

# INSPECTION REPORT

**Great Barr Primary School**  
Birmingham

LEA area : Birmingham

Unique Reference Number : 103377

Headteacher : Mr K F Collins

Reporting inspector : Mr P Dennison  
17736

Dates of inspection : 4<sup>th</sup> – 7<sup>th</sup> October 1999

Under OFSTED contract number: 706675

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Aldridge Road Great Barr Birmingham B44 8NT
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr H Rowntree
Date of previous inspection :	October 1994

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Team members	Subject responsibilities	Aspect responsibilities
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	Art	Teaching
		Leadership & Management
Mr R Watts, Lay Inspector		Attendance
		Support, Guidance & Pupils' Welfare
		Partnership with Parents & the Community
Mr G Longton, Team Inspector	Mathematics	Attitudes, Behaviour & Personal Development
	Music	Pupils' Spiritual, Moral, Social and Cultural Development
Mr A Wilson, Team Inspector	Equal Opportunities	The Curriculum & Assessment
	Science	
	Information Technology	
Mr P Playfair, Team Inspector	Special Educational Needs	The Efficiency of the School
	Geography	
	Physical Education	
	Religious Education	
Miss S Waller, Team Inspector	Under Fives	Staffing, Accommodation & Learning Resources
	Design & Technology	
	History	

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## MAIN FINDINGS

### What the school does well

The headteacher provides very good leadership.

- Pupils' attitudes to learning are good. They are well behaved and relationships are very good.
- The provision for spiritual, moral, social and cultural development is very good.
- The school has made very good progress since the last inspection.
- A high proportion of the teaching is good or better. Almost a third of teaching is very good.
- Teachers' planning and their use of day to day assessment is very good.
- Provision for children under five is very good.
- Pupils with special educational needs are well supported and make good progress.
- The integration of physically disabled pupils is very effective and is of great benefit to all in the school community. They receive very good support and make good progress.

### Where the school has weaknesses

- Annual reports to parents do not meet the statutory requirements.
- The school development plan does not clearly identify the priorities facing the school and it is not clearly linked to financial planning.

**The weaknesses are far outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

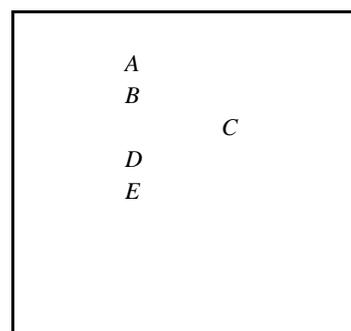
The school has made very good progress since the last inspection. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Schemes of work have been developed. Very effective systems have been established to monitor the quality of planning, teaching and learning. As a result, the quality of teaching has improved. Standards of attainment have been maintained or improved. The school development plan has been improved. It now addresses planned curriculum developments. However it does not incorporate the review and planned development of all aspects of the school. Priorities are not clearly identified and the budgetary implications of initiatives are not explicit. Whilst the headteacher and the governors do evaluate the effectiveness of initiatives, the plan does not contain clear criteria against which progress can be evaluated. This remains therefore as an issue to be addressed.

The school has clear and realistic targets to help pupils do better. The headteacher, senior staff and governors have a clear view of the school's needs and priorities and the school is in a strong position to make further progress.

## Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	C	C
Mathematics	C	D
Science	D	E



Standards of attainment in English and mathematics at the end of Key Stage 2 were in line with the national average. Standards in science were below the national average. In comparison with schools with pupils from similar backgrounds, standards in English are in line with the average but standards in mathematics are below average and standards in science are well below average. However Great Barr has 19.2% of pupils eligible for free meals. This puts it at the very top of the 8%-20% band of schools with which it is compared. In addition it has 26 pupils (6% with statements of special educational need. This is not taken into account when comparing to similar schools.

Although national comparisons are not yet available, the results of the 1999 National Curriculum tests show a considerable improvement in mathematics and science.

On the evidence of the inspection, attainment by the end of Key Stage 2 is in line with the national average in English, mathematics and science.

Standards of attainment of information technology are in line with the national expectation. Standards in religious education are in line with those expected in the locally agreed syllabus for religious education.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Very Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Satisfactory
Other subjects	Good	Good	Good

The quality of teaching is good overall. During the inspection, 70% of teaching observed was good or better and 30% was very good or better, 10% was excellent. No teaching was unsatisfactory. Teaching of the under fives was very good or better in 42% of lessons observed. In Key Stage 1, teaching was good or better in 75% of the lessons observed and very good or better in 17% of them. In Key Stage 2, teaching was good or better in 76% of the lessons observed and very good or better in 30% of them.

Support staff make a very valuable contribution to pupils' learning. The quality of teaching positively affects pupils' attainment and progress. Teachers plan work very well, take great trouble to present learning in ways which challenge and motivate pupils as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in literacy. Teachers make good use of questioning to develop pupils' understanding and they give clear explanations.

*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	Generally good throughout the school.
Attendance	In line with the national average.
Ethos*	Very good. Great Barr is a caring school with harmonious relationships. Pupils have positive attitudes to learning and staff are committed to raising standards.
Leadership and management	The headteacher provides very good leadership. He is supported very well by senior staff. The governors are very supportive. The school development plan does not clearly identify priorities.
Curriculum	The curriculum for the under fives is very good. In Key Stages 1 and 2 it is good. The school provides a wide range of interesting and purposeful activities for pupils.
Pupils with special educational needs	Good. Pupils with special needs are identified early. Good plans are made for individual needs. Pupils are supported well in class and through withdrawal groups. Physically disabled pupils are given very good support to enable their full integration into the life of the school.
Spiritual, moral, social & cultural development	Provision is very good – a strength of the school. It is a thread which runs throughout the life of the school.
Staffing, resources and accommodation	There are sufficient teachers and support staff. There is an appropriate range of resources to support learning. The accommodation is satisfactory overall, although a number of classes are housed in temporary classrooms. Inadequate electricity supply could restrict developments in the use of computers.
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

<b>What most parents like about the school</b>	<b>What some parents are not Happy about</b>
<ul style="list-style-type: none"><li>•The positive atmosphere which means their children enjoy going to school.</li><li>•Parents are encouraged to play an active part in the life of the school.</li><li>•The school's values and attitudes have a positive effect on children.</li><li>•The school enables children to achieve good standards.</li><li>•The school achieves a high standard of behaviour.</li></ul>	

Only a tiny minority of parents attended the meeting with the inspectors and only 3.5% returned the questionnaire. It was difficult therefore to make overall judgements reflecting parents' views of the school. Those who attended the meeting explained the absence of concerns by referring to the fact that they feel welcome in the school and can always arrange to discuss any problems as they arise. Inspectors' judgements support the parents' very positive views. Parents' concerns about homework are related to the inconsistencies in homework provision between classes. The inspectors' judgement is that homework is used effectively to support learning.

## KEY ISSUES FOR ACTION

In order to build on the progress already achieved and raise further the standards of work and the quality of education the headteacher, governors and staff should:

- review the School Development Plan to ensure that it clearly identifies and addresses the priorities facing the school, sets appropriate targets and links clearly with financial planning; *see P69*
- review the annual reports to parents about their children's attainment and progress; the Governors' Annual Report to Parents and the school prospectus to make sure that they fully meet statutory requirements. *See P62*

In addition to the key issues above, the following less important weaknesses should be considered in the action plan. These are indicated in paragraphs 58,59, 70, 77;

- develop the role of the governors to ensure that they are more fully involved in the monitoring of policies and that they develop their capacity to act as a 'critical friend' in support of the headteacher;
- upgrade the electrical supply to classrooms in order to accommodate future developments in information technology;
- provide all staff with clear guidance about the child protection procedures;
- ensure secure procedures are in place to monitor health and safety and that appropriate action is taken when necessary.

## INTRODUCTION

### Characteristics of the school

1Great Barr Primary School is situated in the Birmingham Local Education Authority. The majority of pupils live in the area immediately surrounding the school, which comprises a mix of owner occupied and municipal housing. Pupils start in the reception class in the September prior to their fifth birthday. At the time of the inspection there were 58 pupils in the reception classes of whom only four were five years old. There is a wide range of attainment on entry to the school, although overall, the level of attainment is in line with the expectations for children of this age. This is supported by the information from the baseline assessment. There are 426 pupils on roll, taught in 14 classes. Average class size is 30 There are 98 pupils on the school's register of special educational needs (23%) this is broadly in line with the national average. The school has 26 physically disabled pupils with statements of educational need. They are fully integrated into the daily life of the school. The percentage of pupils coming from homes where English is not the first language (9%) is high. The number of pupils known to be eligible for free school meals is 19.2%. This is broadly in line with the national average.

2The immediate area served by the school comprises a mixture of council and private housing. However a number of children travel longer distances in accordance with parental choice to share the educational opportunities offered by the school.

3The school aims to create a secure, safe and stimulating environment in which teaching and learning can take place and where children have respect for themselves and others and can develop lively and enquiring minds.

4English and mathematics are priority areas for curriculum development this year as the Literacy Project is implemented and the Numeracy Project is introduced from September 1999. The school has also signalled its intentions to work towards achieving the Investors in People Award and the basic skills Quality Mark.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
<b>1998</b>	<b>30</b>	<b>33</b>	<b>63</b>
1999	33	26	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	<b>21</b> 28	<b>24</b> 30	<b>21</b> 28
	Girls	<b>33</b> 26	<b>33</b> 25	<b>31</b> 25
	Total	<b>54</b> 54	<b>57</b> 55	<b>52</b> 53
Percentage at NC Level 2 or above	School	<b>86%</b> 93 %	<b>90%</b> 93 %	<b>83%</b> 95 %
	National	<b>80%</b> 80 %	<b>81%</b> 81 %	<b>84%</b> 85 %

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	<b>21</b> 26	<b>25</b> 28	<b>28</b> 28
	Girls	<b>32</b> 25	<b>34</b> 25	<b>34</b> 25
	Total	<b>53</b> 51	<b>59</b> 53	<b>62</b> 53
Percentage at NC Level 2 or above	School	<b>84%</b> 87 %	<b>94%</b> 90 %	<b>98%</b> 93 %
	National	<b>81%</b> 81%	<b>85%</b> 85 %	<b>86%</b> 86 %

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1998	34	33	67
1999	45	46	69

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	21 20	20 25	20 30
	Girls	25 28	16 27	19 31
	Total	46 48	36 52	39 61
Percentage at NC Level 4 or above	School	71% 70 %	55% 76 %	60% 88 %
	National	65% 65 %	59% 58 %	69% 69 %

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	20 21	20 24	21 27
	Girls	25 26	18 25	18 30
	Total	45 47	38 49	39 57
Percentage at NC Level 4 or above	School	69% 68 %	58% 71 %	60% 83 %
	National	65%	65%	72%

### Attendance

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

		%
Authorised Absence	School	5.91
	National comparative data	5.6
Unauthorised Absence	School	0.41
	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	30
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 Baseline assessments carried out when children start school, along with observations of their work in the reception classes indicate that there is a broad range of attainment on entry to the reception classes, although overall, attainment is in line with that expected for the age group. Pupils make good progress in all areas of learning and by the time they are five years of age, they achieve the desirable learning outcomes in personal and social development; language and literacy; mathematics; knowledge and understanding of the world; creative development and physical development.
- 2 Pupils' performance in the 1998 end of Key Stage 1 National Curriculum assessments was above the national average in reading and writing and in line with the national average in mathematics. Teacher assessments indicate that attainment was well above the national average in science. The results in reading were above average in comparison with schools with pupils from similar backgrounds. Results in writing and mathematics were in line with the average and attainment in science was well above average in comparison with schools with pupils from similar backgrounds.
- 3 On the evidence of the inspection, standards by the end of Key Stage 1 are above the national average in reading. They are in line with the national average in writing. By the end of the key stage, pupils read a range of texts with fluency and understanding. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences. In mathematics, standards are in line with the national average by the end of Key Stage 1. Pupils are able to carry out written calculations accurately and most have a sound knowledge and understanding of number facts. In science, teachers' assessment of pupils' performance by the end of Key Stage 1 was well above the national average. The findings of the inspection indicate that these assessments are not accurately reflected in pupils' performance in lessons and attainment in class and in their written work is broadly in line with the national average. Pupils can conduct simple investigative tests. By the end of Year 2 they can name parts of the human anatomy and show awareness of the effects of exercise on the body.
- 1 Pupils make good progress throughout Key Stage 1, in English and sound progress in mathematics and science. Most pupils are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. In mathematics, they develop their understanding of the number system, their skills of mental arithmetic and their mathematical vocabulary. In science, they develop their knowledge and understanding of life processes, materials and physical processes and make good progress in experimental and investigative science.
- 2 Pupils make satisfactory progress in information technology and by the end of Key Stage 1, attainment is in line with the national expectation. Pupils make good use of computers to support their learning in other subjects and are competent in using the keyboard and the mouse to control programs. They can print, save and reload independently. Their progress in religious education is good, and by the end of the key stage, standards are in line with the expectations of the locally agreed syllabus. Pupils know that special occasions are cause for celebration and a majority of pupils have an emerging understanding of the symbolism of light in religious festivals. They understand the concept of family love and know that religions have special places.
- 3 Pupils make sound progress in art, music, design and technology, history and geography. They make good progress in physical education.

- 4Key Stage 2 pupils' achievement in the 1998 end of key stage National Curriculum tests was in line with the national average in English and mathematics but below the national average in science. In comparison with schools with pupils from similar backgrounds, attainment was in line with average in English; below average in mathematics; and well below average in science. Test results in 1999 however, show a considerable improvement on the results for 1998. The number of pupils achieving National Curriculum Level 4 or above in mathematics increased from 55% to 76%. In science the numbers increased from 60% to 88%. There were also improvements in the number of pupils achieving Level 5 in all three subjects.
- 5On the evidence of the inspection, attainment by the end of the key stage is in line with the national average in all three subjects. Pupils throughout the key stage read independently from a range of texts and other material, effectively deploying their comprehension skills. By the end of the key stage many pupils read with fluency, expression and understanding, and standards are above the national average. Many pupils are able to compose sustained, well organised pieces which generally demonstrate accurate sentence construction, punctuation and grammar. They are familiar with a wide range of literature and can discuss favourite books and authors. In mathematics, the majority of pupils have a good understanding of place value; can use the four basic operations well; have an awareness and knowledge of shapes and their properties. In science, pupils have a sound knowledge of life processes and living things. They can group and classify materials and have a good understanding of physical processes. They can devise and set out their own investigations and record their findings systematically.
- 6Pupils make sound progress though Key Stage 2 in English, mathematics and science. They develop a growing confidence in reading. Those who find reading more difficult, are reading appropriate individual books and also benefit from well planned group reading activities as part of the literacy hour. Pupils develop their writing skills across the curriculum in a number of subjects. In mathematics, they develop an appreciation of the number system and measures and make good progress in developing their mental strategies. In science, pupils develop their factual knowledge and understanding as well as their scientific investigative skills.
- 7Pupils' progress in information technology is satisfactory and attainment by the end of the key stage is generally in line with the national expectation, with some pupils achieving above the national expectation. They can use a variety of programs. By the end of the key stage, most pupils are aware of the wider uses of information technology. Higher attaining pupils are skilled in merging pictures with text and all pupils are given the opportunity to use the Internet.
- 8Progress in religious education is satisfactory. Pupils increase their knowledge and understanding of world faiths, images and symbols. By the end of the key stage, most pupils appreciate the impact of religious belief on peoples' lives and standards are in line with the expectations of the locally agreed syllabus.
- 9Pupils make sound progress in art, design and technology, history, geography and physical education. They make good progress in music.
- 10Standards of literacy are sound throughout the school. Speaking and listening skills are used effectively to enhance learning across the curriculum. Pupils listen carefully, follow instructions and are able to ask and answer questions as part of class or group discussions. They make effective use of their reading and writing skills to support learning in subjects such as history and science. They make effective use of the school library to develop research skills. Standards of numeracy are sound throughout the school and pupils make good use of their number skills in other curriculum areas, for example when measuring or collecting and presenting data in science. Skills of information technology are used to support learning across the curriculum.
- 11The attainment of pupils with special educational needs is appropriate to their abilities. They make good progress in relation to the targets established in their individual education plans. The school adds significant value to the educational attainment and experience of its SEN pupils.

12The school regularly analyses test results and records of progress to ensure that standards of attainment are maintained and improved. The sound standards in English, mathematics and science reported at the time of the previous inspection, have been maintained or improved. In 1996, for example, 47% of pupils achieved Level 4 or above in English at the end of Key Stage 2; 47% achieved Level 4 or above in mathematics and 67% achieved Level 4 or above in science. In 1999 these percentages had increased to 70% in English, 76% in mathematics and 88% in science. The school has set clear targets for improvement and the targets for 1999 were surpassed.

13Teachers' planning, with a focus on what pupils are expected to learn; support for teachers from subject co-ordinators and regular monitoring of progress have all contributed to the school's success in raising standards and ensuring equal opportunity for all pupils regardless of ability or gender.

### **Attitudes, behaviour and personal development**

1Children under five settle very well in the reception classes and relate well to adults. They are co-operative and become increasingly willing to share, take turns and organise their own resources. The children are keen to be involved in the classroom activities. Their personal and social development is good. They behave very well. These positive attitudes contribute to the good progress they make during their first weeks in school.

2Pupils in Key Stages 1 and 2 show positive attitudes to learning and are enthusiastic about their work. Most concentrate and listen well. They speak about their ideas with confidence and are prepared to share their thoughts with their teachers and classmates. They are well motivated and respond well to encouragement and praise. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks. They say that they enjoy school and feel secure and settled. They listen to advice from their teachers and act upon it to improve their work. Pupils show interest in their lessons and are responsive, particularly when their imagination is caught and the activities are challenging. They are friendly, open and keen to talk about their work. They follow instructions well and respond with enthusiasm to questioning and discussion. Some produce work independently at home which complements that produced at school. Work in music produced at home by Year 6 pupils in preparation for a lesson on musical appreciation was of a very high standard.

3Pupils move round the school in an orderly fashion and their behaviour is good. They greet visitors with welcoming smiling faces and in conversation, express their views, experiences and preferences frankly, referring in particular to their liking of the school and how it helps them. Their respect for property and their trustworthiness are evident in the care given to displays, equipment and property. Pupils discuss their own class rules, which help good behaviour. The school's behaviour policy provides a good framework to uphold good standards of behaviour. There were no exclusions last year.

4Relationships between pupils and all staff are very good. They work and play together with enjoyment and often, in the playground, with great enthusiasm. No bullying or harassment was observed. Pupils are clear that any incidents are dealt with quickly and effectively by vigilant staff. At assemblies, during lessons, at lunch breaks and at playtimes, there is a strong rapport between pupils of all ages. Friendliness, caring attitudes and simple acts of kindness are evident. The influence of the pupils with special educational needs is very noticeable and causes other pupils to think about the problems which some of their friends must overcome. Very positive attitudes to learning are seen from pupils with special educational needs. They establish excellent relationships with their teachers, integration and learning support assistants. They persevere with their work and participate enthusiastically in the life of the school. Of particular note is the response in physical education lessons of able-bodied pupils to the needs of their physically disabled classmates. Pupils show respect for the feelings, values, beliefs of others and this contributes to the good progress they make in speaking and listening skills in particular, in discussion sessions.

5Pupils' personal development is good. They are self assured and responsibility is accepted well when offered. Pupils are keen to work out their own solutions and are growing as independent learners. They enjoy working in the library or with information technology to investigate historical questions and find out things for themselves. They undertake many duties in the classrooms and around the school with willingness and this helps the school run smoothly. The school prefects carry out their duties in a friendly way and the school council provides some Year 6 pupils with further opportunities for personal development. The pupils represent the school well, on visits, outings and in sporting fixtures and enjoy a good reputation in the community at large.

6The positive attitudes, good behaviour and high quality of relationships contribute substantially to the positive corporate ethos which characterises Great Barr Primary School.

## 26 Attendance

1Attendance has improved considerably since the previous inspection and is now satisfactorily in line with the national average. Unauthorised absence is also average. Some pupils are a few minutes late in the morning but, as the curriculum is currently timetabled, this does not cause significant disruption.

27

## QUALITY OF EDUCATION PROVIDED

### 27 Teaching

2The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 79% of teaching observed was good or better, 30% was very good or better and 10% was excellent. No unsatisfactory teaching was observed.

3Teaching of the under fives is very good. It was very good or better in 42% of lessons and excellent in 17% of lessons. In Key Stage 1, teaching was good or better in 75% of the lessons observed and very good or better in 17% of them. On occasion it was excellent. In Key Stage 2, teaching was good or better in 76% of the lessons observed; very good or better in 33% of them and excellent in 11%.

4The teaching has improved significantly since the last inspection, when 17% of teaching was unsatisfactory. The causes reported then as contributory factors to unsatisfactory teaching were: imprecise objectives for lessons; poor organisation and class management; and too low an expectation of what pupils might achieve. Evidence from classroom observations indicates clearly that all these issues have been successfully addressed.

5In the teaching of the children under five, the main strengths are the very good relationships between adults and children, very good planning and the teachers' every good knowledge of the curriculum for under fives and of how young children learn. The activities provided are stimulating and relevant. They are carefully planned to enable children to learn through first hand experiences which provide interest and motivation. The staff have appropriately high expectations of the children, both in achievement and social skills, and the children are respected and valued. Support staff work closely with the teachers and make a very positive contribution to children's learning.

6In Key Stages 1 and 2, lessons are very well planned to meet pupils' needs. Teachers plan work carefully, providing a variety of interesting and rich learning experiences, linked to the National Curriculum, and individual pupil's needs. Teachers use a variety of teaching techniques and organisational strategies which enable the pupils to learn in the most appropriate way. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are usually very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. This is particularly effective as part of the literacy hour. Teachers take great trouble to present learning in ways which challenge and motivate pupils as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in literacy.

7 Good use is made of the resources available to provide interesting tasks which motivate pupils and which are generally well matched to their needs and abilities. Classroom support staff are used very effectively to support pupils' learning. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. The teaching of literacy and numeracy is good overall and, on occasions, is excellent.

8 Teachers make good use of questioning to develop pupils' understanding and they give clear explanations. They make good use of review sessions to reinforce and evaluate learning. For example, pupils in literacy lessons were asked to share what they had learned, and even the youngest were able to provide coherent explanations for their classmates. Pupils' work is assessed and marked constructively on a day-to-day basis and they are provided with good feedback on their progress through verbal comments.

9 Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly, and individual education plans are established which enable pupils to achieve as much as possible. The specialist support teaching provided when groups are withdrawn from lessons is good. There is very good liaison between class teachers and support staff in planning lesson activities in line with the requirements of pupils' individual education plans. The school is taking action to ensure that copies of individual education plans are available in each classroom. Good attention is given to meeting the different needs of pupils and this ensures that the policy of the school with regard to inclusive education is effectively put into practice.

10 Where teaching is less than good, it is due to less effective classroom management. In occasional lessons, this results in pupils becoming restless with an adverse effect on the pace of the lesson and on the progress made.

11 From the time they start in the reception class, pupils are expected to read at home. The amount of homework given to pupils is increased as pupils progress through the school. This takes a variety of forms including reading activities, mathematics and following up classwork in curriculum areas such as history, geography and science. Homework is used effectively to support learning across the curriculum.

### 37 **The curriculum and assessment**

1 The last inspection identified a number of areas for development in the school's curricular planning and provision. There was a need to develop schemes of work and guidelines for implementation in a number of subjects. The systems for monitoring and review of the curriculum were also judged to be in need of development. The school has vigorously and systematically addressed the issues raised in the report and there has been very good improvement in curriculum planning and the assessment of pupils' work since the last inspection.

2 The curriculum for children under the age of five is very good. It is based on the six areas of learning recommended for children of this age and there is appropriate emphasis on literacy and numeracy as well as creative skills. The curriculum for the young children is well planned. It is based on purposeful first hand experience and moves on into the early stages of Key Stage 1 as pupils become ready. Pupils are well prepared for this transition.

3 In Key Stages 1 and 2, the school provides a good, broad and balanced curriculum which fully meets the requirements of the National Curriculum and religious education. It reflects the school's aims, provides equal opportunity for all pupils to learn and make progress and provides effectively for sex education and drugs awareness as part of the wider curriculum of personal, social and health education. The school devotes an appropriate amount of time to the teaching of literacy and numeracy skills and gives sufficient emphasis to the development of mental arithmetic.

- 4Staff support each other very effectively in planning and delivering the curriculum. The deputy headteacher and senior teachers have worked hard to develop a system where year group leaders produce schemes of work for all subjects on a termly basis in close collaboration with colleagues. Similarly, teachers in the same year group combine their efforts to produce very detailed weekly plans for all subjects and this ensures continuity of provision in all curriculum areas. Many cross-curricular links are evident in the teaching of the different subjects. Planning is rigorously monitored and evaluated and this very good improvement in provision has resulted in improvements in attainment and progress throughout the school.
- 5Pupils with special educational needs have access to the full range of the curriculum. The school has a sensible policy in withdrawing at appropriate times during the week a number of pupils with significant weaknesses in literacy and numeracy. Effective provision is made in schemes of work and lesson plans to meet the diverse needs of pupils on the register of special educational needs. The school promotes very positive attitudes towards disability and special needs and pupils with special educational needs are able to make a full contribution to the life of the school.
- 6The curriculum is enriched by the provision of a good range of ex-curricular activities and clubs. School teams regularly compete against other schools at netball, football, badminton and rugby league. There are many opportunities for pupils to extend their educational experience through day trips and residential visits. Visitors to the school also make a good contribution to pupils' learning. For example, following a visit by older pupils to a container base, employees of the shipping company concerned visited the school to help pupils with their design and technology project. There is an established tradition of well planned regular visits from the Life Education Centre and the local community police officer which make a significant contribution to pupils' personal, social and health education from an early age.
- 7There are good procedures in place to ensure that pupils' progress through the school is accurately measured. These are still being refined and reviewed to ensure that they are put to best effect in planning work and setting targets for individuals and groups of pupils. Baseline assessments are carried out when pupils enter the reception classes. This information, along with day to day teacher assessments is used effectively to support curriculum planning and ensure that work is well matched to pupils' needs and abilities. Throughout the school teachers are skilled in making regular detailed assessment of pupils' attainment. In the high percentage of good or very good teaching which takes place, teachers plan and look for opportunities to assess their pupils' attainment during the course of lessons, make note of their progress and modify their teaching accordingly. In some cases, teachers set classes targets for the week or for individual lessons which serve as a useful tool for assessing progress. Recording and assessment files are detailed, kept conscientiously up to date and provide useful information for the next teacher as pupils transfer from year to year. Teachers use test results effectively as a means of identifying where extra support or extension work is required and this helps them in organising teaching groups, particularly for literacy and numeracy. Work is regularly marked and is often accompanied by praise or encouragement. In classes, where pupils' reading skills are sufficiently developed, some teachers provide diagnostic comments where appropriate which both assess pupils' work and set targets for improvement.
- 8The headteacher and assessment co-ordinator have arranged effective support and training to ensure the implementation of assessment procedures throughout the school. All staff are very involved in the continuous assessment of the curriculum in order to measure the quality of teaching and to inform future planning.
- 9Careful scrutiny and analysis of the results of standardised tests including the annual end of key stage tests is used to identify both the school's strengths and areas for review and development. The extent to which the school uses assessment to monitor curriculum development is a contributory factor to the very good improvement made since the last inspection.

#### 46 **Pupils' spiritual, moral, social and cultural development**

- 1A very strong sense of community prevails throughout the school and forms an integral part of daily life. The overall provision for the spiritual, moral, social and cultural development of the pupils is very good. This indicates that the strengths identified in the last inspection have been maintained.

- 2Provision for the pupils' spiritual development is very good. It is provided through "Circle time", daily acts of worship, the school prayer, and through the very strong ethos which the school promotes. The daily acts of worship play a significant role in the pupils' spiritual development. These are well planned around weekly themes which challenge the pupils to reflect on their own values and beliefs. They are conducted in an informal family atmosphere but sharply focused on the chosen subject. During the inspection pupils' reflected on the theme of thanksgiving. Year 6 pupils developed this further, writing freely about giving thanks and sharing their thoughts with others. Assemblies are also used to celebrate achievement and to share the successes of individuals and the school as a whole. Throughout the curriculum pupils are given many opportunities to consider the creativity of artists, writers and musicians. Arts related education develops sensitivity to mood and emotions. This is very well illustrated by a display of work in the style of Monet where pupils write about the mood they believe the pictures generate. The school recognises the importance of music and singing in assemblies. Religious education teaching makes a significant contribution to the pupils' spiritual education.
- 3The provision for the pupils' moral development is good. The school has clear principles for establishing the pupils' understanding of what is right and wrong. Teachers reward pupils with praise and house points for good behaviour and effort and both are very well received by the pupils and help develop positive attitudes and a community spirit. Adults within the school set good examples to the pupils and provide good role models. Rules are drawn up collectively, agreed by the pupils and displayed in classrooms. Any incidents of misbehaviour are dealt with swiftly and appropriately. Pupils develop a sense of fair play through competitive games in physical education and playing together at break times.
- 4The provision for the pupils' social development is very good. Pupils are helped to develop politeness and consideration for others in their lessons. Teachers provide good role models by showing respect for all pupils; this attitude is adopted by the pupils, who relate very well to one another. Pupils derive great benefit from the integration of pupils with physical disabilities, which helps develop caring attitudes among all pupils. Several opportunities are provided for pupils to take part in residential visits which make very good provision for their social development. Pupils are encouraged to take responsibility for a variety of tasks which help in the smooth running of the school. They carry out their tasks with a minimum of disruption. Prefects perform many duties around the school. They prepare the hall for assemblies and older pupils help the younger ones at lunchtime. The pupils' involvement in charitable work effectively promotes their understanding of a wider social world. Year 6 pupils are elected to the school's council; they meet weekly and take their duties seriously as well as preparing the school's newspaper.
- 5Provision for the cultural development of pupils is good. They are aware of a broader European perspective through the Arts week held in school. All pupils are encouraged to appreciate and celebrate their own culture through studying the work of artists and working with visiting artists in school. They listen to and appreciate music. The literacy hour is successfully introducing the pupils to a range of authors. Through history lessons and visits to historical centres pupils appreciate how life has changed. Classrooms and corridor areas provide stimulating displays of artists' work, and illustrations of ancient Greek and Egyptian civilisations are well represented. Pupils also visit art galleries. The school welcomes many visitors. Artists, poets, visitors from different parts of the world and people who work in the local community such as the police officers and fire fighters who all help to enhance the pupils' cultural development. The school has developed strong links with the local business community. However their appreciation of the rich diversity of other cultures is somewhat limited. Although some steps have been made to improve pupils' awareness of other cultures, this remains an area for development.

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### **Support, guidance and pupils' welfare**

- 1The school is a caring, harmonious community, which provides good support for all pupils. The care and sensitive support given to those pupils with physical disabilities by the whole school community is a great strength of the school. However, there are some procedural weaknesses in attendance monitoring, child protection and health and safety systems. Overall the support and guidance offered to pupils, in particular, the monitoring of academic performance and day-to-day monitoring of progress help to ensure that standards are maintained or improved.

- 2 There are effective arrangements in place to support the introduction of new pupils into the reception classes. An induction day is provided and children are invited into school prior to starting in order to aid their integration into school. Children under five receive a good level of care and support.
- 3 Procedures for monitoring pupils' academic and social progress are good. The school keeps appropriate personal records on its pupils, although the wide dispersal of information makes access cumbersome. Pupils' academic progress is very well monitored and day-to-day monitoring of progress is effective. Pupils can add their best work to a cumulative record of achievement, which enhances their pride in their work. Teachers and other staff rely on personal knowledge to monitor social development but display sensitivity to their charges' personal and social problems and progress.
- 4 The school makes very good provision to meet the particular needs of pupils with special educational needs. The school is very aware of those issues that may require the counselling of individual pupils. There is good communication between pupils and special educational needs staff and this makes an effective contribution to the arrangements put in place for pupils to contribute to the review of their statements and individual education plans.
- 5 The school makes very good provision for promoting discipline and good behaviour. There is an effective behaviour and discipline policy, the principles of which are applied across the school. Pupils discuss their class rules. They appreciate the value placed on good work and behaviour and the rewards they bring. Staff have a clear expectation of good behaviour but there are a few lessons where procedures are not fully effective. There is a good anti-bullying policy and no bullying was observed; pupils were satisfied that it would be handled satisfactorily if it arose.
- 6 Procedures for monitoring and promoting attendance are satisfactory. The school uses a computerised recording system. Registers are completed correctly and monitored weekly. The Education Welfare service is contacted on the occasions when a problem is identified. However, in the absence of a governors' policy, some absence is authorised when it should not be and some extreme lateness not categorised as absence. Furthermore, the school has no written system for keeping track of pupils who leave and arrive part-way through a session. The school promotes attendance well with rewards for the best-attending class each week and for those pupils who have no absences in a year.
- 7 Procedures for child protection, and health and safety are satisfactory overall, but have some weaknesses. Despite the shortcomings, the school provides a secure and stable environment in which pupils are demonstrably able to flourish. The school has adopted local Area Child Protection Committee procedures. The headteacher, as Designated Teacher, has received detailed training and passes this on to staff. Procedures would be more secure, however, with concise written guidelines for all staff summarising the local policy, signs to look for and action to take. The health education policy deals appropriately with some of the ways in which children can protect themselves. Pupils who are ill at school are well cared for by staff trained in first aid
- 8 Although the school has adopted the local authority health and safety policy, it has no written procedures of its own. Whilst the vast majority of required safety checks and risk assessments are carried out satisfactorily, there is a lack of a secure system for reporting to governors and, with the headteacher as staff safety representative, insufficient separation of roles. One symptom of this lack of clarity is that the school failed to address adequately deficiencies pointed out by the local Fire Service. Some minor safety hazards were noted and pointed out to the school.

## 59 **Partnership with parents and the community**

- 1 Overall the school has a satisfactory partnership with its parents and community but, although community links are a strength, there are serious deficiencies in the information provided to parents.

- 2Parents of children about to start school in the reception classes are given the opportunity to visit the school with their children prior to them starting full time. They are provided with useful information about school routines and the staff work hard to establish an effective partnership with parents.
- 3However, the quality of information provided for parents is unsatisfactory overall. Routine information is useful and parents are given booklets to help their children with reading and mathematics at home. Workshops have been held to discuss the Literacy Hour. However, annual pupil reports do not meet statutory requirements. Apart from general overall comments, they do not contain the required summary of progress in all subjects, although they do indicate, by a code letter, the level of attainment and attitudes to learning. The Prospectus lacks some of the required information. An example, applying particularly to this school, is lack of information on how the pupils with physical disabilities are integrated into the school. Likewise the governors do not include in their annual report to parents an account of how they spend the considerable funds for pupils with special educational needs and the success of that provision. Neither of these documents meets statutory requirements.
- 4Parents play a satisfactory part in their children's learning. The relatively small number who attended the meeting prior to the inspection were very positive in their support. Parents hear their children read at home and record comments. This helps to raise standards in reading. They also support homework. Several parents and governors regularly help around the school and staff value this support, for example, in the Literacy Hour and science lessons. Another example, seen during the inspection, is a group meeting to discuss how to work together to make 'story sacks' based on a book with associated maths games; they came up with many good ideas. The friends' association, with a small but dedicated core of workers, raises money for additional resources and helps foster community spirit with social events.
- 5The school is aware of the need to develop closer liaison with the parents of pupils with special educational needs. Suitable records are kept of contacts with parents when their involvement in reviewing statements and individual education plans is required.
- 6The School has very good links with the local community. Pupils sing carols for old people and in local stores at Christmas, and the harvest festival is organised with proceeds going to the needy. There are many visitors to school who widen pupils understanding in various areas of the curriculum with their experiences. Pupils visit a local church and Hindu temple to help place their religious education studies in context. The number of links with local businesses, sporting and other organizations and are far too numerous to detail. Most areas of the curriculum are enhanced by well-planned excursions. Within their individual capabilities pupils with special educational needs participate fully in educational activities taking place outside school. The grounds have been enhanced by the sponsorship of the excellent nature area by local organizations. Members of the teaching staff have broadened their knowledge by business placements.

## 65 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 65 Leadership and management

- 1The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. He is very well supported by other staff with management responsibilities. The very positive and supportive ethos and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all. Teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The headteacher, senior staff and governors have a clear view of school's priorities and the school is in a strong position to make further progress.
- 2There is excellent leadership from the headteacher and designated staff in providing for pupils with special educational needs. Detailed policies and procedures and a sound development plan ensure that the provision is well managed.

- 3The Literacy co-ordinator provides excellent leadership and the literacy strategy is very well managed ensuring that the National Literacy Strategy has been implemented effectively.
- 4The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. A clear action plan was drawn up and this has been used to ensure that satisfactory improvements have taken place. The school was asked to 'address the unevenness in some aspects of the quality of education provided and to identify planned and structured monitoring strategies. These, in turn, should lead to regular and systematic review of school provision.' During the inspection, 79% of teaching was good or better and 30% was very good or better. One factor in the improvement in the quality of teaching has been the clear and systematic monitoring of planning, teaching and learning by the curriculum co-ordinators. The provision of clear schemes of work and policies for all subjects has also provided guidance and support for teachers. The previous inspection also identified the need to 'ensure the school development plan reflects more clearly and precisely stated objectives and success criteria. This requires the governors to adopt a more stringent approach, than at present, to prioritisation and the monitoring of outcomes arising from their decisions.' The school development plan addresses planned curriculum developments, but does not incorporate the review and planned development of all aspects of the school. Priorities are not clearly identified and the budgetary implications of initiatives are not explicit. Whilst the headteacher and the governors do evaluate the effectiveness of initiatives, the plan does not contain clear criteria against which progress can be evaluated. Thus, whilst the School Development Plan informs the work of the school, it is not cohesive and is therefore an ineffective tool for managing change and development. The headteacher, senior staff and governors have a clear view of the school's needs and the school is in a strong position to make further progress.
- 5The governors are very supportive of the school. However, their role in relation to strategic planning and the direct monitoring of policies and practices is relatively underdeveloped. They have established a number of committees which meet regularly. They are regular visitors to the school and they are kept well informed about the school. However, they have not yet fully developed their role as 'critical friend' in helping the school to make further improvements. Statutory requirements relating to information for parents and some health and safety issues are not met in full.
- 6All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies and schemes of work which support teachers in delivering the National Curriculum. Coordinators are responsible for managing their subject and delivering curriculum support. They are all actively involved in helping staff with the planning of their curriculum area. The headteacher regularly monitors curriculum development through classroom observations and the scrutiny of teachers' planning. Co-ordinators are involved in monitoring planning, teaching and pupils' attainment.
- 7Daily management and organisation is efficient and unobtrusive. The administrative staff work hard to assist the smooth day to day operation of the school and this has a positive effect on the quality of learning and standards of achievement.
- 8The school has a clear set of aims. These are clearly expressed and understood and are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. Parents are very supportive of the aims and values promoted by the school. The school is forward moving and has a strong and positive ethos, putting the needs of the pupils as a high priority.

- 1The school has a sufficient number of qualified and experienced teachers with a good balance of those recently trained and more experienced. Together they possess the wide range of expertise necessary to meet the demands of the National Curriculum and the needs of children under five, including provision for literacy and numeracy. Co-ordinators' roles are well defined and have a marked impact on learning. Appraisal is in place, as are monitoring procedures for newly qualified teachers, both of which inform and promote staff development. There is a high level of special educational needs staffing. All support staff, special educational needs and classroom assistants have a strong impact on learning. The headteacher provides good leadership in relation to in-service training and provides very good opportunities for all staff to undertake training which is carefully matched to the needs of the school.
- 2The accommodation provides adequate space to meet the demands of the curriculum. However, the dispersed buildings which form the school make for difficulties in time management, particularly in adverse weather conditions, for all staff including the dinner supervisors. Accommodation for children under five in the reception classes is satisfactory overall, although the area available for outdoor activities is restricted
- 3The school has adapted the building to meet the needs of physically disabled pupils and has provided a specialist physiotherapy room and toilet management facilities.
- 4Despite the poor exterior condition of the temporary buildings, staff work hard to provide a stimulating and attractive environment which enhances pupil learning. The caretaker and cleaning staff work hard to ensure that the school is kept clean and is well maintained. The electrical supply has reached the limit of its capacity which imposes limitations on the use of sockets in the classrooms and therefore has implications for future development in the use of ICT equipment.
- 5The school has a nature area with a selection of plants, some of which are poisonous, and labelled as such, and a pond. The area is enclosed by a secure boundary, the gate being locked, and is used only under adult supervision. The playground is well marked out for a variety of activities to provide pupils with creative opportunities for play.
- 6The school generally has an appropriate level of resources to support learning in all curriculum areas. Recent additional funding for literacy has led to the development of a very good library facility which is well organised, well resourced and well used. There is a good level of book provision throughout the school. The development of 'Story Sacks' to aid areas of the curriculum including literacy, history and maths, has a significant impact on learning and is a credit to the close partnership between staff and parents. There are excellent resources to aid the physical development and mobility of physically disabled pupils but insufficient lifting hoists.

**The efficiency of the school**

- 1Overall the school is effective and efficient. Financial planning is sound. It is more effective in relation to the short term planning contained in the school development plan than in considering developments in the medium and longer term. Close monitoring of expenditure ensures that the school makes good use of its resources and specific grants on an annual basis and is able to meet fluctuating demands for expenditure. In recent years the school has reduced its budget surplus to meet reductions in pupil numbers and cover the costs of two staff on long-term absence. Very effective use is made of funding for pupils with special educational needs. The Governing Body receives regular status reports on the budget and the school is able to set aside funding for items of major expenditure. However, there is little evidence of planning to fund curriculum development on a time scale longer than the annual development plan. In addition, monitoring and evaluation to inform financial planning is underdeveloped. In this respect there has been little improvement since the last inspection.

2The school makes very good use of teaching and support staff. They are a strong team that is well deployed. Of particular note is the help given to pupils by the team of dedicated learning support and integration assistants. Close co-operation with the class teacher and their own planning ensures that the educational, social and personal needs of all pupils on the special educational needs register are met. Good use is made of learning resources and accommodation. Resources are well chosen and the school has undertaken imaginative and productive conversion of classroom and cloakroom space to provide a music room, a help room for special educational needs pupils, two designated rooms for physically disabled pupils and a popular library.

3Financial control is very good. The majority of the recommendations in a very recent audit report have been carried out. Accurate financial information is made available to the Governing Body and the school finances are kept in good order. The administration of the school is very efficient.

4Because of the provision made for physically disabled pupils the unit cost per pupil is high. There has been very good improvement since the last inspection and the school is very well set to improve further. The pupils attain satisfactory standards and make good progress. They have positive attitudes to learning and behave well. The teaching is good and the staffing, learning resources and accommodation are used well. In view of these outcomes good value for money continues to be provided by the school.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

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

1The provision for children under five is very good. The school has an agreed admissions policy in accordance with which children are admitted to school in the September of the year in which they become five. At the time of the inspection there were fifty eight children in the reception classes, of which only four were five years old. The children are taught in two parallel classes. At the time of the inspection the children had been in school for only four weeks.

2Attainment on entry to the school, whilst varied, is generally in line with that expected for this age group. This is confirmed by the Baseline assessment undertaken when children start school. The previous inspection reported that standards of attainment and the quality of teaching were good. These standards have been maintained. The children, including those with special educational needs, make good progress in all areas of learning. By the age of five years, most attain the desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development and many are working within the National Curriculum framework. Pupils with physical disabilities are given a very good level of support and are well catered for. They make good progress.

3Overall the quality of teaching for the under fives is very good it is never less than good. In 42% of the lessons observed it was very good or better and in 17% of lessons it was excellent. Teachers and classroom support staff work together as a very effective team. The expertise and experience of the support staff is recognised and used well. They make a very significant contribution to children's learning. The good teaching is characterised by thoughtful and sensitive relationships with pupils and a teaching style that is direct and well organised. Staff have appropriately high expectations of behaviour and attainment. A policy is in place and detailed Schemes of Work for the under fives. Teaching has clear objectives. The activities and experiences provided are challenging, interesting and focused on the pupils' learning needs. An appropriate balance of individual, small group and whole class activities support learning well. The assessment procedures adopted are used to inform future planning. Baseline assessment is used effectively to help teachers plan an appropriate curriculum for children under five. Teachers demonstrate a secure knowledge and understanding of the areas of learning and of Desirable Learning Outcomes.

4The previous inspection report indicated that limited opportunities were available for role play, sand, water and clay. It also stated that the space available should be reviewed to extend the range of experiences offered. Staff have worked hard to address these issues. Although the outdoor play area is restricted, there is a good range of activities provided to cover all six areas of learning.

#### 87 Personal and social development

1Children's personal and social development is good. They are happy and secure in school. They clearly enjoy learning and maintain concentration. They are learning to work together and to share resources and take turns. They co-operate and show respect for adults and each other. The very good progress in this area of development is reflected in the children's appreciation of school routines and quick response to their teachers' instructions, Their behaviour is good and they have a clear understanding of right and wrong Children are encouraged to be independent. Spiritual, moral, social and cultural development is very good. All children have equality of opportunity, regardless of gender, race or ability.

2Teaching of personal and social education is good. Staff are good role models for the children and are consistent in their approach. Class procedures and rules are reinforced throughout so that the children know exactly what is expected of them. Of particular note is the management of the classroom, the way children work, and the organisation of resources so that they are easily accessible to the children. This results in the children developing independent working habits and skills.

## Language and literacy

- 3Children are given a wide range of opportunities and activities to promote and extend language and literacy skills. Spoken language is developed in whole class and group activities and through role-play. Children are encouraged to listen carefully. Most pupils are beginning to write and to recognise that print carries meaning. By the time they are five, most children achieve what is expected for their age in language and literacy. The children, including those with special educational needs make good progress. Most children listen well and talk about their experiences. They are learning new words and are developing an increasing vocabulary related to all aspects of their work. The majority of children under five develop good speaking and listening skills. They listen well to instructions and questions and are keen to contribute to class or group discussions. They are confident when discussing their activities with visitors. They enjoy books and handle them carefully and know that words and pictures carry meaning. Children are beginning to read and write familiar words. They develop appropriate skills of letter formation and by the time they are five they can write simple words using upper and lower case letters. They can tell stories using pictures, and are beginning to know some letters and sounds.
- 4The teaching of language and literacy is good. As the children work, the staff talk to them and ask questions to promote their language skills. Opportunities are provided for role play where staff intervene appropriately to extend the play, so enhancing the quality of the learning. Stories are read well which helps the children to concentrate and enjoy them. Staff urge the children to listen carefully and praise their contributions in discussions and this motivates the children's involvement.

## 91 Mathematics

- 5Through established routines and planned activities, children learn to match, sort, order, sequence and count. They recite number rhymes with enthusiasm and they are used effectively to develop their understanding of mathematics. Most children can count to 20 and some can recognise the number missing from a sequence of one to ten. They make very good progress in mathematics, particularly number. By the time they are five years old, the level of attainment is in line with that expected for their age. Children with special educational needs make good progress. Provision focuses on the development of number skills and there are a wide range of displays and activities to develop the children's awareness of number. They use appropriate mathematical language when naming shapes such as square, rectangle and circle.
- 6The teaching of mathematics is very good. The work is based on the National Numeracy Strategy with very effective use of whole class activities which are introduced in an imaginative way to capture children's interest. Good use is made of the resources and the time available. This results in children having many opportunities to learn and reinforce their number skills and understanding. Good examples being the spider game used to encourage children to count forwards and backwards; and the use of finger puppets to reinforce work with numbers to ten.

93 Knowledge and understanding of the world

7Children are forming a clear understanding of the world around them. They learn about themselves and observe similarities and differences in themselves and others. The topic 'Ourselves' has physically disabled dolls (in a wheel chair/on crutches) on display. They learn about how they change by discussing baby clothes and observing a baby being bathed. Children can sort materials into wood, metal and things that grow. The computer and language centres are used to aid learning. The children, including those with special educational needs make good progress in knowledge and understanding of the world and most attain standards in line with expectations for this area of learning. They explore changes in themselves and their family over time, and discuss and explore the environment around and beyond the school. They become increasingly confident in working the listening- centre and the computers with their different control mechanisms. By the time they reach five they have explored a range of construction materials and enjoyed both focused activities and free play, which allows them to apply their skills in the use of tools. The children can identify and name parts of the body. They know about keeping healthy and the roles of doctors and nurses. The children are developing good work habits as well as increasing their knowledge and understanding of the world around them. They work with a range of materials including water, sand and other materials. They have good cutting skills using scissors with increasing accuracy and safety and can join materials using glue.

8Teaching of knowledge and understanding of the world is good. Activities are well resourced and planned and build on previous learning. These activities extend the children's experiences outside school. Very good use was made of the opportunity for children to observe a baby brought into class to talk about changes and developments in their own bodies and also to develop concepts of past and present. A topic approach to planning links the activities well and gives the children a purpose and helps them make sense of their work. Teachers have high expectations of work and behaviour and make sure children understand what is expected of them. The children are encouraged to work independently with appropriate intervention by adults.

95 Physical development

9Children know about the effects of exercise on their bodies. They listen well and follow directions. They have awareness of space and are developing physical control. Facilities for outdoor play are timetabled and are just adequate for developing gross motor skills. They learn to climb and balance and show appropriate control and use of space when riding wheeled toys.

10In the area of physical development, children make good progress. Most achieve the desirable learning outcomes in this area of learning by the time they are five. They handle tools such as scissors, pencils and brushes with increasing control and accuracy. They manage buttons and zips when putting on and taking off their coats. Good use is made of physical education lessons in the school hall and children can run, crawl, climb, balance and jump using an appropriate range of large apparatus. However, access to daily physical activity is limited.

11The teaching of physical development is good. Staff provide many opportunities for children to develop physical skills and show the children how to use equipment safely, for example how to hold the scissors correctly when cutting. They make children aware of the need for safety when climbing, balancing and jumping from the apparatus. Staff set appropriate challenges and provide lots of encouragement to develop children's confidence and skills. For example, skills of co-operation and team work and the need to follow simple rules are developed when using the parachute.

98 Creative development

12Role-play areas are used effectively in supporting imaginative play based on a café. In their role-play they take the role of chef, waiter and customer. Children can count beats in relation to maths, make the initial letter of their names in clay and paint pictures of themselves.

13Children's attainment in creative development is in line with what is expected by the time they are five. All children, including those with special educational needs make good progress. Painting and collage activities provide opportunities for children to work in different colours and textures. They respond well to stories and take on a variety of roles in their imaginative play. The children enthusiastically join in singing and have opportunities to listen to and play simple percussion instruments. They make models using clay and recycled materials. They develop skills of movement and dance and have opportunities to respond to music.

14The quality of teaching is good. The staff encourage the children to talk about their work and express feelings. The planning of appropriate activities, along with the use of a good range of resources, results in children being able to achieve the intended outcomes in this area of learning.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

1The results of the 1998 National Curriculum assessments in reading and writing at the end of Key Stage 1 were above the national average. In comparison with schools with a similar intake, performance in the reading test was above average and performance in the writing test was in line with the average.

2The results of the 1999 end of key stage assessments show an improvement, with the number of pupils who achieved National Curriculum Level 2 or above in reading rising from 86 % to 93%. The number of pupils achieving Level 2 or above in writing also rose from 90% to 93% although none achieved Level 3.

3The results of the 1998 National Curriculum tests in English at the end of Key Stage 2 were in line with the national average. They were also in line with the average in comparison with schools with pupils from similar backgrounds. The results for 1999 showed a similar number of pupils achieving Level 4 or above (70%). However the number achieving Level 5 or above improved from 15% to 22%.

4Evidence from the inspection indicates that standards at the end of Key Stage 1 are above the national average in reading and in line with the national average in writing. Standards in English at Key Stage 2 are broadly in line with the national average.

5Standards of attainment in English have improved since the previous inspection and there has been a steady improvement in the end of key stage assessment results over the last four years. In 1996 only 52% of pupils achieved Level 4 or above in the end of Key Stage 2 tests.

6Pupils make good progress in both Key Stages 1 and sound progress in Key Stage 2. Pupils with special educational needs are well supported in their learning and make good progress in relation to their individual education plans.

7Teachers provide a good range of opportunities to develop pupils' speaking and listening skills and their progress is good. By the end of Key Stage 1, pupils' attainment in speaking and listening skills is above the national expectation. Pupils talk confidently about their work and listen well to stories and poems. They are beginning to express their ideas clearly. They listen attentively to adults and to each other, and sustain concentration to listen to a recorded story on headphones. In Key Stage 2, pupils' speaking and listening skills are further developed, and by the end of the key stage, they are above the national expectation. Pupils demonstrate the ability to listen attentively and contribute to class discussion. The higher attaining pupils give clear explanations and ask relevant questions with confidence. Lower attaining pupils also contribute well to discussions although their vocabulary is more limited. The regular plenary sessions are used very effectively by teachers as a way of measuring pupils' progress during the lesson and also to develop pupils' oral skills.

- 8Pupils' attainment in reading is above the national average at the end of both key stages. By the end of Key Stage 1, the majority of pupils read accurately and with growing confidence when reading a range of simple texts. Higher attaining pupils are fluent and expressive readers. They show good understanding of the literal meaning of the text and are able to make reasonable predictions about the plot, and show some insight into how the characters might feel. Most pupils have a good understanding of the text and can explain clearly what they have read. By the end of Key Stage 2, the pupils are familiar with a wide range of literature, and are forming opinions about their favourite authors. Pupils are reading independently from a range of fiction. They read stories with fluency, expression and understanding. They are able to discuss books they have read and express preferences. Those who find reading more difficult, are reading appropriate individual books and all pupils benefit from well planned group reading activities as part of the literacy hour. Higher attaining pupils are developing their skimming and scanning skills to quickly find information from books. Independent research skills are being developed through their weekly session in the library. The increased library stock and clear classification of books has had a significant impact on pupils' good reading progress and library skills. Reading is supported by regular Book Fairs where pupils can purchase a good range of books.
- 9Pupils in both key stages make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. They develop a growing technical vocabulary using dictionaries and thesauri with ease. Most pupils enjoy reading and are able to use and identify the contents page, index and glossary in different books.
- 10Pupils' overall attainment in writing is close to the national average at the end of each key stage. By the end of Key Stage 1, higher attaining pupils can write in complete sentences which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are sound. Pupils write for a number of different purposes including creative, descriptive and poetry writing. Stories have a clear structure and ideas are expressed well using a wide range of vocabulary. They make and write their own books. They use dictionaries to help their spelling and vocabulary.
- 11By the end of Key Stage 2, pupils are using punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. They extend their range of writing across the curriculum in a number of subjects. By the end of the key stage, they are able to write descriptions, instructions and reports. In story writing they consolidate their understanding of narrative structure and the importance of effective beginnings. Pupils can plan and draft stories well. They choose words carefully to persuade or describe and their extended writing, in narrative or poetic form is well organised and imaginative. Higher attaining pupils are able to compose sustained, well organised pieces which demonstrate accurate sentence construction, punctuation and grammar.
- 12Pupils in both key stages make sound good progress in writing skills. Their work shows clear progression in pupils' knowledge of parts of speech, use of speech marks, different tenses and different writing styles matched to the needs of the audience.
- 13Standards in handwriting and presentational skills are generally satisfactory. By the end of Key Stage 1, most pupils present their work well. They acquire skills of letter formation and develop a simple printed script. A cursive script is introduced in Year 2 and this is developed throughout Key Stage 2. By the end of the key stage, most pupils write legibly with a joined script.
- 14Standards of literacy in both key stages are sound. Pupils develop a good understanding of the rules of grammar and punctuation. Comprehension skills are developed well. Year 5 pupils were able to extract information from a non-fiction text describing the Tudor warship 'Mary Rose. Year 6 pupils showed a very good understanding when reading an extract from 'The Water Babies' They were able to empathise with the character and also to make links with other work they had done on children in Victorian England.

- 15Pupils usually respond positively to their work in English lessons. They are generally enthusiastic and hard working readers and writers who are able to persevere with their work. They work well independently and in groups and are aware of the needs and contributions of others. They enjoy the whole class and group reading activities and are keen to contribute to class discussions about the books and poems read together. For example, pupils in Year 2 responded with great enthusiasm during a class reading of 'Funny Bones'. Their obvious enjoyment of the story was reflected in their eagerness to take part in the discussion about the text.
- 16In Key Stage 1, the quality of teaching was good or better in half of the lessons observed. It was never less than satisfactory, at times it was excellent. In Key Stage 2, teaching was never less than satisfactory, 80% of lessons were good or better, and almost 20% were excellent. Overall, the quality of teaching has improved since the previous inspection when it was described as sound. Where teaching is very good or excellent there is exuberance and vitality. This motivates pupils who fulfil the teachers' high expectations and results in good progress. The best teaching is supported by detailed and well-sequenced lesson plans, which indicate clear learning objectives and show how time is to be used effectively. Good examples of this were the very effective use of class sessions as part of the literacy hour. The majority of teachers have appropriately high expectations of pupils' behaviour and attainment. Most lessons are well planned with pupils' learning outcomes clearly identified, and work is appropriately matched to the different abilities of the pupils. Teachers structure lessons well, with a whole class introductory focus, followed by group activities and concludes the lesson with a plenary session. Time is used effectively and activities provide challenge and interest, building on pupils' previous learning. When teaching is less satisfactory, class management is less effective and pupils become noisy, losing interest in their work as the pace of the lesson slows.
- 17Pupils with special educational needs are well supported by teachers and classroom support staff. Physically disabled pupils are very well supported in class and are enabled to take a full part in class activities. Teachers ensure that work is well matched to the needs of pupils with special educational needs and some additional teaching is provided in small withdrawal groups when that is considered more appropriate. Pupils with special educational needs make good progress in relation to their individual education plans.
- 18The English curriculum is broad and balanced with a good range of interesting and relevant activities which stimulate pupils' interest. It fully meets the requirements of the National Curriculum. Pupils are encouraged to make good use of their reading, writing and speaking and listening skills across the curriculum. They are introduced to a wide range of stories and poems and are also encouraged to read non-fiction texts in support of their work in other subjects. The school is successfully implementing the National Literacy Strategy and curriculum planning is very effective.
- 19The school has a number of useful assessment strategies which record pupils' progress. These include the use of standardised tests as well as teachers' day to day observations. This information is generally used effectively to support teachers' planning and ensure that work is well matched to pupils' needs. Group reading assessments provide useful information for staff and good feedback to pupils. There is regular moderation of pupils' writing which helps staff to assess attainment accurately. Samples of work are kept as examples.
- 20English has been a major priority in the school development plan. The school has improved the range and quality of books. IT resources to develop pupils literacy skills have also been developed and are used to good effect to promote word processing and reference skills. Additional books, including sets of group readers and large books for whole class sessions have been used very effectively to support the implementation of the National Literacy Strategy. Book provision in classrooms has also been improved since the last inspection. In addition to the introduction of the National Literacy Strategy, the school has also been involved with the school library service in 'Book Flood', a project to promote enjoyment of reading. They have also collaborated with the local high school and a local college in book making projects to promote reading, writing and IT skills by producing sets of group reading books. Parents and support staff have also been involved in the development of 'story sacks'. They have produced a very useful collection of artefacts, games and materials to enhance the pupils' enjoyment of books.

21The English co-ordinator provides excellent leadership in this subject. Her own subject knowledge is good and she has a clear understanding of the developments needed in the subject. She has worked hard to support her colleagues with their planning and assessment and the delivery of the curriculum. Very good arrangements are in place for the monitoring and evaluation of the quality of planning, teaching and learning. Standards of attainment are also effectively monitored. Her leadership has led to the school involvement in the projects described and she has played a major role in the improvements made since the previous inspection.

## **Mathematics**

1The results of the 1998 National Curriculum tests for seven year olds show the percentage of pupils attaining level 2 was close to the national average and the percentage reaching level 3 was above the national average. There was a similar picture when comparing their results with similar schools. Level 2 results were below the average while Level 3 results were well above the average of similar schools. Taking the three years 1996 to 1998 together, the figures show that the pupils' performance in mathematics has improved though there was a slight dip in the 1998 results. In this three year period both boys and girls reached similar levels of attainment. The results for 1999 indicate an improvement with the number of pupils attaining Level 2 or above rising from 83% to 95%.

2The results of the 1998 National Curriculum tests for eleven year olds show the percentage of pupils attaining both Level 4 and Level 5 was close to the national average. The percentage of pupils reaching level 4 was below but the percentage reaching level 5 was broadly in line when compared with the results of similar schools. Taking the three years 1996 to 1998 together the figures show that the pupils' performance in mathematics is close to the national average though there was a slight dip in 1998. The results of the 1999 National Curriculum tests show a clear improvement over 1998, with 76% of pupils achieving Level 4 or above, compared to 55% in 1998. Inspection findings indicate that attainment is in line with the national average at the end of both key stages.

3By the end of Key Stage 1 pupils have an appropriate mathematical vocabulary. They carry out simple calculations accurately and have a satisfactory knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They develop skills of simple data handling and can construct and interpret graphs. They understand simple fractions and can calculate halves and quarters of numbers. They are aware of the value of coins and have an understanding of the need for standard measures.

4By the end of Key Stage 2, the majority of pupils of all abilities have a sound knowledge of place value, can use the four basic operations competently, have a sound grasp of spatial concepts and can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately and are competent in long multiplication and division. The lower attaining pupils can apply the four rules of number effectively, use a wide range of units of measure competently and can construct simple graphs to illustrate data they have collected. Good use is made of mathematical skills in other areas of the curriculum such as science and pupils are introduced to the relevance of mathematics in their daily lives.

5Standards of numeracy across the school are sound. Most pupils are able to use their multiplication tables effectively and handle number satisfactorily in mental work.

6Pupils in Key Stage 1 make sound progress. In Year 1 pupils count in tens. They can spot patterns in numbers and mentally calculate number bonds to 10. Year 2 pupils increase their confidence with numbers. They know numbers up to 100 and can answer questions mentally based on their knowledge of the 100 square. They make a class graph of pupils favourite fruits and are familiar with time and shape. Scrutiny of the previous year's work indicates that by the end of Key Stage 1 pupils have experienced a wide range of work in mathematics.

- 7Pupils make sound progress in Key Stage 2. Year 3 pupils continue to build on the firm mathematical foundations set down in Key Stage 1. They have their own corner shop to improve their knowledge of money. They make a time table of the school day. They consolidate their knowledge of number, know the properties of 2D and 3D shapes and know that different measures have different purposes. Pupils in Year 4 investigate shape and record their results on a Carroll diagram. They create their own dice games to practise number work. Year 5 pupils work on multiplication of decimals checking their work with calculators. They have their own sweet shop, a mathematics activity corner and set themselves a target for the week. Year 6 pupils carry out a series of investigations on probability, one group studying a picture of a Victorian classroom, predicting the answers to questions raised on a scale of 0 to 1 in tenths. They produce excellent displays of coloured butterflies while studying symmetry.
- 8Mental arithmetic is a feature of mathematics work in both key stages, making a positive contribution to the pupils' attainment. The majority of pupils can work out sums quickly and accurately.
- 9The pupils with special educational needs in both key stages make good progress in relation to their prior attainment due to the excellent support they receive from teachers and all classroom support staff.
- 10Pupils' attitudes to mathematics are good throughout the school. Their enjoyment of the subject and their good behaviour have a positive impact on their attainment and progress. They work collaboratively, often reinforcing their own learning by helping others. They have positive relationships with their teachers, listen with attention and respond eagerly to questions. They work very hard and have undertaken an impressive amount of work since the beginning of the school year.
- 11The teaching of mathematics in both key stages is good. In one lesson observed it was very good and in another it was excellent. All teachers have good understanding and good subject knowledge which they use in a variety of interesting ways to present challenging work to pupils. Teachers in each year group plan work carefully together, both classes covering similar activities which match the abilities of the pupils. Planning ensures that the whole National Curriculum is covered at a pace which enables all pupils to achieve understanding of fundamental mathematical processes which can then be used in different ways. Teachers have high expectations and pupils respond to those expectations well. The relationship between teachers and pupils are extremely good, and are a major contributory factor to the good progress most pupils make. Teachers give clear guidance to pupils in all classes and they are able to help pupils who have problems. Sensitive teacher intervention in such cases ensures that the pupils are not afraid to admit that they are having difficulties. Good questioning by teachers and equally good answers from pupils often results in lively debate, especially in Year 6. Teachers encourage pupils to think independently and to solve problems in a variety of ways. This was noted in a Year 5 class where all the pupils were obliged to show answers to mental questions at the same time using excellent visual aids. Classroom assistants and parent helpers are well briefed and make a significant contribution to the pupils' attainment and progress. Teachers' daily assessment of pupils' work ensures that each pupil receives appropriate work for the next stage. The school analyses National Curriculum test results to inform future plans successfully.
- 12The co-ordinator has worked hard since the last inspection to complete the policy and detailed scheme of work in mathematics. She is knowledgeable and skilled and monitors planning and pupils' work on a regular basis. In service training in the Numeracy Strategy has been completed and the school has effectively introduced the new system which is having a beneficial effect on standards especially in mental work and the development of mathematical language. Resources in classrooms are satisfactory. Extra resources, stored centrally, are easily accessible and well used by staff and pupils. The subject fully meets the requirements of the National Curriculum.

## Science

1 Teachers' assessment of pupils' performance by the end of Key Stage 1 in 1998 was well above the national average. The findings of the inspection indicate that these assessments are not accurately reflected in pupils' performance in lessons and that pupils' attainment in class and in their written work is broadly in line with the national average. The teachers' assessments for 1999 indicate that pupils' performance was above the national average although they are considerably lower than those claimed in 1998. In the national tests for 1998 at the end of Key Stage 2, pupils' performance was below the national average and well below average compared with similar schools. The school has taken steps over recent years to improve standards of science teaching throughout the school and particularly in Key Stage 2. As a result, test results for 1998 indicated an upward trend and the results for 1999 showed considerable improvement on statistics for the previous three years. Evidence collected during the inspection indicates that attainment by the end of the key stage is in line with the national average.

2 Pupils of all abilities including those with special educational needs make sound progress overall throughout the school and they make good progress in some individual lessons, particularly in experimental and investigative science. This aspect of teaching was criticised in the last report and the findings of the current inspection represent good improvement in provision. In Year 1 most pupils can identify the five senses confidently and lower attainers can do so with help. All can conduct simple investigative tests and some higher attaining pupils develop their ability to record their findings accurately in sentences with the help of word banks. By the end of the key stage, they can name parts of the human anatomy and show awareness of the effects of exercise on the body. Pupils can carry out a guided investigation. Higher attaining pupils improve their recording skills to the extent where they can produce a chart which accurately measures changes in their pulse rate. Less confident pupils still require varying degrees of support with both the practical and written elements of the work.

3 At Key Stage 2 pupils have a sound knowledge of living things and their basic life processes such as movement and growth. They are able to make simple classification of living things based on their habitat and physical features. Pupils can identify and group materials according to simple characteristics and understand that the properties of the material determines the use to which they are put. They know that there are different types of forces such as magnetism, friction and gravity. By the end of the key stage, pupils know about muscles, bones and the basic functions of the heart. Pupils have a sound understanding of the nature of forces. They understand the need for a fair test and can make reasonable predictions about the outcomes of their investigation. Teachers plan interesting and imaginative lessons to improve pupils' capacity to carry out fair tests, record the methods they have used and to increase their knowledge of scientific facts. Year 3 pupils know the importance that choice of diet has on the health of their teeth and carry out experiments to show the effect of brushing. They are encouraged to record their findings in the correct sequence and more able pupils are expected to provide an appropriate conclusion to explain their findings. A small minority achieve this independently and most can achieve satisfactory standards with support appropriate to their needs. Throughout the key stage, predominantly good or very good teaching ensures that pupils continue to improve their writing and their knowledge and understanding of the world around them through investigative topic work. In Year 6 lessons seen on forces, for example, pupils were presented with a variety of situations involving the laws of gravity. They examined the relationship between the weight of an object and its rate of descent and the combined effects of friction and gravity on the speed of a vehicle down a ramp. A small minority formulated questions and arrived at conclusions which reflected above average attainment. Most were able to make a simple 'force meter' using spring balances. The new vocabulary learned and the mathematical concepts applied during the work made good contributions to the development of their literacy and numeracy skills. On a very small number of occasions where the pace of lessons does not allow sufficient time for written work to be completed, the progress slows.

4Pupils have a good attitude to science. They particularly enjoy practical investigation and show clear appreciation of the interesting work planned for them. Where teaching is good they demonstrate very good relationships and high levels of collaboration. They settle down very quickly at the beginning of lessons, are keen to ask questions and are often fascinated by the facts which they learn. In a Year 5 lesson seen, for example, in which all members of the class were required simultaneously to measure their pulse rate before and after exercise, pupils were intrigued by the experiment and demonstrated very good behaviour and clear respect for their teacher. On a very small minority of occasions where pupil management is less effective, pupils who sometimes present challenging behaviour are less co-operative and need regular intervention by teachers or support staff. All pupils enjoy lessons and take responsibility for putting away their equipment at the end of the session.

5Throughout the school, the quality of teaching is good. It is never less than satisfactory or better in seventy five per cent and very good in over thirty per cent of lessons. Teachers plan lessons closely in line with national curriculum requirements and place appropriate emphasis on all aspects of the subject. Some examples of very good practice were seen where teachers in the same year group collaborated very effectively in the planning of tasks and the organisation of equipment for the same lesson and this ensured consistency of approach. Many teachers set clear targets for pupils to achieve for the week ahead or for individual lessons. On a small number of occasions, teaching is less successful when management of the challenging behaviour of a small minority of pupils is insecure. This slows the pace of otherwise interesting lessons and hinders progress. Teachers throughout the school ensure that pupils record their work in a systematic manner and this has a positive impact on progress.

6The subject is led well. There is a useful scheme of work which assists teachers in the planning and assessment of work and ensures continuity and progress. The school has a very well established and comprehensive system of both formal and day-to-day assessment. The information from this is well used to support the next stage of planning. Since the last inspection, the headteacher and subject coordinator have addressed the issues raised in the report by organising in-service training and support to improve standards of teaching, particularly with regard to investigative science. All teachers are now encouraged to teach scientific concepts and skills through investigative activities. This has had a significant effect on the overall quality of teaching and the progress of pupils throughout the school. The subject fully meets the requirements of the National Curriculum.

## **OTHER SUBJECTS OR COURSES**

### **140 Information technology**

1It was not possible to observe a significant amount of direct teaching during the inspection. A number of activities involving work in information technology were noted throughout the school and these, along with a scrutiny of pupils' work and discussions with teachers and pupils, demonstrate attainment which is line with the national expectation at the end of both key stages.

2Pupils of all abilities including those with special educational needs make sound progress throughout the school. By the beginning of Key Stage 1 pupils are already confident in the use of computers and continue to develop their skills. They carry out simple operations using the space bar and 'enter' keys and use the mouse with accuracy to move objects about on the screen. By the end of the key stage they use computers on a regular basis to copy and edit their story writing, using the 'shift' and 'delete' keys effectively. The school also provides opportunities for them to control the direction of a simple floor robot. Most pupils can load software confidently and save their work if required.

3In Year 3, pupils begin to make greater use of computers and information technology to support their work. They use tape recorders more frequently and with increased dexterity to develop their listening skills. Pupils in Year 4 improve their ability to edit and adapt their work. Some higher attaining pupils can use the toolbar to change the size, style and density of the print. They learn to 'cut' and 'paste' text by highlighting sections of their work and 'dragging' them across the screen, although some less confident pupils still require support to complete this operation. Older pupils use computers as an integral part of their work in a wide range of subjects. They use CD ROM software to create spreadsheets and rotate shapes in mathematics, to assist research work on the Egyptians in history and to find information on Charles Dickens in the Literacy Hour. By the end of the key stage, most pupils are aware of the wider uses of information technology. Higher attaining pupils are skilled in merging pictures with text and all pupils are given the opportunity to use the Internet.

4Pupils' behaviour when using information technology and their attitudes to learning are good. They treat all equipment with respect and can be relied upon to use it sensibly when unsupervised. They are helpful to each other when working in pairs and appreciate the support given to them by adults. They willingly take responsibility for moving or storing equipment and older pupils show maturity in operating the school's computerised library system.

5The subject co-ordinator has recently begun to provide direct teaching in all classes, working alongside colleagues and providing support which is usually linked to the subject being taught. The quality of teaching is good. Activities are well planned in line with the scheme of work and tasks are closely matched to pupils' abilities. Teaching is not over-directed and pupils are given the maximum time available to gain confidence and acquire new skills without intervention, but guidance is well informed and on hand when required. Observation of pupils' work in other lessons and discussions with them suggest that teachers throughout the school have a clear understanding of what is required to teach the subject successfully. They ensure that pupils have regular access to a range of information technology and that, as often as possible, the work which they provide for pupils is relevant to the subject which is being taught so that computers and other equipment become an integral part of their learning.

6The subject is managed very well. The headteacher has made it possible for the subject teacher to offer direct support in every classroom during the school week. This is having a positive effect on the ethos for learning throughout the school, although it is not yet certain if this arrangement can continue on a permanent basis. The co-ordinator provides additional training and advice for all teaching and support staff by holding a weekly 'surgery' for information technology and this is having a good effect on the confidence of teaching and non-teaching staff. An assessment sheet has been introduced which pupils are encouraged to fill in themselves on completion of the relevant programme of study in the scheme of work. This provides an accurate and useful record of their progress through the school.

7There is sufficient up to date equipment to meet national curriculum requirements except in the area of control technology, where the school does not currently provide enough opportunities for older pupils to pre-determine and control events. The co-ordinator is aware of this omission and plans to address the situation at the same time as the school becomes linked to the National Grid for Learning. Since the last inspection teachers have worked hard to keep pace with developments and to meet the increased demands of the National Curriculum for information technology as a core subject. This has been achieved successfully and the school has made good progress.

#### 147 **Religious education**

1The number of religious education lessons observed during the inspection was limited, particularly at Key Stage 2 where only one lesson could be observed. Further evidence was obtained through a scrutiny of pupils' work and discussing with a group of Year 6 pupils their knowledge and understanding of religious education.

2Standards in religious education have been maintained since the last inspection. By the end of both key stages pupils' attainment is in line with the expectations of the locally agreed syllabus. Progress in lessons at Key Stage 1 is variable but generally good. All pupils, including those with special educational needs make sound progress at Key Stage 2. In Year 1 pupils know that special occasions are cause for celebration and a majority of pupils have an emerging understanding of the symbolism of light in religious festivals of both the Christian and Hindu faiths. They understand the concept of family love and know that religions have special places. In Year 2 pupils can recall the story of Easter and know that a rosary depicts the crucifixion and is an important religious artefact for some Christians. By the end of the key stage, pupils have some knowledge of stories from world faiths and can identify and empathise with personal and family emotions. At Key Stage 2 there is evidence of pupils increasing their knowledge and understanding of world faiths. Some particularly effective writing is seen in Year 3 where pupils write personal prayers of thanksgiving and about a new life through an understanding of the Buddhist belief in reincarnation. By the end of the key stage, pupils have an understanding of religious images and symbols and appreciate the impact of religious belief on peoples' lives. However, the linking in the curriculum of religious education to circle time and personal, social and moral education reduces the clarity with which pupils, especially in Years 5 and 6, acquire and understand those elements of religious education required by the agreed syllabus at the end of Key Stage 2.

3Observation of lessons at Key Stage 1 showed pupils making a good response to religious education. Pupils are generally attentive, enthusiastic and are fascinated by handling the rosary. They abide by the rules of circle time and show a developing respect for each other's contributions to lessons. There is limited evidence to judge the response of pupils at Key Stage 2. Pupils state that they enjoy circle time and the opportunity to discuss personal and religious topics.

4Overall the teaching observed at Key Stage 1 is good. Rules are clearly established for circle time and to establish a calm and reflective atmosphere. Teachers have good subject knowledge and are confident in presenting their lessons. Questioning of pupils is good although very occasionally opportunities are missed to challenge pupils through discussion and questioning.

5The new co-ordinator for religious education is already providing good leadership and would benefit from some specialist training to develop her ideas. The school recognise the need to sharpen the focus of religious education when it is taught through circle time and of the need to present greater evidence of work matched to the requirements of the agreed syllabus. It is aware of the need to develop assessment procedures that are matched to the revisions currently being made to the schemes of work. Visits to places of worship are developing, as is the contribution to the pupils' awareness and understanding of world faiths provided by visitors to the school. The subject makes a good contribution to the spiritual and moral development of pupils.

## 152 Art

6Teachers' planning indicates a range of media including drawing materials, paint, printing, clay, textiles and collage work is provided in both key stages during the year. Pupils in both key stages make sound progress, demonstrating a growing skill and understanding of a variety of media. They demonstrate growing skill and understanding of a variety of media including three-dimensional work. Pupils demonstrate enjoyment and independence in carrying out art activities and approach their work with confidence and enthusiasm. Pupils with special educational needs, including those with physical disability are well supported and make sound progress in relation to their ability. Attainment is in line with that expected of pupils of a similar age.

7In Key Stage 1, pupils express themselves through drawing and painting and modelling, and use simple techniques with developing control. By the end of the key stage, they demonstrate an understanding of colour mixing, and the selection of appropriate materials.

8In Key Stage 2, pupils' work shows an increasing control over a range of materials, tools and techniques. Pupils are introduced to shade and texture and learn about tone and colour. Pupils study the work of other artists and apply this to their own work. A good examples of this was observed in Year 5 where pupils discussed 'The Weeping Woman' by Picasso, before beginning their own portraits to show a sad faced person. By the end of the key stage, they demonstrate the ability to accurately represent what they observe. Year 6 pupils, for example, produced good observational drawings of fruit using a variety of media including water colours, pastels and chalks. Much art work is closely linked to other curriculum areas such as history but pupils also have opportunities to express their thoughts and feelings in an imaginative way.

9No lessons were observed in Key Stage 1. The quality of teaching observed in Key Stage 2 was good overall and never less than satisfactory. Teachers plan effectively, often integrating art activities into topic work, but also providing opportunities for pupils to develop skills and creativity. Lessons are planned with suitable content for the age and abilities within the class and are well presented. Teachers make effective use of the resources available and provide clear explanations and appropriate encouragement for pupils to review and improve their work. Planning reflects the requirements of the National Curriculum programmes of study and supports learning in other subjects. Work in art makes a positive contribution to pupils' cultural development.

10The school has good range of materials for art including a collection of reference materials concerning artists and their work, and a range of prints, and posters to develop pupils' knowledge and understanding.

11Pupils have benefited from the use of artists in residence who have worked with them in areas such as textiles and the creation of mobiles. Student teachers from the University of Central England have also worked on a number of projects. During the inspection, a group of students worked successfully with pupils in Years 1 in the initial stages of a design project related to pattern making on translucent plastic. Whilst a further group worked with Year 5 pupils looking closely at textile patterns in Tudor costume as part of a project to create a large portrait of Queen Elizabeth 1.

12The co-ordinator provides effective leadership. She has good subject knowledge and leads the curriculum area well. She provides advice for colleagues and also monitors their planning. She has visited classrooms to monitor teaching and to provide assistance. There is a whole school policy for art and a scheme of work which provides clear guidance for staff in promoting a systematic programme of skill development throughout the school.

## 159 **Design and technology**

13During the inspection, a limited number of design and technology lessons were observed. Judgements therefore are based on evidence provided by the school, scrutiny of work, teachers' planning and discussions with staff and pupils.

14Pupils in both key stages make satisfactory progress in developing skills of designing and making and their attainment is similar to that expected for pupils of their age.

15In Key Stage 1 pupils make models using recycled materials. They can cut and shape card and paper and are developing skills in joining as when they make jointed skeletons. They use simple tools such as scissors with increasing skill and safety. They make models using a range of construction kits. Pupils are developing simple designing skills, drawing plans of what they want to make and identifying the material and tools they will use. Pupils discuss and explain their work and also to evaluate and suggest changes.

16Year 2 children can plan what is required and how they will make puppets from material. Pupils were observed making jointed skeletons. They can cut, stick, join and assemble. They evaluate their work and that of others by choosing something they like about it and something they can improve.

17In Key Stage 2, pupils use a range of different materials including card, plastic and wood. They can cut, fold, measure and join accurately. They design and amend their plans as necessary. They have made items such as a 'Jack in a Box' and homes for animals. Pupils visited a container base and were involved in a design project, aided by staff from the base, which involved them using skills of mathematics as part of the design process. They have also designed their own board games. This involved them designing games to meet the needs of a particular age group, and making simple rules as well as creating a finished product.

18The quality of teaching observed was good. Planning is related to topic work and lessons are well structured. Good links are made to work in other areas such as science and mathematics. Good oral feedback is given to the pupils and they are encouraged to evaluate their own work. Assessment opportunities are included in the teachers' planning sheets and used to inform planning.

19Pupils respond well to the opportunities offered. They enjoy the work and show good concentration. They behave well and show good co-operation in group activities.

20Since the last Ofsted inspection the school has developed a policy statement and has now adopted the QCA guidelines. They have also developed the provision of design and technology resources particularly in terms of construction kits for each year group and for food technology equipment.

## 167 **Geography**

21The current timetable only allowed for two lessons of geography at Key Stage 2 to be observed during the inspection. Other evidence was obtained from a scrutiny of pupils' work at both key stages and establishing with a group of Year 6 pupils their knowledge, understanding and skills in geography. From the evidence made available to the inspection team it would appear that standards have been maintained, since the last inspection. Pupils in both key stages make sound progress.

22Pupils at Key Stage 1 develop an understanding of place and human activity. They successfully undertake work on simple maps and plans. By the end of the key stage the pupils can use simple grid references and through recording the weather gain an understanding of climate and its effect on the landscape. At Key Stage 2 the pupils extend their map making skills, knowledge of micro climates, the water cycle and its effect on river systems. They successfully apply this knowledge in their study of the local river. Pupils develop sound skills in using atlases to obtain geographical information. However, the quality and accuracy of using data to draw climate graphs is unsatisfactory. Pupils in Years 5 and 6 undertake research on environmental issues and can identify geographical differences between their own country and China. They retain their knowledge and understanding of climate and physical features but find difficulty in explaining how these features affect human activity.

23Pupils show a positive attitude to their work in geography. They behave well, are keen to contribute to class discussions and are interested in the activities provided.

24The scrutiny of pupils' work shows that teachers provide a sound range of learning activities to enable pupils to develop the knowledge, skills and understanding required by the National Curriculum. This, together with the two lessons observed at Key Stage 2, one of which demonstrated challenging expectations, excellent planning and use of resources, indicates that teaching quality is generally sound at both key stages.

25The new co-ordinator for the subject is providing good leadership. She has begun to rewrite the schemes of work and recognises the need to adapt the assessment criteria currently in use and to extend the range of resources. The subject makes a sound contribution to the pupils' cultural development

## History

- 26 In addition to the lessons observed during the inspection, judgements are based on a scrutiny of pupils' work, teachers' planning, displays of work, policies, resources and discussions with pupils and teachers. These demonstrate that a satisfactory history curriculum is in place. The curriculum follows the National Curriculum history programme of study. Standards of attainment have been maintained since the last inspection and are in line with those expected for the age group.
- 27 Pupils in Key Stage 1 make satisfactory progress. They are introduced to the subject through stories which help them develop concepts of time and place. History is taught through a topic based approach. They learn about significant characters and aspects of life in Britain in the past beyond living memory. They realise the past is represented in different ways including the use of artefacts, books and photographs. A visit to Aston Hall enhanced a study of the Victorians. They show a developing understanding of chronology through personal and family histories.
- 28 Pupils in Key Stage 2 continue to make satisfactory progress in their enquiry skills and in their range and use of vocabulary through the good use of the library and CD-Rom. They extend the range and depth of their historical knowledge and understanding. They have a satisfactory knowledge of Britain and Ancient Egypt having used a range of historical sources. They know that history is divided into periods of time, such as Tudor, Victorian, Roman and Ancient Greek. Most pupils have sound general knowledge of these times and compare and contrast lives lived in the past with those of today. The pupils know about some significant characters and higher attaining pupils know why they acted as they did and how events and inventions changed the lives of people.
- 29 Pupils enjoy history. They are curious about the past and enthusiastically use resources such as books and the CD-Rom to find information. Pupils behave well; they help each other sensibly and organise their time well.
- 30 Teaching is never less than satisfactory and at times it is very good. Teachers present the subject in interesting ways and make good use of visits, people, artefacts and books to stir pupils' enthusiasm. A good example was observed in a Year 4 lesson when pupils investigated resources which could tell them more about life in Ancient Egypt. The teacher made very effective use of questioning and her purposeful direct teaching enabled pupils to develop their understanding of how to use a range of resources to increase their knowledge and understanding. When planning the literacy hour opportunities are very well taken to develop and enrich historical language, consolidate learning and develop enquiry skills through historical topics. Year 5 pupils for example, looked at texts relating to their work on the Tudors, and Year 6 pupils used an excerpt from 'The Water Babies' to re-inforce their knowledge and understanding of life in Victorian England. Lessons have clear learning objectives and pupils receive work which matches their needs. Assessment opportunities are included in the teachers' planning sheets with teachers keeping their own informal records.
- 31 The school has satisfactory resources for history including a range of artefacts and there are well planned trips to places of historical interest. The school also hosts a 'History Road Show' with interactive displays. The subject contributes well to pupils' social and cultural development.
- 32 The subject benefits from clear leadership. There is a clear policy and scheme of work for history which provide useful guidance to aid teachers' planning. The co-ordinator has clear ideas on how to improve standards further and has highlighted two items for improvement, in-service training on the use of resources, and developing half-termly assessments with the whole school, evaluating progression made by pupils.

## Music

- 33 Pupils of all ages sing with confidence and enthusiasm. They fully enjoy all the musical experiences which are made available to them. They perform for audiences of different sizes in lessons, assemblies and school performances.

- 34 It was not possible to observe the teaching of music in Key Stage 1 but pupils sing well in assemblies. Photographs, CD's and videos of school concerts, plus teachers' planning show that a full programme of music making is in place.
- 35 By the end of Key Stage 2, pupils have made good progress in their musical development. Pupils with special educational needs join in all musical activities and make good progress. Year 4 pupils create rhythmic patterns, gradually adding movement to voice and clapping rhythms making a recording of their polished performance. Year 5 pupils identify musical ideas. They co-operate with each other, writing their thoughts produced by listening to music, using the correct musical vocabulary and making a link with history by listening to music of the Tudors. Year 6 bring work they have done with music at home and perform for the class. They listen to music and decide what mood it creates. They have a very good musical vocabulary and the ability to use musical knowledge to support their views. Year 6 pupils compose pieces of music based on poems using a wide variety of musical instruments to create the required mood. The large school choir is drawn from the whole of Key Stage 2. They sing well, creating excellent descant effects and joining successfully with the recorder group. The choir pieces and solos performed in the assembly were excellent, providing a good contribution to the spirituality and ethos of the school. A good number of pupils can play musical instruments through extra curricular work with the recorder group as well as tuition in string, brass, woodwind and keyboard playing provided by the peripatetic music service.
- 36 Relationships between pupils are excellent throughout the school. Although they are all eager to participate, they listen patiently and attentively to each other. They co-operate well as a whole school, in classes and in groups. Pupils are highly motivated and show considerable enthusiasm for all the activities undertaken. They sustain concentration over long periods of time and enjoy sharing knowledge, ideas and instruments. For example a Year 4 class teacher extended the length of the lesson in order to allow the pupils to make a recording of the work they had produced. A strength is the obvious good humour and enjoyment shown in lessons and groups which is of great assistance to those pupils who are somewhat inhibited by improvisation in music.
- 37 Teaching in music lessons at Key Stage 2 is good. Teachers work in partnership with each other, with support staff and with the teachers from the peripatetic music service. This ensures good guidance for pupils of all ages, good musical interpretation, and appropriate variety in lessons. The lesson content draws valuable elements from the programmes of study, and the musical vocabulary is introduced effectively. Teachers are building up understanding and confidence in this subject very effectively.
- 38 There is a very good school policy and scheme of work which is helpful to staff. Teaching and learning of music is monitored by the enthusiastic co-ordinator who supports staff well. Informal assessment of pupils' attainment and progress is made and new targets set for groups of pupils. Resources are satisfactory and accommodation is adequate with the music room providing additional space for tuition in small groups. The school makes good use of music in their service to the local community, singing for elderly people and carolling in the area at Christmas. Music makes a good contribution to the development of pupils' spiritual and cultural development.

## Physical education

39 Standards in physical education have been maintained since the last inspection. At both key stages the pupils are achieving standards that are expected for pupils aged 5 to 11. At Key Stage 1 the pupils make good progress. In dance the pupils perform with good imagination when exploring different methods of moving and devise suitable sequences to vary their shape and speed of movement. However, a lack of attention is given to refining their compositions to improve their performance. In games the pupils show good technical skills and are able to consistently pass, control and retrieve with the majority of pupils able to vary the pace of the activity. At Key Stage 2 progress is satisfactory overall. Year 3 pupils can devise a movement sequence with the higher attaining pupils introducing cartwheel and controlled rolling movements. The use of apparatus in Year 4 increases the challenge to pupils and broadens the scope of their performance. Too often however, insufficient attention is given to precision and accuracy. Higher attaining pupils bring grace and control to their movements and confidently use a range of apparatus. In hockey pupils in Year 5 generally demonstrate sound stick and ball control and are gaining a sound grasp of how to outwit an opponent. High standards in swimming continue to be reached with over 8 out of 10 pupils able to swim at least 25 metres by the beginning of year 6. Physically disabled pupils demonstrate a good range of skills in the water with half of the pupils able to swim 10 metres or better.

40 Throughout the school the pupils' response to physical education is good. The pupils enjoy their lessons, are attentive, work hard, persevere with their activities, adopt a safe and sensible approach to working with apparatus and generally show good self-discipline. The inclusion and integration of physically disabled pupils into lessons is exemplary and the result of skilful and sensitive assistance provided by teachers and support staff and the encouragement given by their fellow able bodied pupils. Where appropriate, the pairing of able bodied and physically disabled pupils brings tangible benefits to both pupils and demonstrates the high quality of relationships seen in lessons.

41 Overall, the quality of teaching is good with a third of the lessons observed being very good to excellent. In the best lessons, detailed planning and good organisation, stimulating dialogue with the pupils, challenging activities, skilful evaluation of the pupils' performance, very good subject knowledge and the profitable use of questioning and pupil demonstration significantly improves the quality of performance and progress of pupils. In some lessons insufficient attention is given to improving the quality of pupils' work and at times pupils lose track of what they are to do because of lengthy instructions.

42 The subject benefits from good leadership and management. The school policy for physical education is clearly reflected in the very good and detailed schemes of work. Assessment procedures are sound. The swimming assessments currently undertaken for physically disabled pupils are excellent. There is an impressive range of extra curricular sporting activities led and supported by staff to which pupils respond with a high degree of enthusiasm and skill. Games are played in an excellent competitive spirit with clear understanding of sportsmanship and fairness. Very good attention is given to activities designed to enrich the physical education experience of physically disabled pupils. These activities make a significant contribution to the pupils' moral and social development.

## **PART C: INSPECTION DATA**

### **189 SUMMARY OF INSPECTION EVIDENCE**

1The inspection was carried out by a team of 6 inspectors including a lay inspector. During the inspection 90 lessons were observed. Pupils from each year group were heard to read and their reading ability was assessed. Pupils were asked about the work they were doing and about previous work on display. Samples of pupils' current, recent and earliest work were scrutinised in all year groups. Pupils were observed in lessons, assemblies and at break and lunch times.

2Discussions were held with the headteacher, members of teaching and non-teaching staff, governors and parents. The registered inspector held a meeting attended by parents of pupils at the school and analysed a questionnaire completed by parents.

3Prior to the inspection the school provided a wide range of documentary evidence. Particular attention was paid to the School Development Plan and budgetary information. Attendance registers, assessment records, pupils' reports and teachers' planning were inspected.

## DATA AND INDICATORS

### 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	432	26	98	83

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	17
Number of pupils per qualified teacher	25.4

#### Education support staff (YR – Y6)

Total number of education support staff	15
Total aggregate hours worked each week	450

Average class size:	30.9
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### Financial data

Financial year:	1999
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	£
Total Income	946,987
Total Expenditure	972,906
Expenditure per pupil	2,201
Balance brought forward from previous year	61,507
Balance carried forward to next year	35,588

**PARENTAL SURVEY**

Number of questionnaires sent out:

432
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Number of questionnaires returned:

15
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**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	47	27	0	7	20
I would find it easy to approach the school with questions or problems to do with my child(ren)	20	40	7	20	13
The school handles complaints from parents well	0	47	20	13	20
The school gives me a clear understanding of what is taught	33	40	7	7	13
The school keeps me well informed about my child(ren)'s progress	13	53	7	13	13
The school enables my child(ren) to achieve a good standard of work	27	47	7	7	13
The school encourages children to get involved in more than just their daily lessons	20	40	33	0	7
I am satisfied with the work that my child(ren) is/are expected to do at home	13	60	0	7	20
The school's values and attitudes have a positive effect on my child(ren)	20	40	20	7	13
The school achieves high standards of good behaviour	7	53	13	7	20
My child(ren) like(s) school	40	60	0	0	0

NB Percentages of responses are rounded to the nearest integer and sum may not equal 100%. Percentages given are in relation to the total number of returns, INCLUDING nil replies.