

INSPECTION REPORT

SELSTON UNDERWOOD CHURCH OF ENGLAND PRIMARY SCHOOL

Underwood

LEA area : Nottinghamshire

Unique Reference Number : 122746

Headteacher : Mr R Hull

Reporting inspector : Mr Martin Newell
10638

Dates of inspection : 29th November – 2nd December

Under OFSTED contract number: 707708

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control : Voluntary Controlled

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Main Road
Underwood
Nottinghamshire
NG16 5GN

Telephone number: 01773 782868

Appropriate authority: Governing Body

Name of Chair of Governors: Mr Maurice Holmes

Date of previous inspection: March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M Newell (Registered Inspector)	English Information Technology Religious Education History Geography	Attainment and Progress Teaching Leadership and Management The Efficiency of the School Areas of Learning for Under Fives
Mr G Braddick (Lay Inspector)		Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and the Community Staffing, Accommodation and Learning Resources Equal Opportunities
Ms A Dakin	Mathematics Science Design and Technology Art Music Physical Education	Attitudes, Behaviour and Personal Development The Curriculum and Assessment Spiritual, Moral, Social, and Cultural Development Special Educational Needs

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MAIN FINDINGS

What the school does well

- Standards in English, mathematics and science are above average when pupils leave school;
- Teaching is often challenging, which enables pupils of all abilities to make good progress;
- The pupils show very good attitudes towards learning and a real thirst for new knowledge;
- Behaviour is very good and is a real strength of the school. Relationships between pupils and with their teachers are of a high standard;
- The National Literacy Strategy has been implemented well and is having a positive impact on standards;
- The school makes very good provision for pupils' spiritual and moral development and good provision for their social and cultural development;
- The school is well led by the headteacher who provides clear direction for the school's development;
- All staff provide good support, care and guidance for pupils;
- The school has established a strong partnership with parents and the local community.

Where the school has weaknesses

- I. The role of curriculum co-ordinators is not sufficiently developed to have an impact on helping to raise standards;
- II. Not enough use is made of assessment information to set targets for improvement;
- III. Not all elements of pupils' work in information technology are at a high enough standard;
- IV. Insufficient opportunities are provided for pupils to use their initiative both in their investigative work and in contributing to the life of the school as a community.

The school's many strengths outweigh its weaknesses but these weaknesses 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 good progress since the last inspection. Standards have improved and the high incidence of teaching judged to be good or better has improved. The governing body is more actively involved in strategic long-term planning. Assessment procedures are now effective but the school needs to make more use of the data to set targets for improvement. The school has a better system in place to monitor the number of pupils it admits to school. The school has successfully tackled the issue concerning the inadequate outdoor environment and play area. With its dedicated staff, well informed governing body and the positive response shown to the inspection process, the school is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by eleven-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			well above average A
			above average B
			average C
			below average D
			well below average E
English	B	D	
Mathematics	B	C	
Science	B	C	

The table shows that pupils' attainment by the age of eleven is above average in English, mathematics and science when compared to all schools. Attainment in mathematics and science is broadly average compared with similar schools but slightly below average in English. Inspection findings show the present overall level of attainment in English, mathematics and science to be above average. Pupils' attainment in reading and in their number work is well above average. By the end of Key Stage 1 pupils' attainment is above average in English and science and well above average in mathematics. The pupils make good overall progress during their time in school, as attainment on entry is only slightly above average. Any fluctuations between end of key stage tests and assessments can be explained by the differences in natural ability of the groups of pupils.

Although standards in information technology are satisfactory overall, pupils' skills in the control and modelling elements of the subject are unsatisfactory at the end of both key stages. The standards achieved in religious education, at the end of both key stages, meet the expectations of the Locally Agreed Syllabus.

Pupils are encouraged to use their literacy and numeracy skills in other areas of the curriculum and they do this well. Pupils' work in history, music and some elements of design and technology, geography and physical education is at a better level than found in the majority of schools.

By the age of five, the majority of children exceed the level expected for their age in language and literacy and mathematics. Attainment in the other key areas of learning is at an expected level.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good

Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Good
Other subjects	Satisfactory	Good	Good

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

Overall, the quality of teaching is good. In eight out of ten lessons the quality of teaching was good or better. Examples of good teaching were observed in every class. No unsatisfactory teaching was seen during the inspection. The teaching of English, mathematics and science is good overall across both key stages. Teaching for children under the age of five successfully promotes the nationally recommended Desirable Learning Outcomes. Effective use of specialist teaching in music and special needs makes a significant contribution to pupils' progress. Classroom support staff make a valuable contribution to creating an effective learning environment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good. Pupils are very well behaved in class and around the school. This is a real strength.
Attendance	Good. Above the national average. Discussion with pupils shows that they really enjoy coming to school.
Ethos*	Very good. Pupils are keen to learn and want to do well. Relationships between pupils and with all staff are very good, helping to create an environment conducive to focused and enjoyable learning. All staff and governors have a commitment to achieving and sustaining higher standards.
Leadership and management	Good. The school is well led by the headteacher who has set a clear direction for the improvement of the school. He is ably supported by the deputy headteacher, governors and a committed team of staff. The role of curriculum co-ordinators is not sufficiently developed to have an impact on helping to raise standards.
Curriculum	The school provides a broad and balanced curriculum overall, which ensures pupils' prior attainment is built upon. Not enough opportunities are consistently provided for pupils to use their initiative. The school provides a good range of extra-curricular activities.
Pupils with special educational needs	Good provision is made enabling pupils to make similar levels of progress as their classmates.
Spiritual, moral, social & cultural development	Very good provision is made for pupils' spiritual and moral development. The provision for pupils' social and cultural development is good.
Staffing, resources and accommodation	An adequate number of teachers and a good level of support staff to meet the demands of the curriculum. Accommodation is satisfactory overall but some classes are cramped and there is no enclosed play area for the under-fives. Resources are satisfactory overall but there are some shortages in non-fiction books and historical artefacts.
Value for money	The school is efficiently run. Taking into account the attainment of children on entry to the school, the quality of education provided

	and the expenditure per pupil, the school is providing good value for money.
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* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>V. They feel the school encourages them to play an active part in the life of the school;</p> <p>VI. A high percentage of parents would find it easy to approach the school should they have any problems concerning their children;</p> <p>VII. Nearly all parents feel they are kept well informed about what is taught and how their children are progressing;</p> <p>VIII. The vast majority of parents are happy with the standards of work and behaviour;</p> <p>IX. Parents are very happy with the quality and quantity of extra-curricular activities;</p> <p>X. Nearly all parents feel the school's attitudes and values have a positive effect on their children;</p> <p>XI. Parents feel that their children really enjoy coming to school.</p>	<p>XII. A small percentage of complaints from parents well or do not find it;</p> <p>XIII. A small percentage of children are expected to complete at</p>

The inspection findings support the very positive views expressed by a high percentage of parents. The school is a friendly place where parents are always made welcome. Parents are actively encouraged to play an active part in the life of the school and approach the school if they are experiencing any problems concerning their children. Inspection findings show that formal and informal procedures are in place should a parent wish to complain. Discussion with staff and governors indicates that all complaints are looked into should they arise and complainants kept fully informed.

KEY ISSUES FOR ACTION

In order to raise standards and provide an even better quality of education for pupils, the governing body, headteacher and staff should:

XIV. raise standards in information technology by:

- implementing procedures for staff to undertake an appropriate programme of in-service training;
- ensuring that pupils are systematically taught the necessary skills and knowledge of the control and modelling aspects of the subject.

(paragraphs 10, 71, 124, 127, 128)

• ensure that curriculum co-ordinators are provided with opportunities to have a greater impact on raising standards by:

- supporting, monitoring and evaluation teaching and learning in classes other than their own;
- regularly scrutinising pupils' work and teachers' planning in order to build upon the good practice that exists and to tackle any weaknesses.

(paragraphs 67, 68, 79, 108, 115, 123, 128, 135, 139, 144, 151, 163, 168)

• ensure that the rigorous analysis of assessment data and the marking of pupils' work are used as tools to

- identify areas of weakness;
- set targets for improvement for individuals and groups of pupils;
- guide and inform future curriculum planning.

(paragraphs 16, 28, 40, 41, 70, 106, 108, 114, 115, 122, 123, 134, 139, 144, 150, 158)

• provide more consistent opportunities for pupils to use and develop their initiative through:

- more group and problem solving activities in lessons;
- organising and taking responsibility for activities that would make a valuable contribution to the life of the school as a community

(paragraphs 12, 17, 21, 29, 44, 101, 105, 111, 149, 158)

In addition, the school should address the following, less important points:

- ensure that arrangements for the appraisal of staff meet requirements; (paragraph 71)
- continue to examine ways of increasing the size of the accommodation, including appropriate outside play provision for children under the age of five; (paragraph 72, 94)

- improve the quality of pupils' progress reports. (paragraph 59)

INTRODUCTION

Characteristics of the school

1. Selston Underwood Church of England Primary school is situated in the village of Underwood in the Nottinghamshire district of Ashfield. At present there are one hundred and thirty seven children on roll, sixty-six boys and seventy-one girls. This shows a decrease from the time of the last inspection when a hundred and sixty one pupils attended the school. This fall in number can be explained by the fluctuating birth rate in the locality. The rise and fall in birth rate is reflected in the differing numbers of pupils in each year group. For example there are ten pupils in Year 4 but thirty-two pupils in Year 3. There are presently five classes in school. Children under the age of five are educated in the same class as Year 1 pupils. There are three intakes per year and at the time of inspection two children were under the age of five. All pupils in school are of white ethnic origin. Approximately seven per cent of pupils are identified as having special needs. This is below the national average. No pupil has a statement of special educational need. This is well below the national average.
2. The pupils who enter Underwood School come from a wide variety of social backgrounds with an equal mix of manual and professional occupations of parents. However, approximately six per cent of pupils are eligible for free school meals which is below the national average. The ward in which the school is situated has a higher percentage than the national average from high social class households.
3. The school does not have nursery provision but the majority of children have attended nurseries or local playgroups before they start school. The results of assessment tests which are carried out soon after children start school show that children's attainment is just above average overall. There are of course children who attain at a higher level but an equal number who have poorly developed language and social skills.
4. The school is committed to achieving and sustaining high standards and has set itself realistic targets in literacy and numeracy that are constantly reviewed. The main aim of the school is to foster the all round development of all children to as high a level as their individual abilities will allow. The main curriculum aims as outlined in the school development plan are to review the scheme of work for science, to successfully implement the National Numeracy Strategy, to improve standards in information technology and to develop procedures to monitor the quality of teaching and learning across the school.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for 1998/99:

Year	Boys	Girls	Total
98/99	14	17	31

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	14	14
	Girls	16	16	15
	Total	30	30	29
Percentage at NC Level 2 or above	School	97	97	94
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	14	14
	Girls	16	15	16
	Total	30	29	30
Percentage at NC Level 2 or above	School	97	94	97
	National	81	86	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for 1998/99:

Year	Boys	Girls	Total
98/99	10	18	28

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	8	9
	Girls	16	16	17
	Total	23	24	26
Percentage at NC Level 4 or above	School	82	86	93
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	8	9
	Girls	16	16	17
	Total	24	24	26
Percentage at NC	School	86	86	93

Level 4 or above	National	68	69	75
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Attendance

		%	
Percentage of half days missed through absence for 1997/98	Authorised	School	4.7
	Absence	National comparative data	5.6
	Unauthoris	School	0
	Absence	National comparative data	0.5

Exclusions

		Number
Number of exclusions of pupils (of statutory age) during 1998	Fixed period	1
	Permanent	0

Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	20
	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

5. Data provided by the school shows children's attainment when they enter school to be just above average overall. Personal and social skills are generally below average with a minority above this level. A significant minority of children are both above and below this level. During their time in the reception year all children make good progress in language and literacy, mathematics and in their personal and social development. Progress in the other key areas of learning of knowledge and understanding of the world, creative development and physical development is satisfactory. By the age of five the majority of children exceed the level expected for their age in language and literacy and, mathematics. Attainment in the other key areas of learning is at an expected level for their age.
6. The results of the 1999 National Curriculum tests for seven-year-olds show pupils' attainment in reading, writing and mathematics to be well above average. When compared to similar schools attainment is above average in mathematics and reading and well above average in writing. Taking the three years 1996 to 1998 together attainment is at this consistent above average level. Teacher assessments in 1999 for science and speaking and listening show pupils' attainment to be above average. Test results over time show no significantly different levels of attainment between boys and girls. Inspection findings show that a high percentage of pupils are on track to achieve the level expected of seven-year-olds (Level 2) with a significant minority achieving beyond this level (Level 3) in all subjects. Overall, attainment in reading and mathematics is well above average. In writing, speaking and listening and science attainment is above average. No significant evidence was found of differing levels of attainment between boys and girls that could not be explained by natural differences in ability.
7. By the end of Key Stage 1 standards in reading are well above average. Pupils are enthusiastic about reading and many read fluently and accurately. Reading is given a high profile and through the literacy hour pupils are gaining a wide knowledge of authors. They are aware of and use contents and index pages. Writing standards by the age of seven are above average. Pupils write well for a range of audiences and purposes using complete sentences usually demarcated by capital letters and full stops. Speaking and listening skills are above average by the end of the key stage. Many pupils listen attentively and share information with increasing confidence. The expressive vocabulary they use is not always at this level. Attainment in mathematics by the age of seven is well above average. Pupils have very good number skills. They are adept at rapid recall of number facts. Pupils recognise similarities and differences between two and three dimensional shapes. Already many pupils are proficient at handling and interpreting data. Attainment in science is above average. Pupils carry out investigations well and have a good grasp of living and physical processes. Pupils' knowledge of materials and their properties is average.
8. The 1999 National Curriculum tests for eleven-year-olds show pupils' attainment in English, mathematics and science to be above average. When compared to similar schools pupils' performance is at an average level in mathematics and science and slightly below the average level in English. These results do not indicate a fall in

standards from Key Stage 1 but reflect the differing natural ability levels of different groups of pupils. This is further confirmed by the facts that there is a high incidence of good teaching at Key Stage 2 and when the years 1996 to 1998 are taken together attainment in English and mathematics is well above the national average. In the same three year period attainment in science was close to the national average. However 1999 test results show that ninety-three per cent of pupils achieved at least the level expected of eleven-year-olds (Level 4). In the three year period 1996 to 1998 girls performed at a better level than boys in science. Inspection findings show that attainment in English overall is above average and reading attainment is high. Attainment in mathematics and science is above average with pupils' number skills at a higher level. The attitudes and motivational levels of pupils towards work are of a high standard for both boys and girls indicating that any differences in levels of attainment by gender are attributable to natural ability.

9. By the age of eleven standards in speaking and listening are above average. Pupils continue to express themselves confidently and lucidly and listen most attentively to their teachers and classmates. Pupils are not as proficient in using a varied vocabulary or varying their language for context and purpose. Reading standards by the end of the key stage are well above average. Pupils are expressive and read with a good level of accuracy and fluency. Many talk knowledgeably about characters in books and express opinions about authors. Most pupils can locate information easily with the highest attainers showing and developing the ability to read between the lines. Writing standards by the age of eleven are just above average. Pupils write for a variety of audiences and purposes both creatively and factually but not always using an expansive vocabulary. Presentational skills are of a high standard. Standards in mathematics by the end of Key Stage 2 are above average overall. Pupils have very good number knowledge skills and a good understanding of shapes, measure and data handling. Pupils' attainment would be enhanced further through the provision of opportunities for them to undertake more problem solving and investigative activities in small groups. Attainment in science is above average for the oldest pupils in school. Many pupils understand what contributes a fair test and how changing the variables has an impact on results. Knowledge and understanding is secure in most elements of the subject but the knowledge is not always used to accurately hypothesise or predict scientific outcomes.
10. Standards in information technology are satisfactory at the end of both key stages. Many pupils have satisfactory keyboard skills and older pupils use them appropriately, when drafting and editing their work or in researching for information. A lack of teachers' knowledge and expertise means that opportunities are not being consistently provided for pupils to control and model using computers. As a result pupils' attainment in this aspect of the curriculum is below average. Standards in religious education meet the expectations of the Locally Agreed Syllabus at the end of Key Stage 1 and exceed them by the time pupils leave school. At Key Stage 1 pupils have a sound knowledge of Christianity including Biblical stories and their meanings. By the time pupils leave school they have continued to develop a wide knowledge of Christianity and also show an awareness of faiths and cultures other than their own and recognise that all faiths have important festivals, buildings and ceremonies that are of significance.
11. At both key stages pupils' work in history and music is at a better level than found in the majority of schools. Pupils sing, compose and perform well. In history pupils possess a good knowledge of periods of history they have studied and recognise that history can be interpreted in different ways. In physical education, swimming

standards are above average by the end of Key Stage 2 and pupils show a good level of skill in competitive games such as football, netball and hockey. In art pupils at both key stages show a good level of knowledge of the work of famous artists, but their own skills and techniques are only at a satisfactory level. In design and technology pupils throughout school demonstrate a good knowledge of the designing and making elements of the subject. Work in geography at both key stages is at an appropriate level for pupils' ages although pupils show a good knowledge at Key Stage 2 of rivers and the impact of weather on the environment.

12. The progress made by pupils in English and mathematics is good overall at both key stages. The effective implementation of the National Literacy Strategy and more recently the National Numeracy Strategy has made a positive contribution to the pupils' progress. This together with the fact that the quality of teaching is good, and pupils have positive attitudes to work means that there is a positive working atmosphere conducive to effective learning. In addition pupils are encouraged and provided with many opportunities to develop and extend their skills in other areas of the curriculum such as history, geography and religious education. Progress would be enhanced through the provision of more opportunities for pupils to use their initiative in problem solving and investigative activities. Progress in science is satisfactory as pupils build up scientific knowledge and skills at a steady rate.
13. The overall progress made by pupils in information technology at both key stages is satisfactory. The pupils develop appropriate keyboard, data handling and research and retrieval skills at a steady rate. A lack of teacher knowledge means that on occasions challenging tasks, particularly in the areas of control and modelling, are not set. As a consequence progress is not always as rapid as it could be. At both key stages, pupils make satisfactory progress in religious education as they develop a greater knowledge, understanding and awareness of Christianity and other world faiths.
14. In history and music pupils at both key stages make good progress. The good quality of teaching and curriculum planning means that pupils develop the required knowledge and skills at a brisk pace. In art, although progress is satisfactory overall, pupils develop their knowledge of famous artists at a good pace. In design and technology progress is good in the development of pupils' making skills at both key stages with progress overall satisfactory. In physical education progress is good in the swimming and games skill elements of the subject. In geography progress at both key stages is satisfactory overall and at Key Stage 2 pupils are acquiring a good knowledge of rivers, weather and the water cycle. Throughout the school in all subjects pupils show a keenness and eagerness to learn. This makes a powerful contribution to the progress that they make.
15. Pupils with special educational needs make good progress in English and mathematics in particular and progress overall is similar to their classmates. Their progress is enhanced further when targets that are set for them in their individual education plans are realistic and challenging but achievable. In the majority of lessons, the pupils are supported well by effective, sensitive teaching. Nursery nurses and support staff make a valuable contribution to the good progress that the pupils make. When pupils are withdrawn and receive specialist based teaching the progress they make is never less than good and on occasions it is very good.
16. The school has set itself realistic targets in literacy and numeracy and constantly reviews these in light of the pupils' achievements. Not enough use has been made of available test and assessment data to look for specific areas of weakness and

then modify curriculum planning or set targets for improvement. However the school is increasingly recognising the use of test data as a valuable tool for impacting upon pupils' attainment and progress. Standards have improved since the last inspection and progress is more secure. The commitment and dedication of the staff and a desire to raise standards further suggest that the school is well placed to continue its programme of development and improvement.

12.

12.

12. **Attitudes, behaviour and personal development**

17. The school is a very happy and orderly community. The attitudes and response of pupils to lessons are very good overall; this is an improvement since the last inspection when attitudes were found to be good. Pupils of both sexes have very positive attitudes towards their learning and this ensures they make good progress in lessons. They are eager to learn new work, co-operate well and are well motivated. They concentrate very well during classroom activities and maintain a strong interest and pride in their work. Presentation of work is very good throughout the school and demonstrates clearly how much pride pupils take in their work. Pupils listen attentively in lessons and join in discussions when required to do so. They show respect for the views and opinions of others, listening carefully to their contributions and making sensible and useful suggestions when discussing their work. For example, in a Year 4/5 class when asked to evaluate the gymnastic work carried out by others, pupils did very well, making positive comments and suggestions as to how work could be improved. However, more opportunities need to be consistently provided for pupils to discuss issues or problem solving activities in groups in, for example, mathematics, English and the humanities. Opportunities provided for pupils to develop their capacity for personal study or to take initiative in their own learning are sometimes limited, although some pupils are encouraged to carry out research as part of classwork and homework. Pupils with special educational needs show good attitudes to work, especially, but not exclusively in withdrawal groups. They have growing self-esteem and an awareness of goals being achieved.

18. Children under the age of five are well behaved. They show good attitudes to work by the age of five although a number enter school with relatively low levels of confidence. The children work well together often sharing resources and taking turns. The good provision of opportunities to learn through role play and practical activities develops children's self-esteem. The attitudes and behaviour displayed by the children form a solid foundation for learning.

19. The parents expressed very positive views at the pre-inspection meeting and in responses to the questionnaire about the behaviour of pupils at the school. The team supports this view. The behaviour of pupils, whatever their age, gender or special educational need is very good, reflecting the high expectations that all members of staff help to promote. Play times and dinner times are also well ordered and pupils play well together on the whole. Pupils feel bullying is not a problem at the school. Pupils are well aware of the school rules and obey them. Pupils are courteous, very polite and considerate of others. Displays of work are valued and resources used in the classroom are cared for and shared appropriately. Only one pupil has been excluded from the school this year, and this was the first exclusion in twenty-seven years.

20. The quality of relationships within the school is very good. When required to do so, pupils work well together in pairs, groups and in teams. They socialise well at

lunchtimes and playtimes with very little aggressive behaviour reported. Adults in the school provide very good role models. Pupils know they can ask for help and trust the adults who look after them. All pupils take responsibility well; with many pupils undertaking monitoring jobs around the school. All responsibilities are taken seriously and pupils undertake them without reminders from the teachers who expect pupils to organise resources for lessons. Pupils move around the school sensibly and quietly when carrying out the jobs they are required to do.

21. Pupils' personal development is good overall and is well supported by the 'Trailblazer' projects in which pupils analyse their own behaviour and attitudes to work. They make good gains in knowledge about health education, which includes drug misuse and sex education. However, pupils have fewer opportunities to work towards personal targets, or to have a voice in the running of the school, through a school council, for example. Pupils develop a love and appreciation of music and literacy, learn to solve problems in design and technology, are confident mathematicians, develop a sense of curiosity and team work in science, and have positive attitudes to sport and play. Overall the very positive attitudes to work displayed by all pupils and the high standards of behaviour make a powerful contribution to the progress that they make.

Attendance

22. The level of attendance is good being approximately 95%. This is slightly better than the national average and about the same as the previous inspection. Unauthorised absence is nil. Pupils arrive punctually at school and registration is carried out efficiently enabling classes to commence promptly without any undue waste of time. Registers are marked correctly at each session and comply with statutory requirements. Discussions with pupils indicate that they clearly enjoy coming to school and this has a most positive impact on the progress they make.

18. QUALITY OF EDUCATION PROVIDED

Teaching

23. The quality of teaching is good overall and makes an important and significant contribution to pupils' attainment and progress. During the week of inspection, teaching was very good in twenty per cent of lessons, good in a further sixty per cent and satisfactory in the rest. No unsatisfactory teaching was observed. English and mathematics are taught well overall at both key stages. Very good lessons were observed in English, mathematics, science, art, religious education at Key Stage 2 and in music at Key Stage 1.
24. Teaching for the under-fives is generally good overall with teaching in language and literacy and mathematics the strongest elements. In these lessons there is sufficient pace and a good balance is struck between teacher talk and time provided for children to complete activities. Where teaching is at its best the planning clearly outlines what is to be learned in the form of well framed learning objectives, and incisive questioning keeps children on their toes all the time. Children under the age of five are educated in the same class as pupils in Year 1. On all occasions observed, activities are provided for children to learn through experimental, role play and structured play. For example, the travel agents area, and well organised sand and water activities. Planning is based appropriately around the key areas of

learning. Where teaching is not at its best the lessons lacks a real sense of buzz and excitement and lack pace. Occasionally the teacher's language is a little informal and this does not set a high enough level of expectation for the children. The nursery nurse is deployed effectively in supporting groups of children and her excellent level of questioning really extends children's speaking and listening skills. The quality of teaching prepares the children well for work on the National Curriculum.

25. The quality of teaching at Key Stage 1 is generally good. Teachers' knowledge and understanding and expectations are at a good level overall and this helps to set a challenging but enjoyable learning environment for the pupils. Many lessons observed follow a good structure, starting with whole class discussion, group activities and then bringing the whole class back together. This provides teachers with the opportunity to assess what pupils have learned before briskly moving them on. Teachers manage pupils well and as a result pupils clearly know what is expected of them in terms of work and behaviour. Effective teaching is characterised by clear expectations and a good level of pace to the lessons. In a good art lesson the teacher stressed the importance of originality. As a result the pupils did not merely copy the work of the famous artist but developed their own creations based on his style. In a very good music lesson the teacher used her undoubted subject knowledge to enthuse the pupils and to set a series of challenging tasks inviting the pupils to compose their own music. By the end of the lesson the pupils had not only made good strides in reading simple symbolic notation, they had thoroughly enjoyed themselves. Classroom support staff make a significant contribution to the progress that pupils make. Their contribution is incisive and effective but unobtrusive. Where teaching is not as effective, planning does not make clear the distinction between learning objectives and learning activities, or what is required of pupils is not clearly explained. In both instances the pupils are a little confused and do not always make the progress within a lesson they are capable of.
26. At Key Stage 2 there is a higher incidence of very good teaching and the quality overall is good. Planning throughout the key stage is often good and it clearly outlines tasks and activities that match the differing attainment levels of pupils. A real strength is the manner in which tasks and requirements are clearly explained to pupils. They are under no illusions about what is required of them when they start work. Teachers have good subject knowledge and use this well in subjects such as art, design and technology and religious education. Pupils are managed well, lessons and resources are well prepared and most lessons are characterised by good pace. Lessons for the older pupils are often characterised by excellent questioning that strikes an ideal balance between pupil and teacher contributions. Expectations are high in the vast majority of lessons. The direct teaching of specific skills in some physical education and design and technology lessons observed leads to an immediate improvement in the level of performance. In a very good mathematics lesson there was clear evidence of assessment of the previous day's work being used to guide and inform planning, resulting in a brisker rate of learning for the pupils. In a very good religious education lesson the teacher's subject knowledge of Judaism kept the pupils motivated and spellbound for the entire lesson.
27. In a very successful literacy lesson at Key Stage 2 the constant use of technical language such as "connectives" and "auxiliary verbs" indicated the teacher's high expectations and the pupils responded appropriately. Where teaching is satisfactory but not as effective occasional opportunities are missed to challenge the highest

attainers either through skilful questioning or tasks that are not quite at an appropriate level. In other instances opportunities are missed to set problem solving activities. As elsewhere in school the contribution made by support staff is significant and brings a further dimension to the quality of learning.

28. There is clearly some very good teaching in the school. The common features being effective use of time, rigorous planning, challenging work and effective use of support staff. Throughout the school teachers mark pupils' work on a regular basis but the opportunity is not being consistently used to explain to pupils what they need to do to improve. Where it is used effectively, there is a clear improvement in the pupils' level of performance but where it is not, pupils are to be found making similar errors at a later date.
29. The school has successfully introduced the National Literacy Strategy. The different elements of the Literacy hour are being taught well across the school. The teachers are generally using the plenary session effectively to assess pupils' level of understanding. More recently the National Numeracy Strategy has been introduced and a greater emphasis has been placed on developing pupils' mental arithmetic skills. Early indications are that this is having a positive impact on standards. A weakness however is that not enough opportunities are consistently provided for pupils to use their initiative in group problem solving and investigative activities. A strength is that pupils are encouraged and expected to use their literacy and numeracy skills across the whole curriculum. Evidence was seen of good narrative and creative accounts in history and religious education and of pupils using their numeracy skills to calculate time lines and to measure positive and negative temperatures. In addition pupils use computers in a satisfactory manner to edit and draft their work, to handle data and to undertake personal study and research.
30. Teaching for pupils with special educational needs is often good. Pupils are well supported. Targets are usually set in literacy but not as often in numeracy. Targets that are set in individual education plans are often realistic and challenging. Teaching provided by the special needs teacher on a withdrawal basis is often of a very good standard. It is challenging but sensitive and the tasks and activities provided are closely matched to pupils' attainment levels. On occasions not enough use is made of pupils' individual education plans by class teachers. Teaching methods and strategies employed by most teachers fully involve all pupils, regardless of attainment and questioning involves all pupils.
31. Homework is set on a regular basis and increases as pupils move through the school. A good range of tasks is provided. Every parent has recently signed the home-school agreement which further strengthens the partnership between home and school. Ninety-three per cent of parents who responded to the questionnaire sent out before inspection are happy with the amount of work their children are expected to complete at home.
32. Inspection findings indicate that the quality of teaching has improved since the time of the last inspection. The ability and commitment of all staff to reflect critically on how they teach in order to secure improvement means that the school is well placed to continue to improve the standard of teaching.

The curriculum and assessment

33. The quality of the curriculum is good overall at both key stages. It is very broad, well

balanced and relevant. The school meets statutory requirements and the requirements of the Locally Agreed syllabus for religious education. There is an agreed allocation of time for each subject. The school evaluated its curriculum after the last inspection and made some changes that improved the balance of work provided. Taught time now meets recommendations, the balance of work covered in mathematics has improved, more time has been given to English, and there have been adjustments in time spent on particular topics in geography and history. There is now discrete time allocated for personal and social education in Key Stage 1. All subjects are now taught discretely. The school has implemented the National Literacy Strategy well and has started to satisfactorily introduce the National Numeracy Strategy. The introduction of these strategies is having a positive impact on the standards being achieved.

34. There is a satisfactory planned programme of work for personal, social and health education, which includes misuse of drugs education, sex education, family life education, safety, and healthy living. In addition, the school provides a very good range of activities through the 'Trailblazer' initiative. Here the pupils learn about many aspects of the environment and how to care for the world in which they live. This adds an impressive dimension to pupils' educational experiences.
35. The curricular provision for under-fives reflects the nationally recommended areas of learning, and there are opportunities for children to learn through play, although this is less evident in physical development due to the limited accommodation. Appropriate emphasis is placed on developing literacy and numeracy skills.
36. All pupils have full and equal access to all elements of the curriculum and the school actively promotes equality of opportunity for pupils of different ages and gender. The school has no pupils from minority ethnic groups. Although the school has a sound multi-cultural policy there are limited opportunities to raise awareness among pupils of different cultures and traditions, other than in religious education.
37. The provision for extra-curricular activities is good, and has been maintained since the last inspection. Many pupils take part in these activities and there is keen competition to gain places in the school teams. The activities contribute positively to pupils' spiritual, social, moral, cultural, physical and musical development. There are after school football and netball clubs and provision for pupils of all ages to play recorders. Residential experiences enrich the curriculum in many areas. Visits also extend curricular provision; they are well planned and promote learning in many areas of the curriculum.
38. All subjects have schemes of work in place but there is some variability in the quality. There are limited schemes for art and physical education, and the science scheme, although based on the Qualifications and Curriculum Authority's documentation, does not have objectives for pupils of differing levels of attainment. The commercial mathematics scheme does not provide enough opportunities for pupils to investigate mathematics.
39. The curricular provision for special educational needs is good overall. Pupils are well supported in classrooms and this ensures they make the same progress as other pupils. They make good progress in literacy through the good provision in withdrawal groups, with work set to meet individual needs, yet linked to work in the classroom. The school meets the Code of Practice with an up-to-date register and the provision of individual educational plans. The class teacher and the special educational needs co-ordinator draw up individual educational plans, but the special

needs teacher is not involved at this stage. Not all plans have specific, measurable, attainable, relevant and time related targets that cover all elements of the curriculum. As a result there is a variability in the quality of individual education plans but, overall, they are satisfactory. There are no pupils with statements in the school.

40. The procedures for assessment, recording and reporting are satisfactory overall. There is a co-ordinator for assessment and a satisfactory policy that is understood by all staff. The school makes satisfactory use of baseline assessments to measure attainment and progress of the under-fives. All pupils undertake end of key stage assessments and tests in Years 3, 4 and 5 in mathematics and English. Standardised tests are also undertaken. However, the school is at an early stage of analysis and use of test results to monitor standards and progress. Non-verbal tests are used in Year 3 to gain information about the learning potential of pupils, and to gain information about pupils who have special educational needs. At present results are not fully analysed and used to monitor progress of pupils by gender. The school does not keep moderated samples of work in the core subjects. Although evidence of attainment is kept in individual files it is not annotated to identify gaps in learning or new gains. In some cases individual examples of work are not dated.
41. The school has improved some aspects of recording and assessment and now has a curriculum record for each pupil, which is completed annually by class teachers. This indicates the levels of attainment in all subjects. Each subject now has an assessment bank of statements that informs reports. However, the quality of these assessments is variable from subject to subject. In addition a Local Education Authority produced Primary Progress Record is kept, completed annually and monitored by the head teacher. There is also an effective personal development record which records social, emotional and behavioural development. Teachers know their pupils well and make satisfactory use of the information they find out about pupils. There are weekly spelling and mental arithmetic tests. Pupils are involved in their own assessment of attitudes to work during 'Trailblazer' activities and this assessment empowers pupils in this respect. Pupils are often told what they are to learn in lessons, but not all pupils are aware of what they should aim for in the future, as comments on pupils' work are not always helpful. Pupils with special educational needs are not made fully aware of the targets within individual educational plans. In the best lessons pupils evaluate their own work, for example in design and technology and physical education.

Pupils' spiritual, moral, social and cultural development

42. The overall provision for pupils' spiritual, moral, social and cultural development is very good and makes an important contribution to pupils' educational lives. The school has maintained this aspect of school life since the time of the last inspection. There is very good provision for spiritual development. There are strong links with the church and the daily act of collective worship contributes very highly to this area of provision, with very good opportunities for pupils to acquire knowledge and insight into values and beliefs of others, including children who lived locally in the past. A reflective atmosphere is set from the outset through music and candles, and good opportunities for prayer and praise ensure a high level of spirituality. Aims within policies include the development of self-respect, self esteem and respect for others views and values and the school plans well to meet these aims. The school has a caring ethos where teachers are seen to value pupils' work and contributions to lessons. Religious education provides very good opportunities for pupils to reflect

on others' beliefs and values. There are good opportunities in art, physical education, music, design technology and science for reflection on, and appreciation of God's gifts, and the achievements of artists and composers, and pupils' own achievements.

43. Provision for moral development is very good. The school provides an orderly atmosphere in which pupils feel safe, secure, valued and cared for. The school is not afraid to engage in moral education in all its forms in order to teach right from wrong. Collective worship makes a very strong contribution to this area of development. The school takes a firm stand on bullying of any kind through the curriculum provided, and through good adult leadership and example. The school fosters the values of honesty, respect for others and fairness through the strong behaviour policy, but ownership of pupils' own behaviour through negotiation and discussion, for example of class rules, is only partially in place. However, there are very good examples of pupils' with special educational needs being given the opportunity to negotiate and monitor their own behaviour. There is a strong emphasis on the morality of caring for the environment seen in the planning of 'Trailblazer', art and science projects.
44. Provision for social development is good. All pupils are expected to take responsibility for some aspect of the school day, setting up resources for collective worship, keeping the physical education store tidy, bringing the required resources to lessons, and for keeping the school litter free are only a few examples. The pupils of the school have raised over £20,000 for national and local charities over the past 12 years. Central to school life is the feeling of family, which promotes a sense of identity and belonging to a community. All school subject policies promote social development. For example the music policy places an emphasis on making music together, the art policy focuses on the relationship between art and industry, and the science policy aims to promote teamwork. Pupils have very good opportunities to take part in residential visits and a personal, social and health education programme promotes social development well. There are good opportunities for pupils to develop social skills through team games, inter-school sports and extra-curricular activities. However, there is no provision for circle time, or opportunities for stewardship through a school council, for example.
45. Provision for pupils' cultural development is good overall. However, provision for multicultural awareness is limited to the study of world religions in religious education. There are very good opportunities for pupils to be made aware of local traditions and customs in many subjects. The work of the local author DH Lawrence inspires artwork, alongside the work of many European artists, such as Kandinsky and Matisse. There are visits to local exhibitions, galleries, museums, libraries and theatres, all of which support and extend cultural development. Pupils' cultural achievements outside school are acknowledged and celebrated. Pupils are encouraged to listen to a range of music from different countries and cultures, although again multicultural music is less in evidence. There are few multi-cultural books used in English, and limited use of multi-cultural music in assemblies.

Support, guidance and pupils' welfare

46. The school's provision for the support, guidance and welfare of its pupils is good and is fostered in a very caring environment and has a positive impact on the progress pupils make. The standard of provision has been maintained since the last inspection. The governing body, head teacher and the staff are very conscious of

their collective responsibilities for the protection of the health, safety and the well being of the pupils. The teaching and non-teaching staff know the pupils well and relationships between them and the pupils are very good.

47. The school has good procedures in place for the smooth transfer of its pupils to secondary education. Reciprocal visits are made between both schools to familiarise pupils with their future teachers and environment and a complete portfolio of each pupil is sent to the receiving school. There are also good procedures in place for children starting school. These enable children to adapt successfully and easily to school routines, as well as strengthening the partnership with parents and local playgroups and nurseries.
48. Procedures for monitoring and promoting behaviour and discipline are good. The school uses an effective system of stickers, stars, a roll of honour and certificates to promote this. Approbation and rewards for good work and behaviour are celebrated at assemblies. Bullying is rare. However, should any such incident occur there are established procedures to enable the staff to deal with it promptly. A record is kept in individual files and pupils are confident that any problems relating to bullying will be dealt with swiftly and fairly. The parents agree that the standard of behaviour is very good and has been maintained so since the last inspection.
49. Arrangements for monitoring and promoting good attendance are good and are demonstrably effective. Registers are marked correctly at the start of each session. Parents are encouraged not to take holidays during school time and the importance of punctuality is stressed. In addition, the importance of good attendance and punctuality is discussed in assemblies and pupils receive good levels of praise when they achieve high levels of attendance. The school fulfils the legal requirements for reporting and recording attendance. There are good links with the Education Welfare Officer and any absences are followed up appropriately. At the meeting with parents before the inspection, all were aware of the procedures for reporting absence and remarked that the school placed a high emphasis on good attendance and punctuality.
50. The school does not have a specific policy for pupils' personal and social development. This is covered in the Health Education policy and 'Trailblazer' activities. Pupils are involved in setting their own targets for personal development.
51. The school has effective measures to ensure the early identification of pupils with special educational needs and has close liaison with all the relevant outside agencies. The teachers and assistants provide very good levels of support, which has a positive impact on pupils and enables them to make good progress towards achieving the targets set in their individual educational plans. The recommendations of the Code of Practice are fully met with regard to monitoring and periodic reviews. All relevant supporting agencies and parents are kept fully informed and involved with the decision making process. Equal opportunities are offered to all pupils.
52. The school has an appropriate Child Protection policy. The headteacher is the designated person and received refresher training in this subject in 1998. The staff and support staff are aware of the procedures for identifying and reporting pupils who may be at risk. The school maintains good levels of contact with all the pertinent external agencies.
53. The school has a good Health and Safety policy, which is based on the Local

Education Authority's guidelines. The headteacher has responsibility for its implementation. Appropriate safety precautions are observed when pupils take part in practical activities in subjects, such as science, design and technology, physical education and 'Trailblazer' activities. Additional safety precautions are adhered to when pupils take part in educational and residential visits and during swimming lessons. The school provides a secure and safe environment in which pupils feel confident to approach the staff with their problems and anxieties. The School Nurse visits regularly and makes a contribution to health and sex education. Once a term the school carries out a risk assessment of the premises, equipment and working practices. Fire drills are also carried out once a term and recorded.

54. The headteacher together with another member of staff have had comprehensive first-aid training. The rest of the staff have had basic training. First-aid boxes are accessible, appropriately stocked and checked regularly. Accidents are logged and parents informed of injury to their children. Parents are very pleased with the way the school looks after the pupils when they are unwell.
55. The good levels of support and guidance provided by the school add significantly to pupils' well being and contribute to a happy and safe environment.

Partnership with parents and the community

56. There is a good alliance between the school, the parents and the community which has been maintained since the last inspection. Parents are welcomed into the school and encouraged to be partners in their children's education. These factors all have a positive impact upon the promotion of educational standards.
57. The information provided for parents is of good quality and parents are satisfied with the range and frequency of the information they receive. The school seeks to try to ascertain parents' views when ever possible, which was illustrated when a draft of the new behaviour policy was sent out to parents for their scrutiny and agreement before publication. Information is disseminated through newsletters, the school brochure, pupils' and governors' annual reports, parents' evenings, policies and notice boards. The information is written and presented in a clear and friendly manner and keeps parents well informed about school activities and national initiatives, such as the National Literacy and Numeracy Strategies.
58. Parents of pupils with special educational needs are well catered for and are involved at the earliest stages of identification. They are consulted appropriately regarding Individual Education Plans and annual reviews.
59. The school operates an 'open door' policy for parents and is always ready to make an appointment for parents to discuss their children's progress in greater detail. This is in addition to the more formal consultation evenings when parents can discuss their children's progress with teachers. Pupils' progress reports do not always provide opportunities for pupils to set their own targets or outline in sufficient detail what pupils need to do to improve. Parents are encouraged to take an active part in the life of the school and those who have the time respond willingly, helping with hearing children read, cooking, sewing, after-school activities and on educational visits. These contributions are much valued by the school and are effective in promoting even stronger links between home and school.
60. There is a very active Parent-Teacher Association, which organises social events and raises substantial sums of money for the school. Since November 1998 it has

raised nearly £4,500 and, among many other things, has bought new computers for the school, made alterations to the library and given each school leaver a new dictionary. The school is appreciative of these efforts as they make an important contribution to the development of better quality resources to aid pupils' educational lives.

61. The school has limited business connections but there are good links with the local community. The school has strong links with the local church, which is used to celebrate the usual Christian festivals. The vicar comes into school to take assembly on a regular basis. Once every year the school organises a "Fun Run" to raise money for charities. Those to whom the school donates some of its proceeds send a representative to school to tell the pupils about their particular charity. There is a strong tie with a local bakery, which brings dough to school for the pupils to make and bake bread.
62. The school is held in high esteem by parents who are very pleased with what the school provides and the relationship and partnership that the school has developed with them.

58. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

Leadership and management

63. The overall quality of leadership and management is good. The headteacher provides strong, purposeful leadership and has set a clear educational direction for the work of the school. The headteacher has been in post for a long period of time and knows the school well. He has an excellent grasp of its strengths and the areas that need to be improved. He is ably supported by a dedicated deputy headteacher who is responsible for a number of aspects of school life including curriculum and special needs. She carries out her duties well but would benefit from a more regular and consistent release from her class teaching duties to further enhance her role as a member of the senior management team. The school has a committed team of teaching and non-teaching staff who show a readiness to reflect critically on what they do, in order to improve the quality of education the school provides.
64. The ethos of the school is very good. All who work at the school show a commitment to raising and sustaining high standards. The pupils show very good attitudes to work and have a real thirst for new knowledge and learning. Relationships between pupils and with staff are of high quality. A real sense of community is prevalent throughout the school. These factors all play a major part in helping to create what is an effective and conducive environment for learning.
65. The National Literacy Strategy has been introduced well and is having a positive impact on standards achieved in English. The National Numeracy Strategy has been introduced at the start of this academic year. A greater emphasis is now placed on the development of pupils' mental agility skills. The recency of this initiative means that its impact on standards is too early to assess. However early indications are that the quality of teaching and attitudes to learning in numeracy are likely to impact positively on standards. The school has set itself realistic targets in literacy and numeracy for the year 2000 and beyond. The school does not make sufficient and consistent use of all available test and assessment data to identify any areas of weakness, differences in attainment by gender and then to set targets for improvement.

66. The school has an effective governing body and it is supportive of the aims and values which the school promotes. Governors regularly attend training sessions on areas such as literacy, numeracy and special needs. The school has a system whereby governors are linked to different classes. This enables some governors to come into school on a regular basis and either support or observe lessons first hand. Governors overall have a good grasp of the school's strengths and weaknesses. Some governors use their own professional skills in other ways, for example, seeking to improve the standard of accommodation or carrying out health and safety audits. Such is the commitment of the governing body that some governors have attended residential visits with staff and pupils. Established and effective committees are in place. All committees have terms of reference and delegated powers. These committees together with the full governing body regularly discuss issues and policies in great detail before final ratification. Relationships between the head, staff and the governing body are very good. These are enhanced by the attendance of individual members of staff at governing body meetings when areas for which they are responsible are being discussed. The governing body fulfils its statutory duties. Overall the work of governors makes an important contribution to the effectiveness of the school.
67. The curriculum is accessible to all pupils regardless of gender or ability. The school follows the Equal Opportunities guidelines provided by the Local Education Authority. However in games lessons the girls and boys are taught separately during the winter months. The school explains this is because of a reluctance to ask parents to invest in appropriate footwear for the girls to play football on the field which has poor drainage. Little evidence was seen during the week of inspection of the needs of the higher attainers not being met. The overall provision for pupils with special educational needs is good and full regard is paid to the Code of Practice. The nominated special needs governor and the special needs co-ordinator meet on a regular basis. Although the co-ordinator has a secure overview of provision, the situation would be further enhanced by the provision by some release time from class teaching duties. Effective management of this area of school life means that all available teaching and support staff time is directed to the pupils in need of most support.
68. The headteacher has carried out formal observations of lessons. The results of these observations are formally recorded and the outcomes discussed with the class teachers. In addition the headteacher regularly monitors teachers' planning. This is good practice and is effective in helping to maintain and in some instances improve the quality of teaching. All members of staff have responsibility for at least one and often more subjects or aspects of school life. Curriculum co-ordinators are enthusiastic and knowledgeable. However not enough opportunities have been provided for co-ordinators to monitor the quality of teaching and learning of classes other than their own or to regularly scrutinise pupils' work or monitor teachers' planning. This omission means that the good practice that clearly exists is not always disseminated or any weaknesses tackled. The school has already identified this as an area in need of improvement in its school development plan.
69. The school implements its stated values and policies well. The aims and values that the school states in its documentation are clearly evident in the day-to-day life of the school. School development planning is satisfactory and involves consultations with staff and governors. The school development plan is an accurate assessment of the school's weaknesses and an appropriate link is consistently made as to how tackling an issue will help to raise standards. Time scales are clearly stated. Weaknesses

are that issues are not always clearly costed and formal procedures as to how progress is to be monitored are not made clear.

70. The school has made good progress since the last inspection. Standards have improved. There is a higher incidence of teaching judged to be good or better. Attitudes, behaviour and relationships have been maintained at a high level. The governing body is more actively involved in long term strategic planning. Curriculum planning has improved. Issues regarding admission procedures and the state of repair of the playground have been tackled. Work still needs to be done in the area of assessment. With its dedicated, hard working staff, improved governing body and the positive response to the inspection process, the school is well placed to make further improvements.

Staffing, accommodation and learning resources

71. The number, qualifications and experience of the staff adequately meet the needs for teaching the National Curriculum and religious education. The committed staff forms a hard-working team who are well deployed and managed. The school has already recognised the need to further develop teachers' knowledge in information technology. This is appropriate because at present a lack of teachers' knowledge in this area restricts pupils' attainment and progress. The teaching staff is provided with good opportunities to follow appropriate professional training courses that are focused on the needs of the school as well as individuals. This makes a positive contribution to the quality of education provided. However, the school has not kept up to date with the cycle of teacher appraisal as required. This has been recognised by the school as an important area for improvement. Non-teaching staff are appropriately qualified and support the teachers very well. They make an important contribution to the quality of education provided. The school employs a part-time teacher to provide additional learning support for pupils with special educational needs. The secretarial support is of a high calibre and adaptable to the needs of the school. The caretaker keeps the school scrupulously clean.
72. The school's accommodation is in a good state of repair and is adequate overall to meet the demands of the curriculum. There are, however, some deficiencies. A Key Stage 2 classroom is cramped and makes the delivery of some subjects, such as design and technology, more difficult. The school is fast reaching its full capacity. The interior of the school is bright and cheerful and well looked after. The hall is small which restricts the full delivery of physical education. The school has two small grassed areas for playing hockey and football but lacks an outside, enclosed play area for the under-fives. The school's hard playing area has recently been resurfaced and is in good condition.
73. The overall range and provision of the learning resources are sufficient to meet the needs of the curriculum and these are generally well ordered and maintained. There are, however, areas for improvement. There is a need to extend the range of non-fiction books, mathematical resources for special needs pupils and historical artefacts. The school has a good range of small games equipment and information technology resources are developing well. Books to support the literacy hour are of good quality and make an important contribution to developing a greater love of literature. Overall, the quality of and adequacy of staff, accommodation and resources make an important contribution to the quality of education provided.

The efficiency of the school

74. The efficient manner in which the school is run identified at the time of the last inspection has been maintained and the need for longer strategic planning that was identified as an issue has been improved upon.
75. The initial budget is drafted by the headteacher in consultation with the finance committee. The draft budget is then presented to the full governing body who discuss it in great detail before final ratification. The headteacher has been delegated clear spending capacities above which he must seek permission of the governing body. This is appropriate. There is a good match between identified priorities and spending patterns. Although general overall costings are identified in the school development plan, they are not clear and precise enough. For the last financial year the carry forward in the budget was just over £27,000. This

represented an amount well above the recommended five per cent. This was due to additional monies being paid to the school budget by the Local Education Authority which had not been expected. Discussions with the headteacher and governors show that they have great regard to ensuring the money is spent for the benefit of pupils presently at the school. The underspend has already been used for the provision of additional classroom support staff. This is effective and is having a positive impact on helping to raise standards. The projected carry forward figure for the next financial year is at a more acceptable figure.

76. Financial planning is based on detailed one year projections and further outline planning for a longer period of time. The headteacher and finance committee are aware of the importance of longer term financial planning particularly as the number of pupils starting and leaving school each year fluctuates. The headteacher keeps the finance committee and full governing body well informed about financial matters and with the valued help of the Local Education Authority is able to provide regular updates on spending patterns. The school uses the money it receives in its standards' fund in an efficient and effective manner to provide staff and management training to help improve teachers' knowledge and expertise. An area for improvement that has been clearly identified is the need for staff training in information technology. The money for special educational needs is used well in terms of the provision of high quality teaching and support staff. This level and quality of support makes an important contribution to the progress that pupils with special educational needs make.
77. Decisions such as increasing the amount of classroom support staff time, are fully discussed by governors in terms of the impact on the quality of education provided. The impact of other decisions such as the setting up and siting of a computer suite take account of all interested parties - staff, pupils, parents - as well as the impact on standards. In addition the regular involvement of a significant number of governors in the life of the school means that they are able to see and evaluate first hand the impact of major spending decisions on accommodation and resources.
78. The school's budget is monitored well on a day-to -day basis by both the school clerk and the headteacher. Very good use is made of the computerised system to check the accuracy of accounts and the school's financial position. An audit of the school's financial procedures was carried out by the Local Education Authority very recently and the school has only just received the report. Already however the school has started to address the minor issues that were identified. The school clerk is extremely courteous, polite and helpful. She carries out her financial, administrative, and secretarial tasks in a most effective and efficient manner and makes a valued contribution to the smooth running of the school.
79. Teachers are deployed in a satisfactory manner overall. The strengths are the use of teachers' individual expertise and experience for the benefit of the pupils. Examples of this are in special needs, religious education and the use of the music co-ordinator to teach classes other than her own. In all these instances there is a beneficial impact on pupils' progress. Nursery nurses and support staff are used effectively. They are clearly targeted to where need is greatest. In class they provide good levels of support in a range of lessons including literacy, mathematics and geography as well as activities for the youngest children. The support staff make a most valued contribution to creating an atmosphere conducive to learning. The weakness is that not enough use is made of knowledgeable and enthusiastic co-ordinators to support, monitor and evaluate teaching and learning in classes other than their own in order to have a greater impact on raising standards.

80. Available learning resources and accommodation are used effectively. Most subjects are satisfactorily resourced. Computers are used to support pupils' work in other areas of the curriculum such as literacy, mathematics, science and geography. Good displays of pupils' work across the school often act as a valuable learning resource as well as being aesthetically pleasing. The school has an appropriate number of visitors to school including musicians, sports coaches, and theatre groups. In addition the school makes good use of visits beyond the local community and in particular residential visits. All these instances help to provide a wider range of educational experiences for the pupils as well as further aiding their personal and social development.
81. The small size of some classrooms and the hall make the teaching of some lessons such as design and technology and physical education difficult. The school however adapts well. For example, the teaching of games and design and technology on the same afternoon means that more space is available for practical activities. The fluctuating number of pupils in each year group means that individual classrooms are not always appropriate for the number and ages of pupils. Good use is made of outdoor accommodation for physical education and to support work in other areas of the curriculum such as science, mathematics and collecting weather statistics in geography.
82. Taking into account the attainment of children on entry to the school, the standards achieved, the quality of education provided, the progress made by pupils and the unit cost per pupil, the school is providing good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

83. At the time of inspection, two children were under the age of five. These pupils are taught as part of the Reception and Year 1 class. The children are taught by two teachers who share responsibility for the class. Good liaison procedures are in place between the teachers to ensure that children receive parity of provision. Both teachers work closely with the nursery nurse who makes a valuable contribution to the learning environment. There is a good sense of team work. Any children with special educational needs are well supported and fully integrated into all activities. The hard working staff provide a safe, secure and caring environment in which children are valued as individuals. Good procedures are in place for children and parents to visit and take part in activities before officially starting school. The children are well prepared to start work on the National Curriculum when the time is appropriate.
84. During the week of inspection the quality of teaching overall was of a good standard. No unsatisfactory teaching was observed. Children are provided with a broad range of activities and individual lessons are usually well planned. Planning takes account of the recommended key areas of learning and opportunities are provided for children to learn through practical, structured play and role play activities.
85. Assessments carried out soon after children start school show attainment levels to be just above average. Personal and social skills, however, are not at this same level. There are, of course, a small percentage of children whose attainment levels are either above or below the majority level. During their time in reception, children make good progress in the areas of language and literacy, mathematics and in their personal and social development. Progress in the other key areas of learning is satisfactory. Progress for children with special educational needs is not dissimilar to their classmates. By the age of five, the majority of children exceed the level expected for their age in language and literacy and mathematics. Attainment in the other key areas of learning is at an expected level.
81. **Personal and social development**
86. The personal and social development of children is given a high priority and this is reflected in the progress that children make. Staff develop children's self-esteem well. Children settle quickly and adapt well to the school's routines. Some children start school with relatively low levels of confidence and are not always ready to share resources. The sensitive manner in which children are managed results in their self-esteem growing. By the age of five many share resources happily and develop an understanding of how to help others. All staff are keen to develop children's independence and encourage them to select and put away equipment. Children are well behaved and follow the good example set by the older pupils in the class. Many understand the convention of putting up their hands when they want to ask or answer a question and show appropriate levels of concentration in class and group discussions.
87. The quality of teaching is good and an appropriate emphasis is given to the development of children's self-esteem and social awareness. Opportunities are provided for children to develop and practise their social skills when working in groups in role play and practical activities. Progress is good and by the age of five most children's attainment is in line with the expectations of the Desirable Learning

Outcomes.

83. Language and literacy

88. By the age of five most children attain above the expected level in this area of learning. Children of all attainment levels, including those with special educational needs, make good progress. Children follow instructions well and are developing the ability to articulate their ideas. Scrutiny of books shows that children first copy-write accurately, then begin to form their letters consistently well independently. The higher attainers show a good understanding of sentence structure and start to use capital letter and full stops. These skills all help children to become independent writers. Reading standards are good. The children enjoy stories and show positive attitudes towards reading. They join in well in the literacy hour activities and even start to predict what might happen next in a story. When reading individually, there is clear evidence that children look for picture clues as well as developing their early phonic skills to help them with more difficult words. All children recognise that print is used to convey meaning.

89. The quality of teaching is good. Teachers make good use of questioning to draw children into discussions and probe their knowledge and understanding. There is good balance between teacher and child talk and introductions are not over long. Tasks are well matched to the differing attainment levels of the children. Good use is made of word and picture games to support children's learning. Opportunities are provided through role play, for example, in the travel agents' corner or through other structured play activities, to develop children's language skills. Effective use is made of the nursery nurses' and other adult helpers' skills to enhance children's progress.

85. Mathematics

90. By the age of five, the majority of children have exceeded the learning outcomes recommended for this area of learning. All children make good progress and acquire a good knowledge of number and pattern. Children know and recognise numbers to ten with some exceeding this. Most children write and form their numbers correctly although occasionally there is evidence of number reversal. Children make accurate comparisons of size, such as 'larger', 'shorter', 'heavier' and 'lighter'. These comparisons are helped by the sand and water play activities they take part in which enable children to estimate how much water is needed to fill differing sized containers. Children are developing a good mathematical vocabulary, such as 'under', 'more than' and 'a number which is greater than'. Children have a good understanding of repeating pattern and can recognise and devise such patterns. The recognition of two-dimensional shapes is good with the higher attainers articulating the correct properties.

91. The quality of teaching is good. The teachers constantly provide lots of practical activities to extend children's understanding. Children are already being encouraged to explain or look at the different ways to find answers to problems. The development of number skills is good, as a range of differing but challenging tasks are often provided. The travel agent corner provides children with opportunities to see how number and money are used in a wider context.

87. Knowledge and understanding of the world

92. By the age of five, children have a satisfactory knowledge and understanding of the world and children of all abilities, including those with special educational needs, make satisfactory progress. Children have a satisfactory understanding of materials and describe properties of wool or wood in terms of 'hard', 'soft', 'rough', 'smooth' or 'furry'. The highest attainers know the term 'waterproof' and when talking about the weather say how helpful a plastic coat is. When talking about themselves, they identify the major body parts. When working on the 'Trailblazer' activities they recognise the importance of food for the survival of birds and how the different seasons can impact on the life of birds. Children are not as adept at recognising passages in time or in talking about long ago or the recent past as distinct and separate periods of time. Most children have a sound awareness of their own locality and any significant landmarks but are less secure in their knowledge of the wider world. Children's computer skills are satisfactory.
93. The quality of teaching is satisfactory overall, with some good practice observed when the children were asked to make bird cakes. Here the opportunity was used to develop children's literacy skills, their knowledge and awareness of the environment, as well as really enjoying themselves. When teaching is not as effective the lesson lacks pace and the children are kept too long on the carpet in discussion activities. In these instances the children become a little restless.

89. Physical development

94. The majority of children attain the Desirable Learning Outcomes in this area of learning and all children make satisfactory progress. Children develop a satisfactory sense of spatial awareness in their physical activities and move confidently with varying degrees of control and co-ordination. In dance, they make appropriate responses to music and use different body poses to convey different feelings, such as happiness, sadness or anger. They can stop-start on command and hold a pose or shape. When painting or making things, children handle brushes, crayons, scissors and other tools with appropriate levels of control. Opportunities to further develop children's physical skills are restricted by a lack of large play and mobile toy equipment and an absence of a suitably enclosed external play area. This has a depressing impact on pupils' progress in this area of learning.
95. The quality of teaching is satisfactory overall with some good practice. Good emphasis is made in developing children's independence when dressing and undressing for physical activities. Very effective use is made of the nursery nurse and both teachers and the nursery nurse handle and manage children well. Children are encouraged to be imaginative and experiment in their movements and they often respond well. Occasionally the lesson starts a little slowly and there is not a consistent emphasis on the physical activity element.

91. Creative development

96. The children's attainment is at a level expected by the time they are five. In the music aspect, attainment exceeds this level. The progress made by all children, including those with special educational needs, is satisfactory overall, with progress in music being stronger than in other areas of children's creative development. Children recognise and name a range of musical instruments and clap simple rhythms using their names, food and weather. Most children know a good range of songs and accompanying actions. Children use paint and other media when carrying

out art and craft activities but insufficient opportunities are consistently provided for them to experiment for themselves when colour mixing or choosing media. Children cut and stick appropriately and evidence of originality is present in children's finished pieces of work.

97. The quality of teaching is satisfactory, with very good teaching observed in musical activities. Here the teacher uses her undoubted knowledge to enthuse the children. The teacher has high expectations and provides a range of activities that allow the children to experiment with composition. As a result, the children gain in confidence, knowledge and understanding and enjoy the lesson. In other creative activities teaching is satisfactory. On occasions, tasks are not always explained clearly and a lack of use of formal language by the teacher results in children not knowing what is required of them.

93. **ENGLISH, MATHEMATICS AND SCIENCE**

English

98. The 1999 National Curriculum tests for seven-year-olds in reading and writing show pupils' attainment to be well above the national average. When compared to similar schools attainment is well above average in writing and above average in reading. Taking the three years 1996 to 1998 together attainment is at this consistent level. No significant evidence is indicated from test results over this same period of time of differing levels of attainment between boys and girls. Teacher assessments of speaking and listening show attainment levels to be above average. Inspection findings indicate that a high percentage of pupils are on track to achieve at least the level expected of seven-year-olds (Level 2) in reading and writing with a significant minority achieving the next higher level (Level 3). Attainment in speaking and listening is above average. Overall, attainment is above average with reading well above average. Any differences between inspection findings and test results are clearly attributable to the differing composition, in terms of attainment, of differing groups of pupils.
99. The 1999 National Curriculum tests for eleven-year-olds show that pupils' attainment is above the national average but slightly below the average found in similar schools. This does not indicate a dip in standards from Key Stage 1 but does reflect the natural ability differences in pupils from year to year. This is evidenced by the fact that for the three-year period 1996 to 1998 overall attainment was well above average. Inspection findings show the present level of attainment to be above average overall but reading levels are well above average. No significant evidence was found of differing attainment levels between boys and girls. Both show high levels of interest and motivation in their work and are keen to do well.
100. Throughout the school pupils are making good progress. The National Literacy Strategy has been implemented successfully and pupils are clearly building upon prior attainment and being provided with challenging tasks to extend and enhance their progress. The regular opportunities that pupils have to use their literacy skills across the curriculum mean that their development is strengthened in lessons other than English. The provision of more opportunities to discuss challenging issues in groups or to use initiative to come up with solutions would enhance pupils' progress still further. The progress made by pupils with special educational needs is at a similar level. Pupils are well supported and the targets that are set for them in their individual education plans are challenging but achievable.

101. Attainment in speaking and listening is above average at the end of both key stages. At Key Stage 1, pupils listen attentively and respond appropriately to teachers' questions. When sharing information they speak with increasing confidence and clarity. They ask relevant questions and show good understanding when new topics or concepts are introduced. Pupils are not as adept at using an expressive or expansive vocabulary. At the end of Key Stage 2, pupils readily contribute to whole class discussions. Many express themselves confidently, are responsive to the views of others and often convey their ideas thoughtfully. Conversational skills are good but not all pupils are proficient at varying the vocabulary to suit different contexts or purposes. More group discussions on topical or controversial issues would strengthen this element of speaking and listening.
102. At the end of Key Stage 1, reading standards are well above average. Reading is given a high profile in the school. As a result, pupils are enthusiastic, keen and read with a good level of accuracy and fluency. Through the Literacy Hour pupils are being introduced to a widening range of authors. Most pupils use dictionaries and word banks and show good awareness of the need to use contents and indexes to help them locate information. Pupils use a good range of strategies to help them read any words that are not familiar. This emphasis and the development of reading skills continue when pupils move into Key Stage 2 and by the time pupils leave school standards are well above average. Pupils read expressively, showing a good awareness of how grammar can impact on how a story is read. Discussions with pupils shows that they can articulate what makes a good book and draw comparisons with different characters. Pupils are knowledgeable about a range of authors and enjoy reading for pleasure. Pupils are encouraged to use their reference skills at every opportunity to locate information and carry out personal research. Although most pupils show a good level of comprehension, only a minority are presently secure in reading beyond the literal level or teasing out hidden view points or emotions in fiction and non-fiction material.
103. Standards in writing at the end of Key Stage 1 are above average. Pupils write well for a range of audiences and purposes. The younger pupils develop an ability to write without assistance. By the end of the key stage, the majority write news, stories, poems and extended pieces of writing independently using complete sentences. These sentences are usually demarcated by capital letters and full stops. Stories are usually well organised, and imaginative. Handwriting is good and most pupils take care with how they present their work and ensure that spellings are accurate. At the end of Key Stage 2, writing standards are above average. Pupils are provided with a wide range of writing activities that include narrative and descriptive pieces. They write letters of complaint, produce instructional text and examine how words can be used powerfully to convey added meaning. They examine newspaper reports such as 'Dr Crippen' and evaluate how this format of writing differs from a creative piece of work. All pupils use a dictionary and thesaurus to help improve the quality of their writing. The standards of handwriting and spelling are generally good. The weakness in both key stages is that pupils do not have an expansive, stimulating vocabulary that they can use in either writing or speaking and listening tasks. Writing is well structured and technically good but lacks a real sense of expressiveness, emotion or excitement. This element prevents standards in writing from being even better.
104. The attitudes to learning demonstrated by pupils are very good. Pupils are keen and eager to learn and show a thirst for new knowledge. They are enthusiastic and eager to take part in question and answer sessions. When provided with opportunities to discuss issues, they respond with a great sense of maturity and

enjoyment. When the teachers are working with groups of pupils, the rest of the class show good levels of concentration and perseverance. Pupils are often seen helping classmates with many older pupils recognising the fact that they can learn from each other as well as adults. Behaviour in lessons is of a very good standard. The very positive attitudes displayed by pupils not only contribute significantly to creating an effective learning environment but also to the progress that pupils make.

105. The quality of teaching is consistently good throughout the school, with examples of very good practice for the oldest pupils in school. Planning is of a good standard and clearly provides a good range of activities that match the learning objectives of the lesson. The choice of shared text is often good, whether it be poetry, a newspaper report or the introduction to a novel. All enthuse the pupils and keep their interest. Teachers show an enthusiasm for literature and this is often transferred to the pupils. Teachers have high expectations which are often reflected in the quality of presentation and content of pupils' work. The plenary session is being used well in all classes to assess what pupils have learned during the lesson. In the best practice, the outcome of the plenary session is then used to guide and adapt future curriculum planning. In most lessons there is an appropriate balance struck between pupil and teacher talk. On occasions, opportunities are missed for pupils to discuss issues in groups and to use their initiative to frame solutions or suggest alternatives. In all lessons, teachers use questioning well to elicit responses from pupils. Pupils of all attainment levels are involved in whole class discussions with teachers skilfully modifying the phrasing of questions. Examples were observed of drama and role play being used effectively to develop pupils' speaking or listening skills and to increase their self-confidence in performing to a wider audience. This is good practice. In most lessons teachers use praise effectively. It is not gushing and where appropriate gently cajoles pupils as to how their contributions could be improved. In the most effective lessons there is a real sense of pace. Time limits are set. Clear explanations are given and pupils are under no illusions as to what is expected from them in terms of application or attainment. The pupils are managed well and the language of the teacher is concise and technically accurate. In one such lesson, the use of words such as 'connective' and 'auxiliary verbs' heightened the expectations and the pupils responded accordingly. In another lesson, the careful choice of local newspaper articles as shared text not only captured pupils' enthusiasm but also opened up an interesting and challenging discussion on how the media operates.
106. Pupils with special educational needs are taught well. They are well supported, fully involved in all the activities of the lessons and make progress at the same rate as their classmates. When they are withdrawn from lessons for additional support, the quality of teaching is good and, on occasions, very good. The tasks they are set are challenging but achievable. Throughout the school classroom support staff make a valuable and significant contribution to the progress that all pupils make. They work closely with the teachers. Their questioning is often incisive and they are fully involved in all elements of lessons. Homework is used well to develop and extend pupils' knowledge and understanding and makes a good contribution to pupils' academic development. Parents are very supportive and work well with the school in ensuring that homework tasks are completed and returned on time. Although no teaching observed was unsatisfactory, teaching is less effective when lessons lack pace, introductions are too long or instructions are not made clear. In these instances, the pupils become a little restless and lose interest. Such instances are the exception rather than the norm. All teachers mark work on a regular basis but the opportunity is not consistently used to let pupils know what they need to do to improve. Where it is used well, there is a visible improvement in pupils' work.

107. A good strength in school is the way in which pupils use their literacy skills in other areas of the curriculum. Good examples were seen in pupils' work of extended narrative accounts in history and religious education. Pupils re-telling the story of the Exodus in their own words, for example, and letters appealing for the abolition of child labour. There are many other examples which constantly provide pupils with the opportunity to extend their skills. Evidence was seen of pupils using computers to draft and edit their work and to undertake personal study and research. Some opportunities are provided for pupils to undertake personal study and research in the library but these opportunities could be extended further. Although the quality of books is good, the range is more limited. The school has already identified this as an area for further development.
108. The subject is led by a very knowledgeable and enthusiastic co-ordinator. She has been pivotal in the effective implementation of the National Literacy Strategy. She has a good grasp of the strengths and weaknesses of provision. Targets for development identified by the co-ordinator include the development of speaking skills through more focused group discussions, the further improvement of writing standards and the more detailed whole school analysis of test and assessment data. All these are accurate and appropriate targets. At present analysis of test data is not sufficiently detailed to have as effective an impact on standards as it could have. Not enough opportunities have been provided for the co-ordinator to support, monitor and evaluate teaching and learning across the school, in order to disseminate the good practice that clearly exists and to tackle any weaknesses.
109. Resources for the subject are generally of a good standard with the need to further extend the range of non-fiction books. The standards in English have improved since the time of the last inspection. The quality of teaching is now of a consistently good standard. The desire of all who work at the school to continue to improve standards indicates that the school is well placed to continue its process of development in this area of the curriculum.

Mathematics

110. The results of the 1999 National Curriculum tests in mathematics for Key Stage 1 indicate that the percentage of pupils at the age of seven achieving the expected level (Level 2) was well above the national average. Similarly, the percentage of pupils achieving the higher level (Level 3) was well above the national average. When compared with schools of a similar type, the pupils' attainment was above the national averages. The inspection findings confirm this position in mathematics at this key stage as standards are well above average. The results of the 1999 National Curriculum tests in mathematics indicate that by the end of Key Stage 2, the percentage of pupils at the age of eleven achieving the expected level (Level 4) was above the national average. Similarly, the percentage of pupils achieving the higher level (Level 5) was above the national average. When compared with school of a similar type, the pupils' attainment was in line. When the years 1996 to 1998 are taken together, however, pupils' performance at the end of Key Stage 2 is well above average. Inspection findings show that the present level of attainment at Key Stage 2 is above average overall with number skills well above average. This does not indicate a dip in standards from Key Stage 1 but reflects the differing ability levels of groups of pupils. The inspection team found no differences in the performance of boys and girls at either key stage. Standards have risen in mathematics since the last inspection when they were found to be sound.

111. At Key Stage 1, pupils make good, and on occasion very good progress. Progress in the development of number knowledge and skills at Key Stage 1 is consistently very good. At Key Stage 2, the progress in number skills is good. Progress is strongest in this area of mathematics at both key stages, due to the careful setting of work to meet the needs of pupils with differing levels of attainment. However, progress in the use and application of number is only satisfactory at both key stages. This is due to teachers being over reliant on a commercial scheme that offers few opportunities to progress in this area. The deficits of the scheme are partially overcome by the use of mathematics across the curriculum in space, shape and measures and in data handling in subjects such as science, design and technology and art. However, the development of reasoning, and skills within mathematics itself is not sufficiently well provided for, although the development of mental strategies is now improving alongside the development of precise mathematical language through the introduction of the National Numeracy Strategy. There are few opportunities for pupils to make and monitor decisions to solve problems by trying different mathematical approaches, or to identify and obtain the information needed to carry out their work.
112. Almost all pupils at the end of Key Stage 1 count sets of numbers reliably; recall addition and subtraction facts at least to 10 and order numbers to 100. They have a good knowledge of two and three-dimensional shapes and their properties, and tell the time and estimate weights. All can construct a simple bar graph. Most have developed a good understanding of the value and use of money. Pupils at the end of Key Stage 2 understand place value in numbers to at least a 1,000, and have a very good recall of tables to 10x, which they use to solve problems. They understand inverse operations in multiplication and division and show a good understanding of factors and multiples. Most have developed a good understanding of equivalent fractions. They calculate areas and perimeters of shapes, make sensible estimates of volume, weight and length, and have a good understanding of mathematical vocabulary. They understand mode, median and range and the highest attaining pupils group data in equal class intervals. The progress of the highest attaining pupils is sometimes limited by restricted access to more advanced aspects of the National Curriculum Programmes of Study. No pupils are offered the opportunity to show competence at Level 6, although a few pupils are already showing very secure competence at Level 5, and it is very early in the year. Pupils with special educational needs are receiving good support in classrooms and this is enabling them to make good progress in lessons at the present time. Progress could be made even more secure by more focused targets in their individual education plans and the development of more mathematical games resources.
113. Pupils respond very well to their work in mathematics. They are very keen to learn, enthusiastic, and listen very well. They are always immediately ready and prepared to start their work. All are keen to answer questions and their behaviour is good, and sometimes very good. They show good levels of concentration during group work and do not rely heavily on teacher intervention. The youngest pupils are keen to try out new methods, show confidence in their own abilities and are eager to help each other. They are keen to please. Pupils present their work neatly throughout the school. Pupils show particular confidence and enjoyment in the oral part of the lessons. The oldest highest attaining pupils work hard to complete work and persevere when solving quite difficult oral problems.
114. The quality of teaching of mathematics is good overall, and has been maintained since the last inspection. Teachers have a good knowledge of the subject and have recently increased their knowledge through training. This has enhanced provision in

the area of mental work and the development of subject specific vocabulary. However, teacher knowledge of how to challenge pupils in the use and application of mathematics is less secure. Teachers' planning is clear, detailed and individual work is planned to meet the differing needs of pupils through workbook and textbooks. However, there is insufficient planning for pupils to work together to investigate and solve problems, or to bring solutions to the last part of the lessons. At present planning organises lessons into three parts, with an oral and mental starter, individual work, and a session to recap and revise at the end. There are plans to fully introduce the national numeracy framework as the year progresses. The first part of lessons is used well to rehearse and sharpen mental skills, and to develop rapid recall of facts. Teachers manage pupils' behaviour very well, including those pupils with more challenging behaviour. They praise effort and perseverance, and neat careful work and this raises the standard of presentation and increases pupils' abilities to organise work, and to complete it within the time allocated. The pace of lessons is almost always brisk and well measured. There is good evidence that teachers mark pupils' work regularly and often, although not all comments help pupils move on and improve.

115. The teachers rely heavily on the commercial scheme, which does not provide enough guidance on the use and application of mathematics. However, in other respects the curriculum is broad and balanced and ensures even coverage of the programmes of study. Assessment procedures are built into the school and are effective in establishing pupils' competencies in all areas other than the use of mathematics. Pupils are also undertaking standardised tests, which give teachers additional information. However, this information is not yet sufficiently analysed to monitor and evaluate the progress of pupils of different gender and ages. There are no collections of moderated work to guide teachers in their assessments and some individual portfolios are not clearly dated and annotated to show the progress pupils are making. Co-ordination of the subject is good overall. The co-ordinator has an effective plan for the implementation of the numeracy framework, has monitored teaching and the impact of training. He is aware that the school needs additional resources to ensure the numeracy strategy can be fully implemented.

Science

116. Teacher assessments at the end of Key Stage 1 in 1999 show pupils' attainment to be above average. The 1999 test results at the end of Key Stage 2 show pupils' attainment to be above average. In the three-year period 1996 to 1998 attainment at the end of Key Stage 2 was close to the national average. When the school's performance is compared to similar schools attainment is average. In the period 1996 to 1998 girls performed at a better level than boys. Inspection findings show that present levels of attainment at the end of both key stages is above average. There was no significant evidence to indicate differing levels of attainment between boys and girls that could not be explained by natural ability differences. Attitudes and motivational levels were of a similar high standard for both boys and girls. Standards have improved since the last inspection, mainly as a result of an improvement in the quality of teaching and changes in the scheme of work which is now broader, more focused and balanced.
117. By the end of Key Stage 1 pupils have a good knowledge of life processes and healthy eating. They show an understanding that the lack of light can affect the growth of plants and that animals adapt themselves to their habitats. They make simple generalisations as a result of their investigations; by making statements such

as sounds get fainter the further away they are, for example. All pupils show a growing understanding of why materials are used for different purposes.

118. By the end of Key Stage 2 most pupils have a good understanding of fair testing and the highest attaining pupils understand how variables can be used to check predictions. They have a satisfactory understanding of the respiratory, circulatory and digestive systems and use the terms predator, prey and producer appropriately when talking about animal food chains. They know the properties of solids, liquids and gases, have a good knowledge of the solar system, and a satisfactory knowledge of electric circuits for their age.
119. Within lessons, pupils are now making good progress but over time progress overall has been satisfactory. Pupils come into school with a good knowledge and understanding of the world, and these standards are maintained throughout their time at school. Progress in the understanding of materials has particularly improved since the implementation of the adapted Quality and Curriculum Authority's scheme. The progress of pupils with special educational needs is satisfactory overall, although not all teachers ensure these pupils have suitable recording sheets to record what they know, understand, and can do. The adapted scheme, although ensuring a breadth and balance of experiences for pupils as they move through the school in mixed aged classes, does not show expectations for pupils of differing levels of attainment.
120. Pupils make good gains in social development in science as they have good opportunities to work in groups on investigations and to experience residential fieldwork. Progress in spiritual and moral development is supported by the work they undertake in 'Trailblazer' projects, with pupils having a good understanding about the effects of pollution, opportunities to reflect on how well they work together, and on the wonders of nature.
121. Response in science lessons is very good overall. Pupils listen attentively to instructions at the start of lessons, and are very keen to get on with their work. Dialogue with pupils shows they carry out quite a lot of investigational work, and this is reflected in their abilities to predict and hypothesise about what will happen. All pupils can be trusted to work unsupervised in different parts of the school and show maturity in their actions. Behaviour is very good. Pupils handle resources well, talk to each other sensibly, and show good attitudes to work. This has a very positive impact on progress. The youngest pupils keep to class rules, help each other and work co-operatively together from a very early age. All pupils try hard to answer quite difficult questions, and to use the correct scientific vocabulary. Pupils have a natural curiosity, which is exploited by teachers in lessons and in extra-curricular activities. Occasionally the youngest pupils find it difficult not to express their feelings and experiences when they should be listening, but this is often a result of their eagerness to show what they know already.
122. The quality of teaching is good overall, with some very good teaching in Years 4 and 5. No observations of teaching were undertaken of Year 6, as lessons were timetabled on Friday. Teachers make good links with pupils' cultural heritage. They investigate materials for a purpose through the dress of a coal miner for example. Teachers' planning does not always identify the learning objectives for pupils of differing levels of attainment and this sometimes limits challenge for the higher attaining pupils, although the best teachers challenge these pupils through their investigative skills. Most science teaching links well with other subjects, pupils talk about how wool was used for swimsuits in the past, and how they were unsuited to

their purpose because wool absorbs so much water, for example. Occasionally key scientific concepts are not expanded upon in Key Stage 1 and this limits progress of the highest attaining pupils at this key stage. A strength of the teaching is the way teachers ensure good role models are portrayed about women and their capacity to undertake different jobs, bricklaying, for example. Work is challenging on the whole across the key stages. Teachers set a brisk pace in lessons and use the adequate resources well. Teachers give clear explanations and assessment opportunities are undertaken throughout modules, although they are not always recorded in a format that makes it easy to identify strengths and weaknesses of individual pupils.

123. Leadership of the subject is satisfactory. The co-ordinator is knowledgeable and has responded effectively to recent changes in the subject and recognises the need to develop a more coherent assessment system that matches more clearly what is now taught. At present there is no analysis of assessment data and work collected into individual portfolios is not dated or annotated to show what a pupil should learn next. Although the co-ordinator has appropriate oversight of the planning of the subject there has been little monitoring of the teaching, or progress of pupils as they move through the school.

119. **Other subjects or courses**

Information Technology

124. Standards in information technology are at the nationally expected level at the end of both key stages but there are weaknesses in pupils' level of attainment in the control and modelling aspects of the subject.
125. At Key Stage 1 pupils are reasonably fluent in basic operations such as using the keyboard and mouse. They know that computers can be used to control lots of mechanisms and events in the modern world. Pupils use computers to support work in other areas of the curriculum and have used computers to communicate their own views and work in a range of forms which include text, tables and pictures. A significant percentage of pupils are confident in loading and closing programmes and in printing their work. This is often because they bring considerable knowledge from home. The school has a robotic toy but no evidence was seen of pupils entering a sequence of instructions. Dialogue with pupils shows that not many recognise that control is an integral part of many everyday devices. Insufficient opportunities have been provided for pupils to explore aspects of real and imagined situations with information technology based on models and simulation.
126. At Key Stage 2 pupils are provided with opportunities to draft and edit their work. They access, save and retrieve information and change the size or style of font they are using. A significant minority know how to import graphics into word processed pieces from other programmes. Most of the older pupils know how to use CD-ROMs to carry out research and study tasks. Most recognise the purpose of different icons on the screen and use menus correctly. There is evidence of the older pupils using computers to present graphs to support their work in other areas of the curriculum. Little evidence was seen of the use of spreadsheets. The pupils' attainment is not at a satisfactory level in creating, testing and storing sequences of instructions for control or in simulation packages exploring effects of altering variables to ask "what would happen if?" Many pupils show a sound understanding of the uses of information technology in the wider world but no evidence was available of pupils recognising patterns from results obtained from information technology models.

Most pupils are able to use computers to send e-mail to another school in Manchester. The progress of all pupils including those with special educational needs is satisfactory overall with progress in the area of control and modelling less satisfactory. A good quality scheme of work has just been written by the co-ordinator but it is yet to be implemented across the school. Indications are that if rigorously implemented the scheme will provide good coverage of all aspects of the subject and should help to ensure a more secure rate of progress. Pupils throughout the school already show very positive attitudes to working with computers. They are enthusiastic and willing workers, who show good levels of concentration and perseverance. Pupils work well together with the higher attainers always ready to help less accomplished classmates. The positive attitudes shown by the pupils are influential factors in the progress that is made and with the implementation of the scheme of work progress could be even better.

127. The quality of teaching overall is satisfactory. The recently installed computer suite is enabling teachers to directly teach the necessary skills and knowledge to a larger group of pupils at the same time. These skills are often consolidated on the computers in the classroom. Teachers are increasingly planning opportunities for computers to be used in other areas of the curriculum. This has a beneficial impact on pupils' attainment. Teaching is at its most effective when the teacher shows good subject knowledge and provides challenging activities for the pupils to complete or constantly exploits opportunities for computers to be used for personal research or to present findings in different formats. Weaknesses in teaching are clearly linked to a lack of subject knowledge, expertise and confidence.
128. The subject is led by a knowledgeable and enthusiastic co-ordinator, who has drawn up a detailed and effective development plan to outline how the subject is to be developed over the next three years. The scheme of work forms a good basis from which to further develop the subject. The co-ordinator has a good grasp of the subject's strengths and weaknesses but has not been provided with enough opportunities to support, monitor and evaluate the quality of teaching and learning across the school, so that he can make a more significant impact on helping to raise standards. The school has already planned a package of in service training for all staff members to increase knowledge, skills and understanding. This is an appropriate initiative. The co-ordinator has also rightly targeted the need to develop a portfolio of pupils' work to show the progress that pupils can make as they move through school and to help staff more accurately assess work. The resources for the subject are now satisfactory due to the recently installed computer suite which was paid for by the parent-teacher association. The standards identified at the time of the last inspection have been maintained.
124. **Religious education**
129. Standards in religious education meet the expectations of the locally agreed syllabus at the end of Key Stage 1 and Key Stage 2. Pupils of all abilities including those with special educational needs make satisfactory progress. Pupils obtain a knowledge and understanding of Christianity and other world faiths at a steady pace as they move through the school and develop a deeper understanding of the impact faith has on people's lives. The provision for the subject makes an important contribution to the pupils' spiritual, moral, social and cultural development. Acts of collective worship are also used well to deepen pupils' religious knowledge and understanding and to gain a greater appreciation of the fact that one can learn from, as well as about, religions.

130. At Key Stage 1 pupils gain a secure knowledge of Christianity and other world religions such as Judaism and Islam. They become familiar with Bible stories such as Noah, Zachaeus and miracles such as the ' Changing of Water into Wine '. They learn about the Jewish Shabbat and are conversant with the symbols of the great faiths. Pupils are familiar with the main festivals of the church for example Christmas, Easter and Harvest. Pupils demonstrate their understanding of prayer, by writing prayers of their own. Their prayers, which address issues such as, ' being happy about ' and ' sorry about ' reflect the classroom discussions they have had on such subjects as the meaning of friendship and special people.
131. At Key Stage 2 pupils study Christianity and other world faiths in greater depths. Bible stories continue to be a central focus with studies of Moses, The Exodus and The Good Shepherd. Pupils make comparisons between Christianity and other religions such as Sikhism and Buddhism. Pupils have a good knowledge of Judaism and in particular Jewish festivals. They have a good knowledge of the Torah and recognise the importance and symbolism of the Seder meal. Knowledge of other religions and faiths is only at a satisfactory level. By the end of the key stage pupils make informed opinions regarding issues such as equality, poverty and examine reasons for supporting different strategies.
132. A particular strength is the manner in which the subject is used as a vehicle for supporting and extending pupils' literacy skills. At Key Stage 1 pupils carry out character studies of Mr and Mrs Noah, for example 'She's a worrier- a panicky person but loving, Mr Noah is more determined.' At Key Stage 2 pupils draw comparisons between Christianity and Judaism and re-tell in their own words the story of The Exodus. This work is often of a good standard.
133. The pupils' attitudes to work are good and on occasions very good. They are interested and keen to take part in discussions. They collaborate well when working together and show good levels of concentration. Behaviour in lessons is often very good, and clearly shows good levels of tolerance and respect for the views of others. Pupils take a real pride in their work and work is often well presented. The attitudes and behaviour displayed enrich pupils' learning and make an important contribution to the progress they make.
134. The quality of teaching observed was satisfactory at Key Stage 1 and good overall at Key Stage 2. Teachers plan lessons well and prepare resources appropriately. Teachers manage pupils well. Effective and clear explanations really help to develop pupils' understanding. At Key Stage 2 teachers show a good subject knowledge and this is used well to captivate and then hold pupils' interest. In a very good lesson at this key stage an excellent range of activities involving learning about and then making dreidels really deepened pupils understanding of Hanukkah and the importance of light in both Christianity and Judaism. The link with literacy skills was emphasised by the development of a glossary of Judaism. In another lesson the teacher's incisive questioning kept the pupils on their toes throughout the lesson on Shabbat. Although work is marked on a regular basis at both key stages, the opportunity is not always used to outline to pupils what they need to do to improve. Although teaching observed was never less than satisfactory and on occasions very good there does tend to be a repetition of areas being covered in different year groups. The best teaching ensures that prior attainment is extended and not merely consolidated. This is not always the case and so prevents progress over time from being even better.

135. The subject is led by an enthusiastic co-ordinator. He monitors teachers' planning but has not yet monitored the quality of teaching across the school. The school has a satisfactory selection of artefacts and borrow other artefacts to support learning when other faiths are studied. Visits have been made to Southwell Minster, a synagogue and a visitor has spoken to the pupils about Judaism in assembly. The school has rightly recognised the need to plan more visits to places of worship of other faiths and to invite visiting speakers to school. The standards identified at the time of the last inspection have been maintained.

Art

136. Pupils of differing attainment levels make satisfactory progress overall in the development of skills and techniques in art as they move through both key stages. By the end of Key Stage 1 pupils have worked with paint, crayons, pencils and textiles to make patterns, prints and collages, and observational drawings. They make good progress in the knowledge and understanding of artists and use their satisfactory skills to create careful yet imaginative and expressive work in the style of Kandinsky and Van Gogh. The highest attaining pupils at the end of Key Stage 1 talk about the abstract form used by Kandinsky and compare it with the representational work of Van Gogh. They talk about the use of colour and shapes to create mood. Lower attaining pupils remember the name of artists they have studied, name colours and shapes and apply the skills and techniques they have learnt. All pupils show a growing ability to reflect upon their work in relation to the artists they have studied. A similar picture emerges with regard to progress at Key Stage 2. At the beginning of this key stage, pupils experiment with printing vegetables and learn to cut out patterns. However, there is little guidance given about the use of pattern and colour. At the end of Key Stage 2 pupils are learning about shading and cross hatching when studying and comparing the detailed work of Hogarth and the local artist Alan Gill, for example. They recognise ways in which works of art reflect the time and place in which they are made. However, pupils do not use sketchbooks to collect ideas and to experiment with skills and techniques. Although some work is collected it is not annotated to show the individual development of skills as pupils move through the school. Progress is dependent on the individual skills and knowledge of teachers. The scheme of work provides a satisfactory basis for teachers' planning, but does not provide sufficient guidance to ensure continuity of learning in all aspects of the subject.
137. The response of pupils in the lessons observed was good overall. In the lessons where teachers had a good knowledge and understanding of art, response was very good. In the best lessons all pupils, including those with special educational needs are fully involved and interested. Pupils concentrate well and are enthralled by the detailed work of Hogarth, for example. They are confident when talking about artists' work at both key stages. However, older pupils are less confident in the execution of their work, although all stay absorbed in the projects they are undertaking. Behaviour is very good in these lessons, pupils are careful with resources. In satisfactory lessons pupils are very keen to get started and generally share resources well. However, the cramped accommodation, and lack of water in the classrooms makes it difficult for them to seek help from the teacher, or to organise themselves.
138. The quality of teaching is variable, and ranges from satisfactory to very good and is satisfactory overall. In the best lessons all pupils are actively encouraged to make creative responses to the work of artists and this results in work being very individual and imaginative. Artists' work is well researched and used to inspire pupils and to exemplify techniques. The pupils' work is attractively displayed throughout the school and shows teachers value all pupils' contributions. Pupils are managed very well through good encouragement and praise. Teachers generally have good knowledge of artists in different times and of European culture, although there is little evidence of the work of ethnic artists. A strength of work in the best lessons is the very good links made with mathematics and history. Planning is satisfactory in most lessons, although occasionally teachers plan what pupils are to do, rather than what individuals are expected to learn. Lessons are sometimes over planned, in that there is a high expectation of what is to be covered in one lesson, and this results in

reduced opportunities to practise skills and to reflect on their own work. In lessons safety aspects are well attended to and teachers ensure clothes are well protected, although in cramped classrooms this slows down the pace of lessons considerably. Some teachers over-direct pupils and this results in pupils feeling less confident about what they can do for themselves. The best teachers use information technology well both to support the subject and to learn computer skills.

139. Leadership of the subject is satisfactory overall. The co-ordinator is knowledgeable and keen but has had little opportunity to monitor teaching and learning across the school. The curriculum is generally broad and balanced, but does not fully ensure that pupils will not repeat work as they move through the school in the mixed aged classes. It offers insufficient guidance to teachers who are not skilled in the subject. However, the scheme is developing and has improved since the time of the last inspection. The school intends to develop the scheme further in response to new initiatives. There is a bank of assessment comments that are used well to inform reports and to show pupils' individual development as they move through the school, although there is little evidence of this being used to inform future planning for individual groups of pupils. Evidence of progress is limited by the infrequent use of annotated sketchbooks. Resources are satisfactory overall, although the practise of buying ready mixed paints, which are expensive, limits opportunities for pupils to mix their own colours and shades.

Design and technology

140. Standards in design and technology are in line with those expected for pupils' ages at both key stages. Pupils including those with special educational needs, make satisfactory progress overall although the strengths of the subject are in the actual making stage of projects and links made with other subjects. In Key Stage 1 pupils design and make mirrors, textile fishes, and follow recipes to make food items with support from parents. Work in technology is well linked to work in science, as pupils make predictions about changes in foods when they are heated and gain knowledge about solids and liquids, for example. They shape materials such as net using a template carefully to generate the shape and size they require and cut materials carefully and precisely. Pupils make choices of colours in order to individualise products. They make good gains in sewing and cooking skills.
141. Pupils in Key Stage 2 learn to work with wood and increase their knowledge and understanding of process and design through this medium. Design and evaluation elements in food and textiles technology are less well emphasised. Pupils in Year 3 draw a clear design after brainstorming different types of vehicles. They make good progress in the acquisition of subject specific vocabulary and talk about the *chassis* and *axles*. They write clearly the process to be undertaken in a series of steps. They measure and mark out materials accurately and learn new skills such as sawing, and joining component parts with a glue gun. Pupils evaluate designs as they go through the process and with support make changes to improve the quality. Pupils in Year 4 design a key holder, use templates and learn to file down to create the correct size and finish. They finish products with varnish and evaluate the product in respect of the quality of the finish. Pupils in Year 5 design and make a remote control racing car and designs are now labelled clearly and show perspective and view points. In Year 6 pupils generate ideas, design and make storage racks, identify the main stages of the process, measure component parts accurately and improve their shaping and joining skills.

142. The response of pupils in lessons is very good. This is an improvement since the last inspection. Pupils make informed choices and stay focused throughout lessons. They persevere with quite difficult skills and are pleased with their own successes. They share resources well and act in a safe and confident manner. There is a good working atmosphere in lessons and pupils enjoy the challenges of the subject.
143. Teaching in the few lessons seen was good but a detailed scrutiny of teachers' planning and pupils' work indicates that over time teaching is satisfactory. Teachers have good knowledge of the skills pupils are to acquire. A good emphasis is placed on the safety aspects required. Planning clearly links with other subjects and it is used well to consolidate and gain new skills in English, mathematics and science. Skills objectives are well identified in planning, although design and evaluation is given less attention. Lessons are very well organised. Pupils are not always given the opportunity to make mistakes and this weakens the pupils' opportunities to evaluate products in terms of fitness for the purpose intended.
144. The co-ordinator gives satisfactory leadership overall and shows a good level of knowledge. However, too few opportunities have been provided for the co-ordinator to assess the quality of teaching and learning across the school in order to help raise standards. The curriculum has recently been broadened through the introduction of the Qualifications and Curriculum Authority's scheme, which has been adapted to meet the needs of pupils with differing ages. The organisation into smaller groups with parental support promotes safety, very good response in lessons, and progress in skills. However, food and textile technology has an under emphasis on the design and evaluation elements. This is recognised by the co-ordinator and there are moves to provide parent helpers with guidance sheets to improve this aspect. Resources are improving and are satisfactory overall. Design, process and evaluation sheets are a good record of pupils' progress, although they would benefit from dating and annotation to show how pupils have progressed. There is a bank of statements, which are used to fill in record sheets, and these are generally used effectively to inform reports.

Geography

145. Pupils at both key stages are working at a level appropriate for their ages. At Key Stage 2 pupils have a good knowledge of rivers and the water cycle. Throughout the school pupils including those with special educational needs, make satisfactory progress overall with progress stronger in some elements of the subject than others.
146. At Key Stage 1 teachers for the youngest pupils show an awareness of the use of role play to develop pupils' understanding of places and themes. The setting up of a travel agents gives pupils an early understanding of this concept. Closer to home older pupils study the locality in which they live and explore the advantages and disadvantages. They draw maps and use simple keys to identify places of interest. Through the study of the climate pupils gain a secure understanding of how weather affects us. Pupils collect and collate data on the weather. They use weather symbols appropriately. Pupils can draw simple routes. They start to make comparisons between where they live and the seaside or "An Island Home". Many pupils understand words such as "birds-eye view" and follow directions which include terms such as under, behind, near and far. The higher attainers name simple points of the compass accurately. Pupils are not as confident or secure in their knowledge of how the world reaches well beyond their locality both within and outside the United Kingdom and that so many different places exist within this geographical context.

147. At Key Stage 2 the pupils continue to build up their geographical knowledge and understanding but it does tend to be in a narrow range. A lot of work is centred around climate, the weather and water cycles. Within this range the pupils attain well. Pupils recognise the importance of weather in terms of the impact it can have on people and the environment. They fully understand the Beaufort Scale and know that an anemometer is used to measure wind speed. Pupils talk knowledgeably about differing climates around the world and are conversant with terminology such as tropical, polar, temperate and desert. They use graphs to record and then interpret changes in climate. Pupils have a good knowledge of rivers and how they fit into the water cycle. They know and use vocabulary such as meander, tributary and estuary. The highest attainers name rivers in the United Kingdom and plot their course. Again the pupils are not as confident as to how they are linked to the wider world within a broader geographical context or in naming, identifying places in a world wide setting.
148. Pupils at both key stages follow the "Trailblazer" initiative which provides pupils with excellent opportunities to explore the environment and what they can do to help the environment from a variety of stances including geographical, moral, social and cultural. This is an excellent initiative and makes a valuable contribution not only to pupils' geographical knowledge but also their personal, social, moral and cultural development.
149. Lesson observations and discussions with pupils indicate that they really enjoy the subject. They show an eagerness to learn and a thirst for new knowledge. Behaviour within lessons is often very good. Pupils concentrate well and take a pride in their finished work. Not enough opportunities are consistently provided for pupils to discuss issues in a group setting and then devise possible solutions. Overall however the very positive attitudes displayed by pupils make an important contribution to the progress they make.
150. During the week of inspection the quality of teaching observed was satisfactory overall with some good practice. Lessons are generally well planned and have clear geographical learning objectives. Pupils are managed well and know what is expected of them. Teachers use technical language well and this is a reflection of their secure subject knowledge. Where teaching is at its most effective instructions of the work to be completed are clear and concise so that pupils are under no illusions as to what is expected of them. On occasions opportunities are missed to extend pupils' thinking and recording - for example explaining the water cycle process rather than filling in a simple worksheet. Good examples were seen in pupils' books of numeracy and literacy skills being used well, through the recording and interpretation of data; working out temperatures and writing up a journey from home to school. Work in pupils' books is marked regularly but on occasions comments are a little cursory and do not give clear enough guidance as to how pupils might improve.
151. The subject is led in a satisfactory manner overall. The co-ordinator has good subject knowledge and is keen to see the subject develop. Due to the emphasis the school has placed on the development of the core subjects geography has not been given a high profile. Teachers plan together by key stages to ensure that topics have a geographical input and bias. However a lack of a high quality, detailed scheme of work means that the necessary skills are not always taught in a progressive and systematic manner. The same topics are covered in differing age groups. Provision relies too heavily on individual teachers ensuring that skills taught

are at an appropriate level for pupils' attainment. The co-ordinator has rightly identified this as an issue and aims to ensure that planning is to be based around the Qualification and Curriculum Authority guidelines. The co-ordinator monitors colleagues planning but insufficient opportunities have been provided for him to monitor the quality of teaching and learning across the school in order to build on the good practice that exists and to tackle any weaknesses. The school uses the locality well to support work in the subject. Visits to Perlethorpe and Brackenhurst as well as residential visits provide pupils with a deeper knowledge and understanding of the environment, water erosion, and rivers as well as adding considerably to pupils' personal and social development.

History

152. Pupils' work at both key stages in history is at a higher level than found in the majority of schools. As pupils move through school they acquire knowledge and skills of enquiry. Progress for pupils with special educational needs is good. Standards overall have improved since the last inspection.
153. At Key Stage 1 pupils study everyday life in the past looking at houses, schools and toys. They study the lives of famous people or events such as Florence Nightingale and The Great Fire of London. Through these studies the pupils recognise changes in their own lives, their families and the world around them. They recognise that homes and objects have changed and through the sequencing of events and objects, they are developing a good sense of chronology. Already pupils are starting to examine in a simple way why people in history acted as they did, and that their actions could be interpreted differently by different people.
154. At Key Stage 2 pupils continue to make good progress as the range and depth of their historical knowledge and understanding increases. Pupils study of life in Tudor times, Victorian Britain, Ancient Egypt, and of the actions of the Vikings and Romans. Dialogue with pupils shows that they have a well developed sense of chronology and can use dates and terms to denote the passing of time. At this key stage pupils use different sources of evidence such as artefacts, photographs, books and computers to collate evidence for their writing tasks. When pursuing an enquiry the oldest pupils can locate, question and use information selectively. Evidence was seen of this in pupils' work where they had written a letter to Lord Shaftesbury on a "Day in the life of a Child Worker" and in using all information available to draw comparisons between how the rich and poor lived. An appropriate emphasis is placed on pupils undertaking personal study using computers wherever possible as well as books. As they progress through the key stage the pupils demonstrate a growing competence in communicating what they have learned, particularly through structured narratives and description.
155. A particular strength of provision is that pupils are provided with opportunities to strengthen their literacy and numeracy skills through their historical studies, for example the writing of narrative, descriptive accounts, the articulating of opinions and views, the interpretation of data from a Victorian census, the calculating of how long people lived or how long different periods of history lasted. All these instances are good examples of how every opportunity is exploited to extend literacy and numeracy skills.
156. The school is presently reviewing its documentation to support the subject and plans to devise a scheme of work based on the Qualification and Curriculum Authority's

Guidelines. This is appropriate. At present progress and attainment relies too heavily on the quality of individual teaching. The rolling programme of topics means that pupils of differing age groups are covering the same topics. The co-ordinator has rightly identified the need to ensure that pupils' investigative and enquiry skills are systematically and progressively extended as the pupils move through school. This is appropriate because it will then ensure that progress is even more secure and could thus be higher.

157. Dialogue with pupils and scrutiny of their work shows that they have very positive attitudes to history. They enjoy learning about the past and are keen and eager to talk about what they have studied. Pupils take a pride in how they present their work and are always ready to learn from their mistakes.

158. Timetabling arrangements for the week of inspection meant that few opportunities were provided for teaching to be observed. However a close scrutiny of teachers' planning, and pupils' work, together with dialogue with the pupils indicates that the quality of teaching is often good. Planning clearly identifies what pupils are to learn and it is at its best when emphasis is given to the historical concepts or skills to be learned. Appropriate attention is usually paid to the provision of tasks for differing attainment levels. Expectations are usually appropriate and are high when pupils are expected to 'read between the lines' or read beyond the literal level of historical accounts. This is effective because not only does it deepen pupils' knowledge it strengthens their understanding of how history can be seen from different perspectives. Although pupils' work is marked on a regular basis the opportunity is not used by all teachers to clearly outline to the pupils what they need to do to improve. Where this is the case progress is not consistently as good as it could be. Pupils would benefit from more opportunities to discuss issues in groups and to use their initiative to solve problems with an historical start.

159. The subject is led in a satisfactory manner. The co-ordinator is knowledgeable and enthusiastic. Although providing a great deal of informal advice to colleagues, insufficient opportunities have been provided for the co-ordinator to monitor the quality of teaching and learning across the school in order to raise standards even further. Resources are generally satisfactory but the school has recognised the need to build up the quantity and quality of artefacts. There are however artefact loan services that the school uses when studying different topics. Visits have included trips to the Brewhouse Yard Museum, a Victorian school room, Perlethorpe and Eden camp. These visits provide an added dimension to pupils' social and cultural development as well as deepening their historical knowledge and understanding.

155. **Music**

160. All pupils, including those with special educational needs, make good progress in music and exceed the level expected for their ages. Pupils in both key stages make good progress in lessons due to the carefully constructed lessons of the music specialist. Pupils sing a variety of songs well from memory, and show good awareness of pitch and pulse. They perform their own compositions using simple symbols with support. Pupils in Year 4 and 5 listen very well to pieces of music and analyse them in terms of pitch, tempo and dynamics. They use musical vocabulary well. The oldest pupils analyse music from different countries, identify familiar sounds, and recognise the relationship between the music and its context. Many pupils read musical notation well.

161. Response in lessons is variable; it ranges from satisfactory to excellent, and is good overall. It is best in lessons taken by the music co-ordinator. Pupils generally listen very intently, are very interested in all aspects of music, and show respect for each other's views and contributions. Most pupils are confident when appraising music and show trust in the teacher when making very personal responses about feelings. They make good and careful use of resources. Pupils are well-behaved, enthusiastic performers both in lessons, and in dinner-time recorder sessions, and when undertaking instrumental tuition.
162. The quality of teaching of music is good overall. Lessons are well planned and meet the needs of pupils with differing levels of attainment. For example, pupils with special educational needs are well supported and given alternative methods of showing what they know, understand and can do. Pupils are encouraged to build on their knowledge and skills gained in recorder classes and in instrumental work. Good use is made of symbol cards to aid composition and pupils are given opportunities to explore and use a range of percussion instruments, although there are very few multi-cultural instruments. Lessons have a good balance between appraising, learning about the elements of music, and composition. Concepts are regularly recapped to ensure pupils retain knowledge of musical elements. Good links are made with literacy and science during lessons. The enthusiasm of the teachers engenders a love of music and enjoyment of lessons.
163. The quality of music education is enhanced by opportunities for instrumental tuition and recorder tuition for those who wish to take part. Leadership is satisfactory overall; the co-ordinator has recognised that not all teachers are confident in teaching music and has made available a commercial scheme to guide them in their planning. However, teaching is not formally monitored and evaluated. The scheme ensures coverage and progression in learning. Assessment of the subject is well supported by an assessment bank of statements and discussion between the class teacher and the music teacher.

Physical Education

164. By the time pupils leave the school standards in games and swimming are above that which would be expected of eleven year olds. Progress for all pupils is satisfactory overall and good in games in Key Stage 2, and good in swimming in Key Stages 1 and 2. Almost all pupils swim the required distance by the end of Key Stage 2. This is due to the good emphasis given to a wide variety of games throughout the school year and good coaching by individual teachers. All pupils swim on a regular basis from Year 2 onwards. Insufficient lessons were seen in other areas of physical activity, although very good progress was seen in the one lesson in Year 4 and 5 in gymnastics, particularly in the evaluation of the quality of their own and others' performance. Pupils at the beginning of Key Stage 1 make good progress in a movement lesson where pupils are beginning to use facial expression to convey happiness, importance and pride. The highest attaining pupils keep in role during dance projects and are imaginative. Most stop and start to musical prompts and show a good degree of control when holding shapes. They work well in pairs and individually. Satisfactory progress was made in dance at the beginning of Key Stage 2 in a lesson observed.
165. By the end of Key Stage 2 pupils play a range of team games including rounders, football, hockey, short tennis and netball. Pupils throughout the school understand why it is important to warm up and cool down. They practise skills and improve their

- performance in a range of activities. They extend their skills in dodging and marking in netball, and make good gains in dribbling skills in football and hockey, for example. All pupils make good progress in learning the different rules, laws and scoring systems specific to different games. Recent training through 'Top Sport' has increased teacher knowledge of games, and this has a positive impact on progress.
166. The response of pupils in lessons is very good overall. Pupils are very enthusiastic gymnasts, dancers and game players. Even the youngest pupils know simple rules, listen very carefully, and follow taped instructions very well. Considering the size of the hall they work safely together in a very small space. They are considerate of others' need of space and work sensibly. They evaluate others work with respect for others feelings and show a very good knowledge of how the quality of movements can be improved. Behaviour is at least good, and sometimes very good. Occasionally boys and girls find it difficult to co-operate together as a team.
167. The quality of teaching is good overall, with some very good teaching observed in a gymnastics lesson. All lessons have an appropriate warm up and cool down, and the pace of physical activity is maintained throughout lessons. All teachers have high expectations of what pupils can achieve. Teachers make good links with other subjects in lessons, for example, when teachers talk about evaluations being opinion and not fact, for example. Planning is always clear and includes learning objectives and assessment opportunities. Plenty of time is given for pupils to practise and perform and the coaching skills of teachers are very good. Behaviour is well managed through challenging pupils, good use of praise and well-organised lessons.
168. Leadership of the subject is satisfactory. The co-ordinator has taken advantage of recent initiatives and this has had a positive effect on continuity of progress in games. However, there is still not an overall scheme of work for the subject, therefore progress is very dependent on the individual skills of teachers in other areas of physical education. Assessment is of a general nature, although pupils do receive certificates in swimming. Resources are good. The size of the hall sometimes impacts on the pace of lessons, as not all pupils are always able to practise and perform at the same time. The best teachers use this situation well by splitting groups, one for practice and one for evaluation. This works well. The school runs a good range of extra-curricular activities. Teachers freely give up their time and all activities are well attended. In addition, residential visits provide opportunities for outdoor pursuits. All these activities bring an added and valued dimension to pupils' personal and social development as well as enhancing their physical skills.

164.

164. PART C: INSPECTION DATA

169. SUMMARY OF INSPECTION EVIDENCE

- A total of 42 hours 40 minutes was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Parts of some extra-curricular activities were observed.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- An additional meeting took place in the week of the inspection with the Chair of Finance.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors observed lunch-time behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended assemblies for both key stages.
- Additional documentation was scrutinised including long-term curriculum planning and finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

1. 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	137	0	10	8

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	6.3
Number of pupils per qualified teacher	21.7

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	60.75

Average class size:	27.4
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Financial data

Financial year:	1998/99
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	£
Total Income	264971
Total Expenditure	254068
Expenditure per pupil	1705
Balance brought forward from previous year	16391
Balance carried forwards to next year	27294

PARENTAL SURVEY

Number of questionnaires sent out:	137
Number of questionnaires returned:	71

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	55	41	4	0	0
I would find it easy to approach the school with questions or problems to do with my	47	48	1	4	0
The school handles complaints from parents well	18	52	23	7	0
The school gives me a clear understanding of what is taught	28	66	6	0	0
The school keeps me well informed about my child(ren)'s progress	48	44	6	2	0
The school enables my child(ren) to achieve a good standard of work	55	42	1.5	0	1.5
The school encourages children to get involved in more than just their daily lessons	64	36	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39	54	4	3	0
The school's values and attitudes have a positive effect on my child(ren)	52	44	4	0	0
The school achieves high standards of good behaviour	52	44	3	1	0
My child(ren) like(s) school	55	41	1	3	0