoor games. Because of falling rolls one classroom has been turned into a library and staff resource area. The school serves an area of high unemployment, following the substantial reduction in employment at the nearby power station and local coal mines. The governing body monitors the effect of subsidence on the school building. Attainment on entry to the reception class varies from year to year. Generally it is below average. Particular weaknesses are identified in speaking and listening and language development. Few pupils

have pre-school education.

The school is for boys and girls aged from four to eleven years old, taught by four full-time and one part-time teachers. At the time of the inspection, the headteacher was on long-term sick leave; the deputy headteacher has been acting headteacher since the end of August. There have been several changes in staffing recently. There are 111 pupils on roll. Only seven per cent of pupils are registered for free school meals which is very low compared to the national average. This is not an accurate reflection of the school's socio-economic area; seventy five per cent of pupils bring a packed lunch; and recent changes to the way benefits are calculated have affected the level of free school meals. Thirty six per cent of pupils are on the school's register of special educational needs, which is above the national average, eight of whom have statements of special educational need. The percentage of pupils with statements, seven per cent, is very high compared to the national average. There are no pupils learning English as an additional language and no pupils from travellers' families currently attend school. The intake has altered since the previous inspection: the number of pupils with special educational needs has doubled and the number with statements of special educational needs has tripled; unemployment is worse and few people are moving into the area which is leading to falling rolls.

The school is concerned that all pupils should develop their full potential and become independent learners and responsible and caring citizens. The school's priorities are, to raise standards in mathematics at Key Stage 1; to improve the quality of teaching and learning in information technology and to upgrade the level of staff expertise in this subject ready for when the school receives its National Grid for Learning funding.

· **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	6	10	16

¹ Percentages in parentheses refer to the year before the latest reporting year

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	4	5	3
	Girls	10	9	6
	Total	14	14	9
Percentage at NC Level 2 or above	School	88(70)	88(75)	56(55)
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	4	6	6
	Girls	10	9	10
	Total	14	15	16
Percentage at NC Level 2 or above	School	88(85)	94(95)	100(100)
	National	Data not available(81)	Data not available(85)	Data not available(86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	7	9	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	7
	Girls	8	8	9
	Total	14	15	16
Percentage at NC Level 4 or above	School	88(85)	94(69)	100(74)
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	7
	Girls	6	8	9
	Total	12	15	16
Percentage at NC Level 4 or above	School	75(79)	94(63)	100(89)
	National	Data not available(65)	Data not available(65)	Data not available(66)

²

Percentages in parentheses refer to the year before the latest reporting year

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6.26
	National comparative data	5.7
Unauthorised Absence	School	1.24
	National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	23
Satisfactory or better	100
Less than satisfactory	0

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

1 Since 1996, standards have improved significantly, particularly in the last two years and notably at Key Stage 2. This has been acknowledged publicly and the school was one of one hundred schools to attend an event chaired by the Secretary of State for Education celebrating success in schools. The last inspection in 1996 found standards to be in line with national expectations at both key stages in English, mathematics and in most other subjects except in religious education where pupils' attainment was above the nationally expected standard. The results at Key Stage 2 that year, however, were well below average in English, mathematics and science. They have improved consistently at this key stage and results in 1999 show pupils' attainment to be well above the national average in English and very high in mathematics and science both nationally and in comparison to other schools.

2 Attainment on entry is below average; in particular children have limited speaking and listening skills and language development. They make good progress in all their areas of learning and by the age of five they meet the nationally agreed standards for this age group in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. They learn to talk more confidently and make good progress in reading. They listen intently to stories and join in class discussions. Most children by the age of five write their names independently and copy teachers' writing carefully, following the shape of the letters. In mathematics, children make good progress and attain standards expected of five-year-olds. Most count accurately up to five and they are beginning to tell the time according to the hour. They realise that certain events happen at particular times of the day. They discover interesting facts about their world and become physically more adept, using pencils, brushes and scissors with increasing control.

3 By the end of Key Stage 1, pupils' attainment is close to the national average in English and mathematics. Although there are variations in the results of the national tests in English, performance over time confirms inspection evidence that standards in both reading and writing at Key Stage 1 are close to the national average. Results of the national tests in mathematics at this key stage, however, indicate consistently well below average attainment with marked discrepancies between teacher assessment and test results. The systematic and successful introduction of the National Numeracy Strategy, linked to the school action plan to raise standards, particularly in relation to problem solving and questioning, has improved the curriculum, teaching and learning in this subject and accounts for the difference between test results and inspection evidence. The unsatisfactory monitoring of pupils' attainment compared to national standards is an important factor contributing to the marked variation in teacher assessment of mathematics and some variation in science at this key stage.

4 By the end of Key Stage 2, pupils' attainment is close to the national average in English, mathematics and science. This does not reflect a decline in standards. Inspection evidence confirms that pupils who can attain highly are enabled to do so because of the very effective teaching they receive at this key stage. The reason for the variation between inspection evidence and the 1999 test results, and the cautious assessment of pupils' standards is the very high proportion of pupils with special educational needs in the present Year 6 class. Half the pupils in this year group have special educational needs, three of whom have statements of special educational need. This large proportion of potentially lower attaining pupils affects the overall judgement.

5 The comparative performance between boys and girls suggests that girls perform better than boys in English and that boys perform better than girls in mathematics and science. The school confirms statistical data and is raising the status of reading and writing for older boys through celebrations of

national events such as National Poetry Day and raising girls' interest in mathematics through daily competitive mental mathematics. The successful introduction of both the National Literacy and Numeracy Strategies is having an effect on standards and on equality of pupil involvement. In English, the choice of texts appeals equally to boys and girls. In one lesson boys were delightedly acting out a scene from Shakespeare, revelling in putting on a squeaky voice in imitation of a man playing a woman's part. In numeracy, girls can score as highly as boys in quick number recall.

6Pupils, including pupils with special educational needs, make good progress in English, mathematics and science at both key stages. Pupils come to school with limited language skills. During their time in school they learn to listen more closely, give fuller answers to questions and become better able to articulate their thoughts more coherently, benefiting from the additional opportunities given to them through drama and particularly through assemblies. They tackle an increased range of texts in reading and become much more aware of how punctuation can be used to make writing more precise. When reading poetry they are alert to the impact of metre on sense. Their imitation of Shakespearean language in lines such as 'Come hither, Puck, I have a job for thee', show their sensitivity to language and an increased dexterity in its use. The increased emphasis on mental arithmetic skills in numeracy lessons is having a positive impact on pupils' mathematical knowledge and their use of mathematical language in that it sharpens their reactions. Pupils help each other to make good progress by explaining and sharing their methods of calculation. By the age of eleven, higher attaining and average attaining pupils begin to apply their scientific knowledge to construct electrical circuits from diagrams. They use the school library well to research information. The use of these three subjects across the curriculum aids pupils' good progress. For example, in an art lesson pupils made detailed drawings of the skeletons of the heads of a variety of animals and gained a much better appreciation of the differences between the teeth of carnivores, herbivores and omnivores.

7Pupils' attainment is well below the level expected of seven and eleven-year-olds in information technology and their progress is poor. Until this September there was no scheme of work and so it has had too little time to have an impact on standards. Pupils' progress is hampered by too few planned opportunities to use computers so as to build up information technology skills progressively and systematically. Information technology is not used to support other subjects across the curriculum except in word processing. Pupils are beginning to use CD-ROM to search for information. Pupils' attainment in religious education is above average and pupils' progress is good in both key stages. By the end of Key Stage 1, pupils know some well-known Bible stories. They learn about different rituals and ceremonies in other faiths and traditions such as the Hindu festival of colours. At Key Stage 2, pupils, including those with special educational needs, maintain their progress as they develop their understanding of other faiths. Pupils understand that religions have key symbols that convey a specific meaning. They know that Advent is a time of preparation and that the candles in the Advent wreath have symbolic significance.

8Pupils make satisfactory progress in design and technology, physical education, history and geography. They make very good progress in art and music where much of their work is above the nationally expected level. Some of the work in art is particularly distinctive, as in their observational drawing and their use of the local environment in their paintings. A good feature of pupils' attainment is the breadth of work so that an educational visit to the local church is used to develop pupils' skills in art and history, to extend their knowledge of Christianity and geography as they understand its importance in the local community.

8 Attitudes, behaviour and personal development

9Children under the age of five quickly gain in confidence and join in assemblies, playtimes and school performances. They go about their work happily and industriously. They enjoy listening to stories with older pupils. The children work and play well together and relate well to members of staff. They behave very well. They are proud of their achievements particularly in literacy; for example, one child enthusiastically told an adult how to spell 'the' and insisted on being tested on 'flash cards' to show how many words he knew.

10Pupils at both key stages have very positive attitudes to their work. They are quiet and attentive in all classrooms. They are keen to participate in discussions and give opinions sensitively. They become most excited when presented with interesting objects; for example, pupils were intrigued by a skull and spent some time discussing its features before deciding it must be the skull of a horse because of the type of teeth and the shape of nostrils. Younger pupils similarly enthused when they described objects in a closed box to others. Throughout the school pupils quickly settle to work and maintain high levels of concentration until their assignments are completed.

11The behaviour of pupils is very good. They can be trusted to work well in small groups and individually without direct supervision. Pupils behave well in the playground and as they move through the school. They listen and act upon instructions promptly and take care of books and equipment. Pupils are courteous to visitors, members of staff and to each other. They have a sense of fairness and tolerance. Parents rightly state that pupils behave well and that bullying is not a problem at the school.

12Pupils form very good working relationships with members of staff and other pupils. The care and concern they show for pupils with disabilities is exceptional; for example, they escort pupils to the hall and playground, sensitive to the difficulties they face. They appreciate and care for those with special educational needs as valued members of their class and as friends; for example, a Braille club was set up as a result of pupils' request to help them to assist a blind member of the school community. Pupils and teachers enjoy working together and they share a similar delight in drama. They work collaboratively when required and enjoy teasing out the answer to problems and then justifying their views to their teachers.

13Pupils take responsibility for classroom and school duties, carrying these out conscientiously; this is particularly apparent at assembly times when pupils organise the music and projection of words capably whilst others ensure later that the room is tidied ready for the next lesson. Pupils at the school are actively involved in the school council either as elected members or as supportive members of the school community and make suggestions for school improvement. Pupils seek to do their best and take great pleasure in their own achievements and the achievements of others at the weekly 'awards' assembly. Each week, older pupils take responsibility for recording the awards.

14The school has maintained the strengths in this area of its work since the previous inspection and is well placed to maintain the very high standards of pupils' attitudes, behaviour and personal development.

14 **Attendance**

15Attendance this year is in line with the national average. The attendance rate for 1998/99 was below the national average. Both authorised and unauthorised absence is higher than the national average. The bulk of the unauthorised absence concerns a small number of pupils who are regular non-attenders. The school works closely alongside the education welfare service to ensure these pupils receive as much help as possible. During the first half of this term, a number of pupils were taken out of school for family holidays. The school reports that this is a regular occurrence despite their best efforts to discourage parents from doing so. This accounts for a significant proportion of the authorised absence figure. The attendance, overall, is not as good as at the last inspection, and it is the authorised absence that has increased.

16All staff have guidelines for completing registers, and staff record daily attendance correctly. Punctuality is very good. Very few pupils arrive late, and lessons begin promptly. Registration time is used well throughout the school. Class teachers establish a purposeful and working environment from the start of the day which motivates pupils well

16 **QUALITY OF EDUCATION PROVIDED**

16 **Teaching**

17The quality of teaching is good overall and enables pupils to make good progress at both key stages. In 75 per cent of lessons observed, the quality of teaching was at least good and in 23 per cent of the lessons it was very good or excellent. The quality of teaching was satisfactory in 25 per cent of lessons. There was no unsatisfactory teaching. The best teaching was seen in the upper juniors where over half the lessons were very good or excellent.

18The quality of teaching of children under the age of five is good. Teachers understand the needs of children of this age and provide a curriculum that enables children to make good progress in all their areas of learning. Planning is thorough and shared with classroom assistants. The organisation of most lessons consists of a lively and interesting whole class introduction, followed by activities and a plenary session. Occasionally, insufficiently challenging activities are provided during the activities sessions. Members of staff have good strategies for maintaining high standards of behaviour by setting clear guidance, developing a good rapport with the children and by providing interesting work; this results in children's increased confidence, concentration and good behaviour. Teachers encourage children to develop their skills on the computer and children become increasingly adept at operating the 'mouse' as when they use a computer program to move chairs and beds for 'Goldilocks and the Three Bears'. Teachers and classroom assistant keep careful records of children's attainments and use these to help each child to make progress.

19The quality of teaching in both key stages is good. It is slightly better at Key Stage 2 where there is a higher proportion of very good lessons. Very good teaching was seen in every class. Pupils with special educational needs receive good teaching and their work is well suited to their individual needs. They receive good additional support to enable them to achieve the targets set in their individual education plans. Pupils with disabilities receive very good support which enables them to participate fully in all aspects of the curriculum.

20Where the quality of teaching is satisfactory, lessons are well planned and teachers have sound subject knowledge. A range of activities is planned and appropriate work set for the different age groups within the class so that pupils build on what they know and understand. Occasionally, activities are not sufficiently challenging. Good organisation results in an industrious learning environment and consequently pupils behave well. Sometimes these lessons lose pace, as, for example, when the introductory session lasts too long because of additional explanations and over-clarification. However, this does help to reinforce language development, particularly of the younger pupils.

21Where the quality of teaching is good, the teachers' own interest and good sense of humour inspire pupils to work hard. Teachers' subject knowledge is good and they know how to make lessons interesting- for example, by bringing in unusual resources or changing the focus of activities so that pupils' attention is captured. Short introductory sessions set the tone and pupils quickly become involved in purposeful activities. These lessons are well timed and pupils work with a sense of purpose. Marking is constructive and celebrates success whilst pointing out how work might be improved. Teachers have good organisation and control and expect high standards of behaviour. Teachers' planning is very good. Their skilful questioning generates discussion and pupils ask lots of questions before quickly becoming absorbed in their tasks. This enables pupils to make good progress.

22Where the quality of teaching is very good, teachers generate much interest through inventive ways to make learning fascinating, for example, by using drama. In one lesson, young pupils through mime and story climbed inside a rocket and went to the moon; it 'didn't have any trees' and 'it was

boring' so they 'had a picnic' and came home. This helped them to remember the sequence of the story and to remember the words they were learning to read. Teachers use the time very well to ensure lessons have momentum so that pupils learn to work quickly and efficiently. The work challenges all abilities and teachers expect high standards in written and oral commentaries. High expectations and imaginatively thought out tasks create an atmosphere of discovery. The lessons are very well planned and all attainment groups have interesting and challenging activities so that standards are high for each level of ability. In an excellent lesson, sophisticated punctuation was selected for ten minutes' intensive teaching, involving the whole class. Lower attaining pupils' work was chosen to illustrate how brackets or commas could be used to clarify a sentence; this engaged the attention of all pupils, greatly raised the self-esteem of pupils who thought they were not as good at writing as others, and motivated everyone to understand.

23 Teachers implement the National Literacy and Numeracy Strategies fully and these have an impact on standards. Group work is well organised and the increased emphasis on mental calculation is already having a positive impact on pupils' mathematical language and understanding. Sometimes, independent activities within the literacy hour are not sufficiently well planned in all classes to enable pupils to make progress through consolidation of what they know and understand. Plenary sessions are used effectively to assess and celebrate learning. Literacy is promoted through most areas of the curriculum, and is given a high priority throughout the school whereas numeracy is incorporated into the teaching of other subjects if the opportunity arises.

24 The quality of teaching has improved since the last inspection. Teachers' expectations are now high at Key Stage 1 and very high at Key Stage 2. Deficiencies attributed to the lack of a 'systematic approach to assessment within the school to inform lesson planning' are not evident for the pace of learning has much improved, higher attaining pupils are challenged, and pupils present their work well and complete their tasks to a good standard. Homework is now used well at both key stages and has a positive effect on pupils' progress. The school is well placed to maintain these standards

24 **The curriculum and assessment**

25 The school provides a satisfactorily broad and balanced curriculum that, with the improvements to the curriculum for information technology this term, meets the statutory requirements of the National Curriculum and the local authority's Agreed Syllabus for religious education. The provision for children under the age of five is good and follows the nationally agreed areas of learning for children of this age. The school meets its curricular aims successfully with the exception of information technology. The time allocated to the statutory curriculum is appropriate. The higher percentage of time given to science at the end of Key Stage 2 has helped to raise standards in this subject. The curriculum throughout the school promotes pupils' intellectual, physical and personal development satisfactorily. There are policies and guidance for all subjects to guide teachers' planning. Personal, social and health education, including sex education and drug awareness, are taught through the curriculum as appropriate, for example, in science.

26 The school provides all pupils with equal access to the curriculum. Pupils with special educational needs are effectively identified and very good provision is made to ensure that they have full access to the curriculum. Pupils, including pupils with disabilities, have the same educational opportunities as others. The policy and provision for special educational needs is in line with the Code of Practice and meets statutory requirements. Pupils are individually assessed and appropriate work is provided to enable them to make good progress.

27 The planning of the curriculum is satisfactory. The curriculum for children under the age of five is planned effectively on the nationally recommended areas of learning. The planning links carefully to the lower stages of the programmes of study of the National Curriculum and elements of the national strategies for literacy and numeracy are incorporated. At both key stages, the school has successfully adopted the national strategies for literacy and numeracy and both are effective in raising standards. The school has recently introduced a scheme of work for information communication technology based on national guidance and this is beginning to have a beneficial effect on pupils' attainment and

progress. In other subjects the school follows the local education authority's curriculum guidance appropriately. There is a succinct long-term plan covering a two-year period that ensures pupils in mixed-age group classes do not repeat topics. The medium-term planning is consistent throughout the school and assists the systematic development of pupils' knowledge and skills.

28The school provides a good range of extra-curricular activities. The curriculum is enriched by extra-curricular activities such as band practice, recorders, Braille club, choir, football, gardening and netball. The school takes part in inter-school competitive sporting tournaments. The extra-curricular activities are supported well by pupils and parents appreciate the good range of opportunities their children have at the school.

29The assessment of children under the age of five is good. The practice is very effective and follows the local education authority's guidance. The assessment and progress of the children are monitored on entry and a few weeks after starting school an initial profile is made of children's attainments. Members of staff gather and share information about children's progress and update children's attainment records at least once each term. Planning for future lessons is based very effectively on staff members' observations. Targets are set for children and these are shared with the children and their parents. The system identifies children with special educational needs at an early stage of their education to enable appropriate strategies to be planned to help them to learn.

30The assessment of pupils at Key Stage 1 is unsatisfactory. The policy for assessment provides appropriate guidelines for staff though in practice these are not followed; for example, the policy states that 'formal assessment in core subjects will be carried out each term... to support professional judgements we will keep pieces of work which represent significant progress'. However, the frequency of assessments and the maintenance of samples of work does not always happen. No assessment of attainment and progress takes place in information technology and this contributes to the poor progress pupils make. There is no guidance on assessing work to the levels of the National Curriculum and no means by which pupils' progress and the progress of particular groups of pupils can be traced. This contributes towards the significant differences between teacher assessment and national test results in mathematics and the insecure teacher assessment in science. The assessment of pupils at Key Stage 2 is satisfactory overall. Teachers follow the policy for assessment and know the pupils well. The information is used effectively to plan future work and targets for improvement are set with pupils.

31The school has maintained the strengths in the curriculum since the previous inspection and has implemented recently a satisfactory scheme of work for information technology. The last report identified as a key issue 'the development of assessment and recording systems in order to inform planning, monitor the progress of pupils and increase the pace of learning'. The school has made insufficient improvements in relation to Key Stage 1 and information technology. The school has, however, made improvements in assessment procedures which can be built upon quickly to provide effective systems to enable the monitoring of attainment and progress to be accomplished throughout the school in all subjects.

31 **Pupils' spiritual, moral, social and cultural development**

32Provision is very good overall. It is very good for pupils' spiritual, moral and social development and good for their cultural development. The school provides a caring community in which spiritual and moral values are nurtured and where social responsibility and cultural development are seen as educationally important. This provision has improved since the last inspection and is well placed to continue to improve.

33The school makes very good provision for pupils' spiritual development. It clearly fulfils its aim to help pupils to gain an understanding of and respect for religious values and to foster tolerance and sensitivity towards other races, religions and ways of life. Pupils are given time for reflection and for

personal response which enable them to be aware of a spiritual dimension to their lives. This was clearly demonstrated in an assembly, on the first day of Advent, when pupils entered a candle-lit hall, explaining to the blind member of the community why the atmosphere felt so special. Through their daily lessons, pupils experience profound wonder as when they marvel at the fragile delicacy of small creatures' bone structures. Pupils contribute to the special shared atmospheres in assemblies by selecting the music. This helps to sharpen their insights and perceptions.

34Provision for moral development is very good and the school is concerned to develop qualities in pupils so they can be 'critical seekers of truth' and 'avoid judgements based on stereotyped or biased views. In this it succeeds. Pupils show respect and are honest, kind, helpful and sensible in their dealings with each other and with teachers and other adults. The school encourages pupils to understand what they have done wrong and to explain their actions. This involves pupils in discussion and analysis of moral codes and in working out how to improve their behaviour. In a wider context, pupils look at challenging issues such as justice and fairness through discussion of literature or current world events and the work of important people whose moral stand has improved the world for others.

35Provision for social development is very good. Pupils are encouraged to take responsibility for their own actions. They are tolerant and understanding of each other's needs, helping those with disabilities with praiseworthy discretion and sensitivity. The school council involves the pupils in the running of their school and it takes its duties very seriously; for example, carrying out a survey of different ways of spending playtimes. Pupils are encouraged to use their initiative. In assembly, school council members reported that there were 'no jobs in the job box' so they 'made sure the library was tidy'. Through paired and group work in lessons, pupils are provided with opportunities for social development as they co-operate with each other. The 'Pupils Comment Book', alongside the 'Parents' Comment Book' in the hall, indicates that pupils have a strong voice in the running of their school. That the very great majority of their comments are positive suggests the school's policies are successful.

36The school makes good provision for pupils' cultural development. Pupils learn to appreciate human achievements and aspirations in different societies. Cultural development is enriched by educational visits and through good displays of work in geography, history and art which draw attention to the diversity of peoples of the world. The whole school composed poems to celebrate National Poetry Day which they shared with friends and parents in a special assembly. On another recent occasion, pupils learnt African dances, celebrating a different culture under the expert tuition of a visiting specialist. Music, art and literature further contribute to pupils' awareness of other cultures and their respect for the customs and faiths of others.

Support, guidance and pupils' welfare

37Overall, the school provides good support and guidance for pupils. The school has good procedures for monitoring the progress and personal development of pupils. It is a caring place where pupils feel secure. Staff and pupils work well together both inside and outside the classroom. Staff are interested in and responsive to individual needs; this improves pupils' confidence and ability to cope with everyday life. Pupils are happy and relaxed, and they enjoy being at school. Although there is no formal personal and social education programme, the importance of personal development and the value of each pupil are at the heart of everything the school does. Assemblies are used to introduce topics and issues which are then continued by class teachers throughout the day. Class teachers know their pupils very well and monitor their progress and development. Individual and group targets are set, particularly in literacy and numeracy. Pupils are tested against these targets and rewarded when they succeed. Support staff and helpers work closely alongside class teachers and make a significant contribution to the progress of many pupils.

38The school successfully promotes self-discipline through the positive behaviour policy and good adult role models in school. As a result, behaviour is very good, and pupils are tolerant and respectful of others' feelings. Weekly good work assemblies publicly acknowledge achievement and effort, and are enthusiastically supported by pupils and staff. Bullying is virtually unknown in the school and pupils are extremely supportive of each other. They are quick to help and look after pupils with learning or physical difficulties in a naturally caring way. The school council is currently looking at ways to help new children settle into school quickly.

39Procedures for monitoring attendance are satisfactory. The school has a close relationship with parents, the majority of whom notify the school immediately their child is absent. The school follows up unauthorised absences quickly, and has an effective relationship with the education welfare officer. Governors' spoke directly to parents to raise their awareness of the disruption holidays in term time can cause to their children's learning. Pupils with 100 per cent attendance over the year are rewarded with certificates in assembly.

40The school looks after its pupils well. There is a good relationship with the two local high schools. A programme of visits between the schools ensures that Year 6 pupils are well prepared for their move to secondary school. There is an effective child protection policy based on the local education authority procedures. All staff (including non-teaching staff) have attended training and are aware of their responsibilities. Good use is made of outside agencies and lines of communication are clear. All staff are trained in first aid, and accidents and illness are dealt with efficiently. The school nurse is often in school to carry out health checks, run 'drop-in' sessions for parents and work with older pupils on health and hygiene topics. The health and safety policy is reviewed regularly and governors carry out termly site inspections. The general condition of the school premises and site is very good and provides a clean and safe environment that is conducive to learning. Lunchtime supervisors are aware of their roles and responsibilities and lunchtimes are well-organised and sociable occasions. There has been good improvement since the last inspection and the school is well placed to continue to improve.

Partnership with parents and the community

41The school has a very good partnership with parents and with the local community. The good relationship with parents reported in the last inspection has developed further, and the community links have improved from being 'limited' to being a strength of the school.

42Parents receive good information on school life and on the progress of their children. The school prospectus and governors' annual report give a flavour of the school and its aims and values. A guide for reception pupils gives parents information on how to prepare their child for school. Weekly newsletters are chatty and informative, and parents appreciate being kept informed of forthcoming events and topics. Noticeboards and posters around school also keep parents up-to-date. A book of the year showing various activities is in the entrance hall for parents and visitors to see, and photographs and displays of pupils and their work can be seen throughout the school. Formal reporting to parents is through at least two consultation evenings and an annual written report. Attendance at the parents' evenings is very good and parents appreciate teachers' comments. Targets for improvement and the way in which parents can help at home are discussed with parents. These targets are revisited at the next parents' evening. Parents have the option to meet staff in the summer term after they have received the written report, although few parents take up this opportunity. The written reports are detailed and encouraging, and indicate the progress made over the year. For English, mathematics and science, they give a clear picture of what the pupil can do and what they do well. Some weaknesses are identified although targets are not set at this stage. The reports do not indicate National Curriculum levels that pupils have achieved and do not make comparisons with the performance of others, either in the school or nationally. This makes it difficult for parents to judge their child's attainment, although parents say they are happy with the information they receive in the reports.

43 Parental involvement in school life and learning is very good. Parents say they feel welcome in school, and staff are approachable and helpful when parents have problems or queries. The home-school agreement clearly explains the partnership between school and parents. The Parents' Working Party is a well-organised group that meets monthly to consider developments and make suggestions to the staff and governors. They also produce a newsletter to keep parents up-to-date, and seek parents' views on topical issues through questionnaires and meetings. Parents, relatives and friends are invited into assemblies every Friday and pupils have the chance to perform and show their work. These are thoroughly enjoyed by everyone, as the lovely comments in both the parents' and pupils' comments books illustrate. The school aims to run a workshop each term to help parents understand the curriculum and to give them advice on how to help their child at home. Recently, these have centred on reading and literacy. Parents have watched videos of teachers and pupils in class and taken part in practical sessions. The pupils' reading records include notes for parents, and parents say they feel they can now play a more constructive role in improving their child's reading. The parent/school association continues to support the school well with social and fund-raising events. The school appreciates the contribution they make, particularly to the cost of transport for many trips and sporting activities. Parents and governors are encouraged to help in lessons and educational visits. Their help is used in a constructive way to enhance learning and this has a positive effect on pupils' progress.

44 Links with other schools in the area are very good. Staff from both high schools are frequent visitors to assemblies and events and the school band is invited to play in their concerts. The curricular links are improving. Secondary staff have observed the literacy and numeracy hours, and have taught alongside primary staff in some subjects. There are close ties with the nearest primary school. Staff have joint training days where they can share ideas, costs and good practice, including observing each other's teaching later this year. There are a number of sporting events and competitions throughout the year, and pupils from both schools join together on educational visits such as the 'Crucial Crew' event in York.

45 Links with the local community are very good. The school plays an important part in village life. The ties with the local church are strong. The school, parents, friends and villagers celebrate special events together in the church. All concerts, fayres and performances are well attended. Pupils visit elderly people in a local residential home, and invite them back to school to see rehearsals of concerts. These community occasions are enjoyed by both young and old. Many guests are invited into school. Members of the police, fire, medical, safety and sporting professions also take part in lessons and add a valuable and enjoyable dimension to school life. The school has a good friendship with a nearby willow-burning power station, and has won prizes in national competitions for a memorial garden they made, and for a video and music presentation about saving energy. The school supports a number of charities through the year. In this way, pupils develop an awareness of the misfortunes of others in their own society.

45 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

45 **Leadership and management**

46 The school is led at present by the quietly efficient and very capable deputy headteacher who is acting headteacher in the absence of the headteacher, currently on long-term sick leave. Judgements on the quality of leadership and management are based on the systems already in place which have enabled a smooth transference of responsibilities and developments which have taken place since September under the management of the current acting headteacher. The leadership and management are good overall with some considerable strengths. This is an improvement since the last inspection when leadership and management were judged to be sound and criticisms were made of the school's development planning. Under the present system of management, the school's capacity for improvement is judged to be good.

47The acting headteacher, staff and governors give very good educational direction to the school. The acting headteacher has a practical grasp of the administrative complexities of managing a school whilst maintaining a strong presence in the classroom by teaching for three days a week to minimise disruption caused to the pupils because of the headteacher's absence. The governing body provides strong support for the curriculum. Governors are assigned to a particular curriculum area and those supporting literacy and numeracy have opportunities to work alongside teachers in a supporting role. This means that they are very well informed about current practice and can contribute to evaluating the impact of the National Literacy and Numeracy strategies on teaching and learning. The governing body has a strategic view of how the school should develop and fully supports the leadership's aspirations for the pupils.

48In her role as deputy, the acting headteacher monitored teaching throughout the school with the full support of the headteacher. This is excellent and has had a most beneficial effect on the quality of teaching and on the monitoring of what pupils learn. Curricular responsibilities are shared between the staff, including those who work part-time. All staff are allocated time to monitor and support teaching in their subject and feel that watching each other teach has been a worthwhile experience. Each teacher has the experience of writing a monitoring report and so is closely involved in the process of analysis and evaluation. The deputy headteacher collates all the reports and extracts strengths and weaknesses in teaching across the school for consideration and remedial action. The monitoring of curriculum development is satisfactory. Although the monitoring of teaching has had some impact on curriculum development, a significant area such as information technology has not progressed since the last inspection.

49The arrangements for the professional development of staff are very good and much more thorough than in most schools. An initial interview takes into account the professional needs of the teaching and non-teaching staff, and in conjunction with the school development plan determines a personal programme of professional development. A second interview at the end of the year evaluates the effectiveness of this.

50The implementation of the school's aims, values and policies is good. The school development plan is a satisfactory document which has recently been used as a working document to help evaluate the progress the school is making in key areas. The present leadership, with the full support of the staff and the governing body, has revised the school's current provision for information technology in order to initiate procedures whereby standards of attainment in this subject might be raised. Strategic planning is closely linked to finance and resources and contains achievable targets in line with recent government initiatives. Areas of weakness such as teacher assessment at Key Stage 1 have been highlighted as an area of concern and some preliminary steps taken towards analysing the reasons for the discrepancy between teacher assessments and the Key Stage 1 national test results.

51A considerable strength of the school is the commitment to high achievement for all pupils, including pupils with special educational needs, who have equal access to all parts of the curriculum. Assemblies contribute to this, promoting the values of the school and celebrating the achievements of pupils in different subjects in every class as well as promoting their personal and social development. All statutory requirements are met.

51 **Staffing, accommodation and learning resources**

52There are sufficient teachers who are appropriately qualified, knowledgeable and experienced to teach a curriculum suited to the mixed age and ability range of pupils within their classes. Each member of staff takes on responsibility for an area of the curriculum, and, where possible, they are assigned the subjects where they have specific knowledge, skills, or interest. The number of learning support staff reflects the additional assistance required for pupils with special educational needs. The school has a positive policy of involving non-teaching assistants with teachers in training sessions, so that they are well prepared and able to provide good quality support to pupils. They are clear as to

what they are trying to achieve with pupils, and use materials and ideas with familiarity and a good level of expertise. The work of support staff makes a good contribution to pupils' progress and attainment. There is a good level of support for children under the age of five and this helps their good progress.

53 Staff have clear job descriptions, and regularly undertake a range of courses to improve and up-date their knowledge and skills. This in-service training is chosen to match the priorities which school has identified for whole school development, and also to match the personal professional development of staff, identified through appraisal and staff individual reviews. The arrangements for the professional development of all staff are very good and benefit the quality of teaching and the standards which pupils achieve. Staff have completed appropriate training for the National Literacy and Numeracy Strategies.

54 The school building provides good quality accommodation, with adequate space for indoor and outdoor activities. Hard areas provide good surfaces for structured physical education and recreational activities. There is a good field area for use in fine weather, and a memorial garden for pupils to enjoy in quieter moments. The building and grounds are kept clean and tidy, presenting a welcoming and pleasant environment for learning. This has a positive impact on pupils' attitudes and on the quality of teaching and learning.

55 There are good resources available to support teaching in most subjects, though resources for information technology are under used. The range and quality of books has been improved since the previous inspection and is now satisfactory. There is a need for still more artefacts to support the teaching of history, though good use is made of a loan service. The range and quality of resources makes a good contribution to the quality of teaching and learning.

55 **The efficiency of the school**

56 The quality of financial planning is very good, and spending reflects the priorities in the school's development planning. This shows good improvement since the last report. The governing body is very aware of the effects of changes in numbers of pupils on the budget of the school, and has acted prudently to build in provision for managing staffing in a planned and organised way, minimising possible adverse effects on teaching and learning. The governing body strives to maintain the quality of provision for pupils, as when increasing non-teaching assistance hours to support the introduction of the National Literacy and Numeracy Strategies. The acting headteacher, chair of governors and members of the finance committee work closely together on long-term financial planning and keep a good balance between current needs and ensuring financial viability.

57 The use of teaching and support staff is very well organised. Teachers are effectively deployed to make best use of their experience and expertise. All teachers take responsibility as subject co-ordinators and effectively support colleagues within their areas of expertise. Support staff are well deployed to provide good quality support where it is most needed, most particularly to pupils who have special educational needs. The special educational needs funding received by the school is targeted effectively to provide skilled support and suitable resources to meet pupils' needs. Parent helpers and governors make a good contribution to pupils' learning and the life of the school.

58 The use of learning resources and accommodation is generally good. Resources are stored so that they are accessible to teachers and pupils, where this is appropriate. They are used effectively in lessons and are treated with care. There is a weakness in the use of information technology resources which are under used for much of the time. Accommodation is used well, with carpeted and shared areas being used effectively for small group work. Working areas are allocated with proper regard for pupils' needs. For example, the largest area, with independent access to the outside, is allocated to the reception class, so that the needs of young children for greater movement and practical activity can be met. The playing field is used effectively for outdoor games and for extra-curricular activities.

59 School administration and financial control are very good. The acting headteacher, governors of the finance committee and the administrative assistant work together very efficiently. The recent audit, of last year found the systems of financial control to be of a high standard. Suggested minor improvements have been carried out. Day-to-day financial management is unobtrusive and highly effective and helps to ensure the smooth running of the school.

60 Pupils enter the school with standards of attainment and socio-economic circumstances that are below average. They experience good teaching and make good progress during their time in school. Standards of attainment have risen significantly, particularly in the last two years, and the school has been acknowledged publicly as one whose standards have improved. Although standards in the present Year 6 are not as high as those indicated in the national standardised tests of 1998 and 1999, this is because of the very high proportion of pupils with special educational needs within that class. Average and higher attaining pupils are enabled to achieve high standards because of the very effective teaching they receive. The school provides a good quality of education and makes very good provision for pupils with special educational needs. The cost of educating each pupil is similar to national norms. In terms of the educational standards achieved by the pupils, the good quality of education provided and the effectiveness with which the resources of staffing, accommodation and learning are used, the school gives good value for money.

60 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

61 Children are admitted to school in the September of the school year in which they will be five. Their attainment on entry is generally below that expected of four-year-olds in all areas of learning, particularly in language development and mathematical skills. Most children have not had pre-school education. A local nursery, which opened recently, has since closed. The present very small group of children under the age of five benefited from this nursery and their attainment on entry is slightly higher as a consequence. Children are taught by a teacher and a nursery assistant in a mixed-age class with Year 1 pupils. There are good induction procedures in place to make children feel at ease when they first come to school and the arrangement for children to arrive at different times at the start of the day gives members of staff good opportunities to talk to parents and children. Children under the age of five make good progress overall. By the age of five they reach the nationally agreed desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development.

61In personal and social development, at the age of five, most children attain standards in line with those expected of their age. They make good progress. Children quickly become used to the routines of the school. They enter school confidently with their parents, take off their coats independently and put their lunch boxes and homework in the correct places. They settle very well to their lessons and are happy and well behaved. They relate well to adults in the class and are confident when joining in activities with older pupils. Children enjoy attending assemblies with the rest of the school; they were captivated when the hall was illuminated solely by candlelight. The quality of teaching is good. Members of staff are very welcoming and take every opportunity to initiate conversations in order to develop the children's communication skills. They encourage parents to become involved in their children's learning and to accompany their children into the classroom. Teachers structure lessons well to provide time for children to work together as well as on their own and to have time to play. This results in a relaxed and supportive working environment. Children with special educational needs and higher attaining children are given effective support to develop their learning and confidence.

62In language and literacy, by the age of five, children attain standards in line with those expected in this area of learning. Their progress is good, notably in reading. Most children learn to speak clearly and in sentences though a few offer one-word responses initially. They listen intently during the whole class discussions and most respond when questioned. Higher attaining children read books fluently and recognise many words though lack confidence when reading to others. Most children enjoy learning to read and talk about their books with interest. They know most initial letter sounds and begin to read a number of common, simple words. Lower attaining children join in rhymes and follow the words in their books. Most children by the age of five write their names independently and copy teachers' writing carefully with correct formation of letter shapes. The quality of teaching is good and some very good lessons were seen. Teachers have good strategies for teaching children how to read, and seize opportune moments to develop children's vocabulary, explaining, for example, the difference between an author and an illustrator. They use questions well to check understanding and to encourage children to speak. The work is well planned for children to participate actively and so involve them fully in stories and discussions. In a very good drama and movement lesson, there was a relaxed sense of fun which enthused the children as it developed their imaginative powers.

63In mathematics, children make good progress and attain standards expected of five-year-olds. Children recognise and name numbers up to 12. They begin to understand number in relation to age and point out those who are four years old and those who are five. Most count objects up to five accurately by touching each object in turn. They are beginning to tell the time according to the hour and realise that certain events happen at particular times of the day. Higher attaining children know the days of the week and the sequence of the days. The quality of teaching is satisfactory. Teachers effectively involve children under the age of five in discussions with Year 1 pupils but sometimes the

work they are required to do on their own is below their capabilities and there is too much colouring in of worksheets rather than tasks which develop their mathematical skills. The planning is clear and games are used effectively to improve counting skills and to help children to recognise numbers. Careful questioning and skilful language reinforcement extend children's mathematical vocabulary. Practical resources are used well to help children conceptualise number.

64Children's standards, in knowledge and understanding of the world, are in line with those expected of five-year-olds. They make good progress. Children talk about grandparents and develop an increasing understanding of 'then' and 'now'. They realise how they can use their senses to identify objects; for example, they used a 'feely-box' to discover the texture of different objects such as a banana, a grape and a stone, commenting that one 'felt like the shape of a rainbow'. They begin to recognise that objects have different characteristics such as 'smooth', 'hard' and 'soft'. Searching for 'treasure' in the sand tray reinforces what they have learnt. Children learn about different customs and traditions and suggest ways, for example, to prepare for Christmas. The quality of teaching is good. Teachers use books well to interest children in special events such as the birth of a child. Lessons are well organised and planned which results in children behaving very well and concentrating for long periods of time. Members of staff spend much time talking to children, extending their vocabulary and developing their speaking and listening skills.

65In physical development, children make good progress. They attain standards in line with those expected of five-year-olds. Children enjoy physical education lessons and outdoor play. They move confidently around with good awareness of other members of their group. They balance and climb sensibly. Children begin to learn traditional games, taking turns in a skipping game whilst chanting a rhyme. They build using small construction kits and enjoy fitting small shapes together to make different two-dimensional patterns and three-dimensional shapes. The quality of teaching is good and children are provided with physical activities each day. Teachers use playtimes well to play different games with children and to develop skills such as running, jumping and skipping as well as balancing on miniature stilts. Physical education and drama lessons in the hall are well planned to suit the children's stage of development and to enable them to learn different ways of moving as well as providing opportunities to use large apparatus.

66In creative development, five-year-old children attain standards at the level expected of their age. They explore texture through collage as they learn to select and glue tiny, shiny scraps of paper on to the shape of the crescent moon which they have painstakingly cut out. Some children find controlling scissors quite difficult though they are very patient when gluing and sticking. They mix their own paints and explain how to make brown, for example. Children sing songs from memory well and enthusiastically clap in time to the music with a partner. The quality of teaching is good. Songs are used well to develop children's knowledge of the world and to increase their mathematical understanding. Teachers make the activities sound interesting and carefully help children to use tools correctly and safely whilst allowing them to experiment on their own. Resources are used satisfactorily though some of the activities are a little unimaginative.

67Children work and play sensibly and co-operatively. They concentrate well, balancing similar wooden shapes on top of each other, for example, or acting out the different voices of 'mummy bear' and 'baby bear' in a well known story. They begin to enjoy the company of others and to take some responsibility, such as carrying out the boxes of toys for playtime games. When the work captures their imagination, they begin to talk quite excitedly and offer suggestions like the older pupils in the class. Children have very good attitudes to learning. They behave very well and work with increasing independence.

68The provision for children under the age of five is good. Children with special educational needs are identified quickly and receive good support to help them to learn. The curriculum is satisfactory and follows the nationally recommended areas of learning for children under the age of five whilst incorporating elements of the national literacy and numeracy strategies. Assessment procedures are very effective; members of staff keep detailed, dated notes of what children know and can do and these are used to plan what to teach next as well as providing accurate information for parents. Resources

and accommodation are good and are used very well to help children to learn. The experienced classroom assistant is deployed very effectively to work alongside teachers; this has a positive effect upon the good progress children make. These findings are similar to those reported in the last inspection, which also praised the good provision for children under the age of five and the effective use of assessment to identify their needs. The school is well placed to improve standards further.

69

69 ENGLISH, MATHEMATICS AND SCIENCE

69 English

69Overall standards in English are close to the national average. Results vary quite considerably from year to year depending on the size of the year groups and the proportion of pupils with special educational needs within each class. At the end of Key Stage 1, the 1998 national tests indicated that pupils' attainment in reading was close to the national average whereas the 1999 national tests indicate pupils' attainment in reading is very low both nationally and compared to similar schools. In writing, pupils' attainment was below average in both the 1998 and 1999 national tests for seven-year-olds. Performance over time, however, confirms inspection evidence, that standards in both reading and writing at Key Stage 1 are close to the national average. In both the 1998 and 1999 national tests for eleven-year-olds, pupils' attainment was well above the national average both nationally and compared to similar schools. Performance over time, however, confirms inspection evidence that, by the end of Key Stage 2, pupils attain standards which are close to the national average.

70The discrepancy between inspection judgement and the most recent test results is not as marked as it would appear. Half the pupils in the present Year 6 class have special educational needs. Whilst many pupils are achieving average and above average standards, the proportion of pupils attaining below that level affects the overall judgement. Results generally show an improving trend, particularly for older pupils. Inspection evidence confirms that pupils who can attain highly are enabled to do so. Although there were no discernible differences between the performance of boys and that of girls, the school confirms statistical data that girls tend to perform better than boys in English and is seeking ways to raise the status of reading and writing to counteract this tendency.

71By the end of Key Stage 1, pupils' attainment is close to the national average in speaking, listening, reading and writing. Pupils listen attentively and ask relevant questions, working out, for example, what they can put into 'a recipe to make someone happy'. Higher attaining pupils talk freely about books they have enjoyed reading, recommending favourite stories. Pupils use a good range of strategies to read new words. Lower attaining pupils use picture clues appropriately and most pupils use their knowledge of sentence structure to help them to read unfamiliar words. Higher attaining pupils discuss the main points of a story and talk about characters and events. Pupils write stories and poems drawing on an increasingly wide range of descriptive vocabulary. They structure sentences correctly and arrange them in logical sequence. The wide range of attainment can be seen in their writing; lower attaining pupils' accounts of a birthday cake are part-recipe whilst others write a more cohesive story. In descriptions of a new classroom, average attaining pupils write a factual account whereas higher attaining pupils' writing is much more informative with some descriptive touches.

72By the end of Key Stage 2, pupils' overall attainment is close to the national average though pupils who can attain more highly do so. In the present Year 6 class, pupils who do not have special educational needs attain at least average standards and some are already attaining above that level. The overall judgement takes into account the high proportion of pupils with special educational needs

within this particular class. Pupils express themselves clearly in lessons and speak confidently. Lower attaining pupils are supported by discussing in groups, to produce for example, a witty haiku about an inspector observing pupils. Pupils declaim from a play with close attention to pitch and tone to convey different characters effectively. They are humorously self-critical. Many pupils read well and talk informatively about books they have read. Lower attaining pupils read more hesitantly though they have an average understanding of the importance of punctuation to clarify reading. Most pupils understand how to use an index and glossary and research information from a range of books. They have had limited opportunities so far to use information technology for this purpose. Pupils' attainment in writing is close to the national average. Sentences are clearly expressed and approximately half the pupils use paragraphs in their stories and accounts. Some pupils show a real feeling for language, imitating Shakespeare, for example, in their re-writing of an extract as in 'Puck, my merry fellow, I have a mischievous job for you.' Some of their poetry is quite distinctive because of its close attention to rhyme and metre.

73Pupils make good progress at both key stages. At Key Stage 2, average and higher attaining pupils make good progress and many reach above average levels of attainment; overall progress is steady, maintaining the good progress begun at Key Stage 1. Pupils with special educational needs make good progress towards the targets set in their individual education plans. At Key Stage 1, pupils make good progress in speaking and listening as they learn to understand books through role-play, pretending to have a picnic together. They learn to listen more closely, answer questions at greater length and become better able to articulate their thoughts. They make good progress in reading as they learn to look at the context and recognise 'small words inside longer ones'. In writing, pupils make good progress in letter formation and sentence construction and in expressing their ideas on paper. Higher attaining pupils use dictionaries well to help them explain words such as 'humiliation' or 'preening'.

74The good standards are maintained at Key Stage 2 as pupils continue to develop skills in literacy to a good standard. They tackle an increasingly wide range of texts in reading, developing the ability to make inferences about characters and events, working out, for example, whether statements in newspapers are fact or fiction and recognising where evidence is unclear or unproved. Their writing becomes more adventurous and uses more interesting words as in the mysterious tale where someone was 'dissolving in a kind of whirlwind'. Higher attaining pupils begin to work out the implied meaning in poems and examine rhyming patterns to see what they contribute to the sense. Lower attaining pupils begin to write more accurately with the aid of clearly defined structures for stories or poems. Average attaining pupils' dramatic accounts of the postman's anger and embarrassment at being terrified of a cat show a developing awareness of tone as well as the importance of paragraphs. Pupils, including those pupils with special educational needs, make good progress in speaking and listening, particularly during the literacy hour.

75Pupils have very good attitudes to English. They collaborate well to act out a scene from a play, taking turns and cheerfully commenting on each other's performance in a supportive way; for example, gently correcting someone's pronunciation of 'tyrant' or encouraging another to read in a Scottish accent. Lower attaining pupils are confident to ask for clarification of concepts they do not understand such as syllables. Pupils are enthusiastic about poetry, selecting powerful words such as 'trudging' which have impressed them. Pupils' behaviour is very good and they form very good relationships with adults and with each other. When working together in independent groups, they work out improvements in oral performance in terms of quality and tone of voice or in writing in the aptness of the words and the way they are expressed. Pupils work with a sense of urgency to complete tasks.

76The quality of teaching is good overall. At both key stages, teachers have good subject knowledge and high expectations of pupils' rate of work and of the standards they expect them to achieve. Most lessons follow the formal structure of the literacy hour. Sometimes, independent activities within the literacy hour are not sufficiently well planned for younger pupils to enable them to make progress through consolidation of what they know and understand. Very good assessment of older pupils' work ensures that activities are suitably challenging for the different ages and abilities in the class.

Pupils are given a 'First Try' book in which they try out ideas and completed work is carefully collated into individual literacy folders. This enables teachers to assess progress in independent activities. From these it can be seen that teachers set a wide range of work. There is evidence of highly imaginative teaching, particularly of older pupils. Within the literacy hour, teachers introduce pupils to texts of some literary worth. As well as raising the standard of pupils' attainment, this introduces pupils to a much wider range of literature than they could read on their own; their accounts of the adventure of Sir Gawain and the Green Knight is an example of this. Teachers use group activities very well indeed so younger pupils write inventive poems in groups incorporating as many 'oy' words as they can or older pupils write a collaborative reply to Winnie-the-Pooh.

77A feature of teaching and learning in this subject is the good use of literacy in other subjects. This gives many additional opportunities for pupils to write and aids average and lower attaining pupils because they are supported by specific vocabulary as in infants' scientific accounts of the development of seeds. Younger juniors write a newspaper article on Kellington Church in connection with work in history and religious education. Older pupils write a letter as if from a young man in the second world war to his sweetheart which involves imaginative understanding as well as historical knowledge.

78Teachers expect high standards of presentation and marking is done with care. In order to bring pupils up from a low initial starting point, much work is done on developing skills in literacy. Work on spelling is interestingly devised for both younger and older pupils. This supports the large proportion of pupils with special educational needs and additional aids are well prepared to help these pupils to learn; for example, Braille texts enable all pupils to join in the discussion about haikus. Sensitivity to their own and to other pupils' awareness of their needs is shown in the careful display of Braille as well as conventional presentations of pupils' writing. This greatly aids the progress of all pupils and gives a real purpose for writing. The subject is very well led by a highly effective co-ordinator who has monitored teaching and learning throughout the school. The school has made good improvements since the last inspection in terms of the standards pupils achieve, the good progress made by both higher and lower attaining pupils and the quality of teaching. The school is well placed to continue to improve.

79 **Mathematics**

79Overall standards of attainment in mathematics are close to the national average. In the 1998 national tests for seven-year-olds, just over half the pupils in the age group attained the expected level in mathematics, which was very low in comparison with the national average and with similar schools. The 1999 test results indicate similarly low attainment and performance over time confirms this well below average attainment. In the 1998 national test for eleven-year-olds, pupils' attainment was above average both nationally and in comparison with schools with pupils from similar backgrounds. A greater percentage of pupils attained a higher than expected level in mathematics than in most schools nationally. These standards have been improved on and in the 1999 national tests pupils' attainment was very high both nationally and compared to similar schools. Performance over time at this key stage, however, indicates that pupils' attain standards close to the national average. Boys perform much better than girls in mathematics at both key stages. The school is aware of this and has taken effective steps to encourage girls' interest in this subject, particularly at Key Stage 2, in competitive mental calculation. Inspection evidence differs from the most recent test results at both key stages in finding pupils' attainment to be close to the national average.

80The reasons for the discrepancy between inspection judgement and the results of the national standardised tests are different for each key stage. At Key Stage 2, the difference is not as marked as it would first appear. The group of pupils who are currently in their final year at the school has a much higher than average number of pupils with special educational needs. This affects the overall judgement on standards for this particular year group. Other pupils in the Year 6 class attain at least average standards and some are already attaining higher standards than those expected nationally of eleven-year-olds. The school has now identified some weaknesses causing the low attainment in the

national tests at Key Stage 1. These weaknesses include: too little revisiting of some concepts and skills; too few opportunities for pupils to consolidate what they know; and insufficient attention to varying the style and format of mathematical questioning and problem setting, so that pupils are ill-prepared for test papers. The systematic use of the National Numeracy Framework is having a significant effect by providing a structure for teaching and learning. In addition, the emphasis on different ways of asking questions and setting problems is raising the standard of pupils' attainment. Inspection evidence shows that the actions taken by the school are having a positive effect and that the attainment of seven-year-olds this year in mathematics is close to the national average.

81At Key Stage 1, many pupils attain the expected level in mathematics. For example, higher and some average attaining pupils have begun to understand the place value of each digit in a number, at least up to 100. In some lessons, many pupils identify and use halves and quarters of shapes and quantities. Most pupils use mathematical symbols and simple diagrams to record their work, as, for example, when carrying out surveys to gather and record data about birthdays and favourite pets. They are confident when discussing the work, though some still need prompting and reassurance to carry out a task for which they have the necessary skills and knowledge. Many choose the appropriate operation when solving simple addition and subtraction problems, and can explain their choice. Almost all pupils are familiar with simple number sequences, and some can confidently identify odd and even numbers. Most can name a small range of two-dimensional and three-dimensional shapes, using features such as number of sides and corners.

82Most pupils at the end of Key Stage 2 recognise patterns in number and try out ideas of their own for finding a rule to continue numerical sequences. Almost all pupils understand how to add and subtract decimals to two places and have sound skills in using paper and pencil methods to solve problems involving multiplication and division. Many understand number relationships such as multiples and factors. Almost all pupils recognise approximate proportions of a whole and use simple fractions to describe these. Higher and average attaining pupils also use and calculate percentages of a whole. Many pupils are able to order, add and subtract negative numbers in the context of temperature. Pupils measure angles carefully, as when identifying different triangles, and are able to find perimeters of simple shapes. All can find areas of shapes by counting squares and many can calculate the area of compound shapes. They draw and interpret simple line graphs and many understand and use vocabulary associated with probability, including 'very likely', 'even chance' and 'unlikely'.

83Pupils, including pupils with special educational needs, make good progress at both key stages. On entry to the school, many pupils' mathematical attainment is below what might be expected of their age. They learn to read and write numbers confidently and to carry out calculations to solve simple problems. They begin to collect and record information and to use some standard measures, such as centimetres, accurately. They begin to understand how time is measured and tell the time to the half-hour. Pupils begin to use standard units to measure length. Their good progress is seen in their answers to questions relating to data which they have collected and organised into a bar chart. This work is built upon effectively at Key Stage 2, so that many pupils who have entered the school with below average skills in mathematics, attain at least average standards before they leave. Pupils learn to calculate the surface areas of compound and irregular shapes. They begin to calculate fractional parts of quantities and measurements. Higher attaining pupils learn how to measure angles accurately to the nearest degree. Most pupils discover how to construct and interpret line graphs so as to understand the information presented about time and volume of water.

84Numeracy is now given a high priority throughout the school, with work being based on the National Numeracy Strategy. The emphasis on quick, accurate mental calculation and on pupils developing and explaining their methods is raising the standard of pupils' ability to calculate mentally. There is satisfactory use of numeracy in other subjects, most particularly in science and geography, where pupils use measuring and recording skills effectively. An area of some weakness is investigations, where there is insufficient opportunity for pupils to generate their own investigations and explore mathematics in a real context. For example, work in geography involving locating a holiday destination suitable for a particular family, did not include costing such a holiday, or working

within a specific budget.

85At both key stages, pupils have very good attitudes to mathematics. They are interested in the work and are particularly keen to do well in oral activities, such as mental maths sessions, or in answering questions. Most listen attentively for extended periods of time, and persevere with challenging activities, as when Year 4 pupils used inverse operations to prove correct answers. Behaviour is very good and pupils settle quickly to their tasks, concentrating well. Pupils work very well together, comparing and checking solutions in a sensible way, interested to confirm the accuracy of their own calculations. The mutual respect of teachers and pupils contributes very effectively to the quality of learning and to pupils' progress and attainment.

86Teaching is good overall at both key stages. Using the National Numeracy Framework as a starting point, teachers set out very clearly what it is that they want pupils to learn. Planning is good and indicates how activities are matched to the needs and previous experiences of pupils. Teachers set high expectations for pupils' effort and behaviour. There is a good focus on oral work and pupils are challenged to calculate mentally and quickly, and to explain their ideas or solutions. Teachers set aside time at the end of most lessons to allow pupils to explain their work, and to assess what the pupils have learned. Pupils with special educational needs get very good support including work well matched to their needs as well as additional support from the teacher or non-teaching assistants. The consistently good quality of teaching is an important factor in pupils' enjoyment of and success in mathematics by the time they leave the school. Homework is used satisfactorily to stimulate the learning of facts and multiplication tables.

87Arrangements for the assessment of pupils in mathematics are satisfactory at Key Stage 2 and unsatisfactory at Key Stage 1. Day-to-day assessment is done thoroughly at both key stages and recorded carefully so that future lessons can be changed to reflect pupils' strengths or weaknesses. At Key Stage 1, however, teacher assessments bear little relation to pupils' performance compared to national standards. The school has an assessment policy, but much is left to individuals to choose when to assess, how often and against which criteria. Consequently, specific problems or weaknesses are not identified soon enough. The mathematics co-ordinator has worked effectively with the acting headteacher since September to put together an 'Action Plan' to improve poor performance in the Key Stage 1 national tests. Work in classrooms is now being monitored, so that a consistent approach to mathematics can be achieved and strengths and weaknesses identified. There are good quality resources for mathematics. These are accessible to teachers and children so that they are used effectively. The school is attaching particular importance to improving provision in mathematics and this is having a positive impact on pupils' progress and attainment. Standards at Key Stage 2 have improved considerably since the last inspection and many average and higher attaining pupils achieve above average standards. The quality of teaching has also improved, particularly at this key stage. The school is well placed to improve.

88 **Science**

88The results of the National Curriculum tests for 11-year-olds in 1999 indicated that the performance of pupils was very high compared to both national and to schools with pupils from similar backgrounds. Inspection findings are that, for the present Year 6, pupils' attainment at the end of Key Stage 2 is close to the national average. Teachers' assessments of seven-year-olds in 1999 indicated that the number of pupils attaining the expected level or above was very high in comparison to the national average. Inspection evidence shows that, for the present Year 2, pupils' attainment by the end of Key Stage 1 is close to the national average. Over the three-year period 1996 to 1998 boys' attainments were close to the national average and girls fell below the national average with boys' attainments significantly better than girls' attainments in 1997 and 1998. Standards by the end of Key Stage 2 have significantly improved over time; pupils' attainments have moved steadily from well below average in 1996 to be in line with the national average in 1998 followed by a rapid improvement in 1999 resulting in very high results in comparison to the national average.

89 There are several reasons for the difference between inspection evidence and national test results. The present Year 6 class has a very high proportion of pupils with special educational needs, including three pupils with statements of special educational needs. This affects overall comparisons with national statistics. The reasons for the differences at the end of Key Stage 1 can be partially attributed to differences in groups of pupils and more largely to insecure teacher assessment. From documentation and records it is unclear how the teacher assessments at the end of Key Stage 1 were arrived at. No samples of work were retained and the only evidence of assessments in the class assessment file show the results of a test which gave an indication of levels; these recorded levels did not equate to the overall teacher assessment recorded. The assessment procedures neither give details of pupils' attainment linked to the levels of the National Curriculum nor track individual and class attainments as they move through the school.

90 Pupils, by the age of seven, observe changes to ice-cubes placed in different temperatures such as in a refrigerator, on a radiator, on a desk and outdoors, and record their findings pictorially. They investigate simple levers and show some understanding of how they work. Pupils suggest ways to avoid tooth decay, recognising some of the causes of deterioration. Higher attaining pupils use scientific language such as 'dissolve' to explain what they mean. By the age of eleven, pupils make predictions and consider 'fair' testing when carrying out an investigation; for example, they consider the effect of the tightness or slackness of a string on the pitch of the note produced. They understand that light travels in a straight line and can explain what happens in an eclipse. Pupils identify producers and consumers in a food chain. They label a diagram of an eye accurately. When constructing electrical circuits, lower attaining pupils understand that the battery needs to be matched to the bulb and that if additional bulbs are placed in a circuit in series the bulbs become dimmer.

91 Pupils, including those with special educational needs, make good progress. At Key Stage 2 they build on the good progress they make at Key Stage 1. Very good progress is made at the end of Key Stage 2 because of the high quality of teaching. At the beginning of Key Stage 1, pupils gain an increased understanding of prediction by describing objects using just one of their senses. They learn how to use a magnifier correctly, adjusting the distance until the object is in focus. Towards the end of Key Stage 1, pupils learn about microbes and after hypothesising how vinegar might attack an eggshell find out through observation the actual effect of acids on enamel and suggest that microbes might attack teeth. Pupils learn how to separate objects according to two criteria, such as 'rough and smooth' or 'hard and soft', and then record their findings pictorially. At the beginning of Key Stage 2, pupils refine their knowledge as they study the effect of heat on materials and record what happens diagrammatically with written explanations. Older juniors discover how to separate materials, for example, by sieving. They learn how to construct circuits from diagrams and higher attaining pupils understand the effect of voltage on power. Pupils' writing, as they grow older, shows an increasingly accurate use and awareness of scientific vocabulary to write more concisely. Their written reports include hypotheses, clear details of investigations, results and evaluations. The inclusion of hypothetical and evaluative comments challenges pupils to think for themselves.

92 Pupils want to learn and ask lots of questions. They care about the environment and are concerned about living creatures; for example, they were fascinated when they studied a rat's skeleton but very concerned that the animal had died naturally. Pupils are very well behaved. They discuss their predictions collaboratively and consider the views of others before making a final decision. Pupils with special educational needs feel confident to contribute to discussions and are keen to answer questions. Pupils take responsibility for their own equipment; for example, they checked batteries and bulbs with a tester before incorporating them in their electrical circuits.

93 The quality of teaching is good at both key stages. Planning is succinct and includes learning objectives and often details of assessment. Members of staff have good strategies for organisation and the management of pupils. This was shown in the way that teachers actively involved a pupil with severe sight disability in a lesson by asking direct questions and ensuring the pupil had plenty of opportunities to handle artefacts. They have high expectations of good behaviour. Teachers use challenging questions and pupils learn at a brisk pace. Occasionally, teachers' explanations are too long and this reduces the time available for pupils' active participation in investigations. Classroom assistants are effective and assist pupils with special educational needs well. Teachers use worksheets

effectively to check understanding and to focus pupils on the purpose of the lesson; for example, to encourage predictions and testing of different electrical circuits and to ensure pupils understand the different electrical symbols. Teachers use homework well to improve pupils' knowledge and science quizzes at school reinforce what they have learnt.

94The co-ordinator has only recently taken on responsibility for the subject, following a period of time without a co-ordinator. Since appointment the co-ordinator has observed lessons in most classes, looked at pupils' work and checked teachers' planning. The curriculum, based on the local education authority's guidelines, provides suitable guidance to teachers; however, the lack of detailed assessments makes it difficult to track the progress of pupils, particularly at Key Stage 1. The accommodation and resources are good and used well to assist teaching and learning. The school has made significant improvements in the subject since the previous inspection. Standards have risen significantly. Teaching has improved and is now good. The co-ordinator now has opportunities to monitor and evaluate classroom practice. The school is well placed to maintain the present standards.

95 OTHER SUBJECTS OR COURSES

Information technology

95Pupils' attainment by the end of both key stages is well below national expectations, principally in control and modelling technology. Standards were described in the last inspection report as being close to national expectation. There has been little development since then to take account of changes in the national requirements until this term when a satisfactory curriculum was introduced and an action plan implemented to improve the provision. This, however, is too newly in place to have had an impact on present standards

96Pupils, by the end of Key Stage 1, have limited experiences of word processing though recently they have added text to drawings, moved characters around the screen and shown words in 'speech bubbles' to support their work in literacy. They have few opportunities to control devices other than cassette players; for example, pupils have had no opportunities to control a programmable toy such as a floor robot. They dress a teddy bear and move shapes around the monitor screen using a basic program. Pupils have few experiences of modelling apart from exploring an adventure game. They have limited keyboard skills. By the end of Key Stage 2, pupils produce a simple block graph, with assistance, of their favourite fruits and pets. They search for information using the CD-ROM to find information about science and history. Pupils have satisfactory keyboard skills and know how to load and save their work. Recently, they have begun to create newspaper articles, adding graphics as required. They do not know how to control equipment by giving a series of instructions. They use neither spreadsheets to assist their learning in mathematics nor sensors to assist their scientific investigations. Their attainment generally is at a much lower level than that expected of eleven-year-old pupils.

97Pupils' progress is poor at both key stages. Since the beginning of this term, with the introduction of a scheme of work based on national recommendations, pupils have begun to make satisfactory progress. There is a limited range of work, however, by which to judge progress over time. Pupils with sight impairment receive very good specialist support which helps them to make good progress as they learn to use a keyboard to supplement work done in Braille.

98Given the opportunity, pupils are enthusiastic when working on computers. They help each other with technical information and bring many skills they have gained on their own and friends' computers at home. Pupils appreciate they have had few experiences previously at the school but talk enthusiastically about the improvements that have taken place during the present term.

99It was not possible to judge the quality of teaching as no direct teaching was timetabled during the inspection. Through discussion with teachers and examination of recent and proposed plans for lessons, it is clear that teachers have sufficient expertise to improve pupils' learning by following the recently introduced scheme of work. Although teachers are now assessing and teaching basic computer skills, no records of pupils' attainment are maintained despite the introduction of appropriate curriculum guidance. Resources and accommodation are adequate but have not been used sufficiently well until recently to help pupils to learn.

100Progress since the last inspection is unsatisfactory. The implementation of the recently produced information and communication technology plan linked to the new teachers' guidance provides the school with good capacity to redress the present shortcomings in the subject in order to raise standards.

101

101 **Religious education**

101The local education authority's Agreed Syllabus is well taught and successfully provides pupils with an understanding of religions in the contemporary world. Pupils make good progress at both key stages and achieve standards slightly better than those achieved in other schools. This inspection confirms the good progress and standards of attainment reported in the last.

102By the end of Key Stage 1, pupils remember some well-known Bible stories. Their lively, illustrated accounts of Buddha when he sat under a tree collecting presents for the poor, give a clear sense of the sequence of the story. They know that Divali is a special celebration about light. Higher attaining pupils recognise that different religions may have common symbols, suggesting, for example, that 'the different candle with the red flame has something to do with Jesus'. Pupils understand the 'Holi' is a festival of colours and that sharing a special time with family and with friends shows that we care. By the end of Key Stage 2, pupils understand that religions have key symbols that convey a specific meaning. They recognise the symbols of major world faiths and identify different religious buildings, recognising, for example, the domed building with its symbolic crescent moon as a mosque. They know that Advent is a time of preparation and that the candles in the Advent wreath have symbolic significance.

103Pupils, including those pupils with special educational needs, make good progress across both key stages as they discover much to interest them about Christianity and other religions. Work in other subjects, such as geography and art contribute to pupils' understanding of religious artefacts as an aid to contemplation and prayer. Pupils develop their understanding of symbols when they design crests to represent themselves or numerical symbols such as a folded star in designs for covers for numeracy folders. Wax crayoned rubbings of some of the older gravestones in the churchyard develop their artistic, historical and religious knowledge as they begin to appreciate the significance of a life beyond death. Younger pupils discover that religious festivals can be fun and that 'Holi' is a time for merry mischief making. Older pupils learn in greater detail about different faiths such as Judaism and compare and contrast how life is different in Jewish and Christian families at Christmas time, for instance. Pupils record information through making notes from different sources. This also develops their skills in literacy as higher and average attaining pupils learn to take simple, pertinent notes, skim-reading for information, and lower attaining pupils and pupils with special educational needs use a mixture of words and pictures to record their findings.

104Pupils enjoy religious education and join in discussions very well. Assemblies are a time when pupils' responses are also welcomed and pupils answer questions clearly and unselfconsciously about the foretelling of Jesus' birth, linking their factual knowledge to their dramatic rendering in the traditional Christmas plays. They willingly offer their views and listen carefully to others. Pupils are very well behaved and are keen to find information.

105The quality of teaching is good at both key stages. Teachers have sound subject knowledge and

very good ideas of how to interest pupils and to make religious education immediate and vital. They use resources, such as a statue of Buddha, very well indeed. They expect high standards of behaviour and pupils to apply themselves assiduously to tasks. Teachers involve pupils in reflection and encourage imaginative responses as they help them to envisage very different scenes such as a lively street market in India. Teachers of young pupils are adept at simplifying complicated stories by re-telling them in their own words to make them more immediate and to enable all pupils of different ages and abilities within the class to understand. Teachers of older pupils use dramatic effects such as switching off the lights and subtly altering the tone of voice to instantly change the feel of the classroom to that of a sacred building which the pupils instantly recognise, suggesting that 'the gloom' helps 'people concentrate' and 'show respect'.

106The teaching of the subject is well planned and pupils build up knowledge progressively, well supported by other subjects. It plays a central part in pupils' education. Teachers use the local environment well to develop pupils' understanding of Christianity. For example, through using local information such as parish notices and newsletters, pupils understand the important concept of the church as a body of people as well as a building where people worship. The school is well placed to continue this good provision.

Art

107Pupils, including those pupils with special educational needs, make very good progress during their time at this school. They achieve good standards in many forms of art. This is an improvement on standards reported in the last inspection, particularly at Key Stage 2, where standards are now consistently above those expected nationally.

108From the time they enter school, young pupils learn to express themselves through art, creating pictures based on the textures of different materials. Older pupils learn how to combine tissue paper with paper of different weight and texture to create a tactile three-dimensional effect in the style of Matisse. Young pupils are taught how to use tools correctly as in their neat printing using fruit, paying careful attention to repeated changes in colour and pattern. Older pupils are encouraged to respond personally to the work of other artists, such as Lowry; for example, younger juniors' watery grey landscapes are dominated by the local power station and church where busy, miniature stick-like figures scurry. The range of work throughout the school shows the powerful effects that can be achieved using different thicknesses of paint or density of shading. Pupils' observational drawings of a rat's skeleton, for example, convey the fragility of tiny bones by the lightness of shading and use of two different strengths of pencil. Pupils learn to express emotions through paintings. Older pupils' responses to some of Picasso's portraits give vivid impressions of sorrow through skilful use of vibrant colour and extraordinary mobile features where, for example, hands extend the face to convey the person's anguish. Pupils smudge and blend pastels with increasing dexterity to convey the texture of a peach or the paper thinness of an onion's skin.

109Pupils enjoy art and many say it is their favourite subject. They work most willingly and with great concentration. They settle to work quickly and are quite mature in their response. In one class, pupils asked lots of questions, clearly showing their fascination with the various skeletons they had to draw, commenting on the different bone structures. They are appreciative of each other's work, remarking in wonder a pupil's finely detailed enlargement of a chicken's foot; 'that is absolutely beautiful'.

110Although only a small number of lessons were seen, it is very clear from the range and quality of work that the teaching of this subject is very good. Pupils are encouraged to make preliminary sketches and to try out detailed sections in their sketchbooks beforehand. Very good teaching of techniques can be discerned in guidance, for example, in one lesson to select a tiny part to look at closely and to enlarge so that pupils learn to judge scale and perspective through experimentation. Resources are very carefully chosen and with attention to small details to enable pupils to be successful as in the simply folded large sheets of paper for younger pupils' repeated patterns or the

showing of teenagers' work from a local secondary school to inspire pupils.

111 Art is used well in other subjects such as religious education and geography. Pupils' intricate designs for patterned carpets are linked to learning about crafts important in celebrations. These are then transformed into miniature woven rugs alongside the importance of Muslim prayer rugs. There is a clear link with science where pupils' interest in the variety of skeletons was initially scientific and they identified the sheep's skull correctly by its teeth, saying they know 'it's a herbivore because it's got no canines.' In these ways, art supports other subjects and infuses them with a depth and immediacy. This helps to raise the standard of artistic attainment and sharpens pupils' visual responses which supports their good progress across the curriculum. The subject is well led and there is good capacity to continue to improve.

112 **Design and technology**

112 Pupils, including those with special educational needs, make satisfactory progress and reach standards typical of eleven-year-olds by the time they leave the school. Pupils build on their earlier experiences in the reception class and during Key Stage 1 have opportunities to use a wide range of media such as textile materials, paper and clay. They begin to make labelled drawings of their designs and list the resource requirements before constructing. For example, pupils designed a Millennium calendar and showed the different types of materials to be glued to a balsa wood frame covered in tin foil prior to making. Pupils learn how to follow recipes and use cookery utensils when they bake 'Gingerbread Men' and 'Ink Well' buns. During Key Stage 2 pupils design and make pizzas in connection with their work in science about healthy foods. Pupils learn safe ways to handle equipment such as sharp knives and glue guns. Design and technology links with work in other subjects such as mathematics as pupils begin to measure materials accurately initially in centimetres and at a later stage in millimetres. They gain an understanding of other cultures by studying the traditional crafts of other lands in geography and religious education lessons; for example, pupils made clay 'stirrup' pots in their own likeness as is the practice in Peru and wove a replica of a Peruvian shawl.

113 Pupils are highly motivated and concentrate well in practical assignments. Their behaviour is very good. They are keen to explain the intricacies of their designs to others as well as being interested in other pupils' work. They share resources with one another willingly; for example, pupils search through their lunch boxes to find chocolate wrappers and foil for others to use. Pupils take responsibility for clearing up at the end of lessons and ensuring that resources are returned to their correct places.

114 The quality of teaching is satisfactory. Teachers have suitable subject knowledge and understand how to teach skills through effective demonstration. Lessons build upon previous learning and often support other areas of the curriculum such as mathematics and science. Planning is thorough and the purpose of the design is stressed. Members of staff provide pupils with severe disabilities help to ensure that they can take a full part in the activities. The effective organisation of lessons results in an industrious environment where pupils want to learn. Resources are used suitably and pupils are given choice in the materials they employ in their designs.

115 There is no co-ordinator and this restricts further development in the subject. The school has recently prepared an interim policy in order to ensure pupils build up skills progressively though these are not recorded. Standards are similar to those reported in the last inspection and similar weaknesses were identified. Improvement is marginal since the last inspection.

116

Geography and History

116

117 As a result of the timetabling arrangements, it was not possible to observe any geography lessons

and only a very few history lessons. Scrutiny of pupils' work, classroom displays and teachers' planning shows that pupils, including those pupils with special educational needs, make satisfactory progress in both these subjects and attain standards which are broadly similar to those expected nationally of eleven-year-olds by the time they leave this school. This is similar to standards reported in the last inspection.

116 In geography, pupils learn to make and read plans and maps and to use them to describe places, including their own village. Older pupils begin to investigate settlements and land uses. They learn about the importance of landscape and climate, and the influence of features such as buildings and industry on a place. In history, younger pupils show a developing sense of how things have changed over time as they make distinctions between their own lives and those of people in times past, considering the differences in simple tasks such as obtaining clean water. An educational visit to a local castle sharpened their awareness of the ways in which people defended themselves long ago. Older pupils learn about different periods of history and begin to understand how their own culture has developed and changed over time; for example, considering how the role of women changed during the Second World War. They begin to reflect on people's lives in other times and on social and religious changes as they find out about religious beliefs and practices in Ancient Egypt. In geography, pupils begin to make simple comparisons between their own environment and lifestyles and those in other parts of the world, as when studying St. Lucia or Pampagrande Village. Work in both subjects provides good opportunities for pupils to develop their skills in literacy, recording what they have researched as poems, letters, accounts, descriptions and posters.

119 Pupils enjoy history and have positive attitudes to the subject. They discuss with great interest, offering reasons, for example, why accounts in books do not always agree. They write with interest about archaeological evidence and how this might be interpreted. In one lesson, pupils argued animatedly about whether the Rosetta Stone was more important archaeologically than Egyptian mummies. In geography, pupils' enthusiasm can be detected in their neat drawings and detailed maps where they use symbols and keys effectively.

120 It is not possible to make a judgement on teaching geography because no lessons were seen. The quality of teaching in history is good overall. Teachers plan conscientiously and they have good subject knowledge. In one very good lesson, resources were very well prepared so that pupils could work in groups and make informed, independent decisions. The work was very well planned to take into account the level of information required by both higher and lower attaining pupils.

120

121 The history and geography co-ordinators monitor planning to check coverage of the curriculum. The framework for geography emphasises the importance of geographical language and the progressive teaching of map skills as well as providing a broad curriculum. The resources for history are adequate and educational visits to places of historical interest help to offset the fairly limited range of artefacts. There is now guidance in place to help teachers with their planning, and the school is well placed to continue to improve.

Music

117 Pupils, including those pupils with special educational needs, make very good progress in music. They achieve above expected standards and experience a wide range of music during their time at this school. This is an improvement on standards and progress reported in the last inspection and reflects the enthusiasm and expertise of the current co-ordinator.

118 Younger pupils learn to sing well-known songs and rhymes and to perform appropriate actions. They begin to accompany themselves using percussion instruments such as a triangle to pick out the rhythm. By Year 2, pupils develop an imaginative response to music, explaining a graphic score as 'picture music'. They learn to select appropriate instruments to suit the sound, for example, of an alien or a shooting star and begin to play them at different speeds to represent different forms of

activity. Pupils learn to follow a score, coming in at exactly the right moment. They develop their critical skills by listening closely and reviewing which parts of their joint composition sounded best and why. This good progress continues at Key Stage 2. Pupils begin to read conventional notation as well as following rhythm notations successfully. Through language they develop a strong rhythmic sense which enables them to distinguish crotchets, for example, from quavers. Pupils begin to consider music from both an audience's and a performer's point of view and to make constructive suggestions for improvement based on a sound musical understanding. Pupils who show talent or interest receive instrumental lessons from peripatetic teachers and their attainment is consequently even higher.

119Pupils really enjoy their music lessons. They concentrate very well and choose their instruments without fuss, treating them responsibly. Younger pupils make lively suggestions as to which instruments might depict an athlete's movements, deciding that running up and down the scale on a xylophone might be appropriate. Older pupils make many suggestions to improve the quality of their invented score, ranging from playing it twice to extend it to a more critical analysis concerning speed and instrumental balance.

120The quality of teaching is very good. Teachers have very high expectations of pupils' understanding and skills in performance which raises the standard of their attainment. The extensive use of technical language encourages pupils to be precise. Teachers give care to beginning and ending lessons well; for example, starting with copying a clapping sequence to sharpen pupils' listening skills or ending with a performance of a musical story. A key feature of this very good teaching is the thoughtful building up of a piece of music logically and musically with every pupil involved in listening and playing. The success of lessons is seen in pupils' rapt attention and absolute concentration.

121Although the amount of time given to music is fairly limited, very good use is made of assemblies and hymn practices to offer additional time for singing, listening to and appraising music. Pupils enter the hall for assembly moving rhythmically, appropriately and exactly in time to the music, playing, for example, an imaginary saxophone to Latin American jazz. Through listening and responding physically to music by a wide range of composers as diverse as Prokofiev and Michael Nyman, pupils learn to identify both the composer and the style of music. They build up a wide repertoire of familiar music which they choose to listen to most attentively. Pupils' musical education is further enhanced by opportunities to learn the descant and tenor recorder, to sing in the choir and to play in the school band. Peripatetic music teachers offer good quality instrumental tuition for brass and woodwind players. Concerts and musical productions within school give all pupils opportunities to make music together. The school has good capacity to maintain this provision and good standard of performance.

Physical education

122Pupils, including those with special educational needs, make satisfactory progress in physical education at both key stages. Most pupils achieve standards which are broadly average for their age. School planning documents show that pupils follow a suitably broad curriculum, including swimming. During the inspection lessons in dance, games and gymnastics were seen.

123At Key Stage 1, pupils show an increasing awareness of space and try out different ways of moving. They make good use of opportunities to repeat movements to refine their effect. For example, younger pupils improve jumping and landing techniques, while older pupils improve the accuracy and fluency of their movements in dance sequences. At Key Stage 2, pupils develop ball skills, working together to pass a ball accurately and quickly in a variety of ways. They show improving control and an awareness of themselves as part of a team. By the end of the key stage, they have learnt to improve and refine their performance through practice and sharing of ideas. Their work in groups, to develop dance sequences, shows the satisfactory progress they have made as they learn to make actions clearer and begin to achieve greater control, dynamism and expression in their

work. Pupils discover why it is important to warm up before exercise, and learn of the effects of exercise in increasing the heart rate due to the need to pump more blood containing oxygen to the muscles.

124Pupils enjoy their lessons and have good attitudes towards their work. They respond with enthusiasm to the well-planned teaching. Pupils work safely together on apparatus and show good control and use of space. They listen carefully to their teachers and from the youngest to the oldest show very good self-discipline when carrying out activities or moving from one activity to another. They watch carefully while others demonstrate and are appreciative of each other's efforts. They are confident when demonstrating a dance sequence, for example, and offer simple and supportive judgements about the performance of others.

125The quality of teaching is satisfactory overall, with some good features. Written plans for lessons are clear, with appropriate objectives, and interesting activities which offer good opportunities for the development and improvement of pupils' knowledge and skills. Lessons usually have a good balance of instruction and activity. Teaching is less effective when there are few interventions to evaluate work and show what makes for good quality in a particular activity. Behaviour management is good and in most, though not all lessons, a good pace keeps pupils active and involved so that they achieve a good level of physical exercise.

126The school follows a well-planned scheme of work which ensures a broad and balanced curriculum. The co-ordinator for the subject has opportunities to monitor work in other classes, and also checks teachers' planning to ensure proper coverage of all aspects of the subject. Extra-curricular activities such as gymnastics and soccer are well attended and the school competes against other local schools in soccer and athletics. There is a good range of resources to support the teaching of physical education and these are used well and looked after carefully. Additional resources are loaned by the local high school so that the range is both extensive and varied. Non-teaching assistants are well prepared and offer very good support to pupils in some classes, including to those with special educational needs. The school has maintained the satisfactory provision in physical education since the last inspection, and is well placed to improve further.

131 **PART C: INSPECTION DATA**

131 **SUMMARY OF INSPECTION EVIDENCE**

127The school was inspected by a team of four inspectors, one of whom was a lay inspector. In total, 35 lessons or parts of lessons were observed over a period of 10.5 inspector days. The full range of the curriculum was seen during the course of the inspection. Inspectors also observed pupils at the beginning and end of each school day, and during assemblies, break-times and lunch-times. They heard pupils read and scrutinised samples of their work. Discussions were held with pupils, the chair of governors, other members of the governing body, the acting headteacher and other staff. A range of documents supplied by the school was studied. The questionnaires returned by parents were analysed. Prior to the inspection, meetings were held with the acting headteacher, the staff and the governing body. A meeting for parents held before the inspection was attended by four parents.

133 **DATA AND INDICATORS**

133 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	111	8	40	8

133 **Teachers and classes**

133 **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	4.6
Number of pupils per qualified teacher:	24.1

133 **Education support staff (YR - Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	50.5

133 **Financial data**

Financial year:	1999
	£
Total Income	209455
Total Expenditure	203038
Expenditure per pupil	1692
Balance brought forward from previous year	11533
Balance carried forward to next year	17950

Number of questionnaires sent out:

111

Number of questionnaires returned:

26

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42.3	46.2	0	11.5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	38.5	53.8	0	7.7	0
The school handles complaints from parents well	24.0	36.0	32.0	8.0	0
The school gives me a clear understanding of what is taught	19.2	61.5	7.7	11.5	0
The school keeps me well informed about my child(ren)'s progress	38.5	46.2	3.8	11.5	0
The school enables my child(ren) to achieve a good standard of work	32.0	48.0	12.0	8.0	0
The school encourages children to get involved in more than just their daily lessons	34.6	46.2	11.5	7.7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32.0	44.0	4.0	12.0	8.0
The school's values and attitudes have a positive effect on my child(ren)	24.0	56.0	12.0	8.0	0
The school achieves high standards of good behaviour	11.5	57.7	19.2	11.5	0
My child(ren) like(s) school	38.5	53.8	0	7.7	0