

INSPECTION REPORT

Dunkirk Primary School
Nottingham

LEA area : Nottingham City

Unique Reference Number : 122416

Headteacher : Mrs J Alford

Reporting inspector : Mr D Speakman
OIN: 20086

Dates of inspection : 1st – 4th November 1999

Under OFSTED contract number: 707684

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Marlborough Street Dunkirk Nottingham NG7 2LE
Telephone number:	0115 915 3273
Fax number:	0115 915 3274
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Gotheridge
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D Speakman	Science Design and technology Information technology History	Attainment and progress Teaching Leadership and management
Miss V Cain, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and welfare Partnership with parents and the community
Mrs L Bradley	English Art Under fives Special educational needs Equal opportunities Provision for pupils with English as an additional language	Curriculum and assessment
Mr S Dennett	Religious education	Spiritual, moral, social and cultural development Staffing, accommodation and learning resources
Mr P Williman	Mathematics Geography Music Physical education	Efficiency

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Tel 01789 766099

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Enables all pupils to make good progress, regardless of ethnic origin, ability or gender. Equality of opportunity for all, is an important aspect of the school and all adults ensure that this aim is effectively implemented.
- Establishes a very good ethos, which encourages and achieves very good attitudes, relationships and personal development. Pupils' behaviour is very good.
- Provision for children under five is very good and it provides a good start for children's education. This is a strength of the school.
- Teaching is good and enables pupils to make good progress overall. There is a strong sense of team work amongst adults working in the school.
- The leadership provided by the headteacher is very good. Working closely with the governors, deputy and staff a very clear direction for the ongoing development and improvement of the school is established.
- The support and guidance given to pupils is good and helps them to make largely good progress.
- The curriculum at both Key Stages 1 and 2 is good and supports pupils learning well.
- The provision made for pupils' social and cultural development is very good and is good for their spiritual and moral development.
- The school provides good value for money.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in English at Key Stage 2 and writing at Key Stage 1 are below average.
- II. Some teachers have insecure subject knowledge in the teaching of English at the end of Key Stage 2.
- III. Procedures for and the use of assessment in information technology and some non-core subjects.
- IV. Lesson planning does not always sufficiently meet the needs of pupils of different attainment in some mixed-age classes.
- V. In the provision of resources for information technology.

This is a good school that is rapidly developing with many strengths and few weaknesses. The weaknesses are far outweighed by what the school does well and will form the basis of the governors' action plan, that will be sent to parents and guardians of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made excellent progress in meeting the key issues stated in the last report. They have a clear action plan and detailed analysis of the progress made since the last inspection. There are now good strategies in place, which enable governors to effectively monitor standards and provision, including reports from the school and observational visits. There are now schemes of work for all subjects that are being developed in line with national recommendations. They have responded well to the recommendations with regard to religious education and very good progress has been made in this respect. The role of the curriculum co-ordinators has been developed and they now have greater influence over the development in their subjects and the standards achieved. There are now individual record systems in place for pupils and assessments are used to track the progress of individual pupils in English, mathematics and science. Organisation at the lower end of Key Stage 1 has been improved. There are now very good arrangements for the professional development of staff. The school has made good progress in other areas of weakness that were identified by the headteacher on her appointment. The staff and governors have successfully built into a team that works effectively together for the good of the school. All feel that they have high levels of involvement in the school's development. The quality of teaching has improved, as has provision for pupils with special educational needs and for pupils who have English as an additional language. These improvements can largely be attributed to the improved quality in the leadership and management of the school.

Given the quality of the current management and the expertise and enthusiasm of the staff, the school is judged to have a very good capacity for further improvement and to maintain its strengths.

STANDARDS IN SUBJECTS

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

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

In the results of the National Curriculum tests, the standards achieved in comparison with all schools in English, mathematics and science are well below average. When compared with similar schools, standards in English, mathematics are below average and are average in science. The numbers of pupils taking the tests were small at both key stages. The percentage of pupils on the special needs register was high at Key Stage 2 at 31 per cent. There is a high level of pupil mobility and more than half of the pupils who took the tests at the end of both key stages had joined the school mid key stage. Of these about a half had English as an additional language. Consequently, this assessment data should be interpreted with some caution. Inspection evidence shows that, at the end of Key Stage 2, standards in English are below average and are average in mathematics and science. Standards in information technology are sound and in religious education are in line with the requirements of the locally agreed syllabus.

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		Good	Good
Religious education		Good	Good
Other subjects	Very good	Good	Good

The quality of teaching is good overall. Ninety five per cent of teaching is satisfactory or better, over 70 per cent good or better, 30 per cent very good or better and five per cent excellent. Teaching is good overall, with that for children under five, at Key Stage 1 and in lower Key Stage 2 being good. It is satisfactory at upper Key Stage 2.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good in classrooms and around the school. This results in a calm and ordered school in which a very good learning atmosphere is established.
Attendance	Good. Pupils are keen to come to school and are punctual.
Ethos*	Very good. The climate for working, attitudes and relationships are very good. The school is committed to achieving high standards.
Leadership and management	Very good. There is a very clear vision for the future of the school and staff and governors work well together. The school's aims, values and policies are very well implemented.
Curriculum	Is very good for children under five and is good at Key Stages 1 and 2. It is enriched by a very good provision for extra-curricular activities.
Pupils with special educational needs	Provision is good and enables pupils to make good progress.
Spiritual, moral, social & cultural development	Provision for pupils' social and cultural development is very good. It is good for their spiritual and moral development.
Staffing, resources and accommodation	There is a good match of teachers and support staff to the needs of the school. There are very good arrangements for the professional development of staff. The accommodation is good.

Value for money	The school provides 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
VI. They feel that they are encouraged to play an active part in the life of the school and they find it easy to approach the school with any concerns, which the school handles well. VII. Parents feel well informed about their children's progress. VIII. The positive effect that the school's values and attitudes have on their children and the standards of behaviour that the school achieves. IX. Children enjoy coming to school. X. The attention that the school gives to the multi-cultural nature of the school and that it celebrates effectively the richness of the cultural diversity within the school.	XI. There are a few pupils that are not XII. Some are not satisfied with the work

During the inspection, inspectors found that they agreed with the positive aspects of the school reported by parents. The view of parents on homework is not substantiated. Homework is satisfactorily used to effectively support pupils' work in school. Some older pupils are not sufficiently challenged.

KEY ISSUES FOR ACTION

In order to further improve standards and the quality of education provided, the governors, headteacher and staff should:

1. Raise standards in English at the end of Key Stage 2 by:
 - .improving the subject knowledge in teaching of language and literacy,
 - .raising the teacher's expectations of what pupils can do,
 - .meeting the needs of more able pupils by providing more challenging tasks for them.
(Paragraphs 5, 24, 76, 78, 79, 83, 84)

1. Improve the standards of writing across the school by:
 - .developing clearer learning objectives for creative work
 - .systematically identifying opportunities in other subjects to further develop writing.
(Paragraphs 11, 32, 41, 83, 84, 113)

1. More effectively meet the needs of pupils of different attainments in mixed age classes by:
 - .further developing and implementing assessment procedures where needed,
 - .making greater use of the data available in lesson planning to ensure appropriate tasks are provided for different groups of pupils and for individuals.
(Paragraphs 24, 34, 37, 38, 83)

§ In addition to the above key issues for action, the governors should also consider the following in their action plan:

- § Investigate ways to improve the provision of information technology equipment available to pupils.
- § (Paragraphs 62, 107)

INTRODUCTION

Characteristics of the school

1. Dunkirk is a primary school administered by The City of Nottingham Local Education Authority (LEA). It is situated in Dunkirk, close to the city centre. There are 115 pupils in the school aged between 5 and 11. There is an attached nursery with 52 part-time places giving a full-time equivalent of 26. Children start in the nursery in the term following their third birthday and transfer to the main school in the half term following their fifth birthday. All children attend part-time and a significant minority transfer at five to other schools in the neighbourhood where there is no nursery provision. At the time of the inspection all but four children were under five.
2. The school serves the surrounding area, which comprises largely of privately owned or rented accommodation. There is an increasing number of houses that are being rented to the large student population. Consequently there are fewer children living in the area and numbers on roll have fallen from 211 in 1994 to the present 167 (including children in the nursery). The majority of pupils come from the local community, which supports a wide range of social backgrounds and 33 per cent of these pupils are entitled to free school meals. The school also admits a high proportion of pupils that are children of academic backgrounds. Their parents work or study at the nearby Queens Medical Centre and at the University of Nottingham. Many of these pupils enter the school with little or no English and their stay can be as little as six months or up to three years. Currently there are pupils from fifteen different countries and the school is a multi-national school in every sense. When children enter the nursery a significant proportion have lower than expected levels of competency and confidence in literacy, numeracy and personal and social skills for their age. Standards on entry cover a very wide range, that are below that of other nurseries in the local authority and below the level found nationally. A significant number of children speak English as their second language and quite a few speak very little or no English when they start.
3. The aims of the school are underpinned by their total commitment to the principles and practice of equal opportunities. The school is stated to be an inclusive school that welcomes all children and seeks to remove barriers to learning that prejudice can create. Every individual is valued, successes are celebrated and the environment reflects the cultural diversity of the school. The school seeks to raise achievement in all areas of school life through the provision of a motivating and relevant curriculum and providing challenging educational experiences. They aim to provide a welcoming atmosphere where children can experience and make positive relationships. Pupils are helped to be an active and caring member of the community, where they can foster self-esteem and confidence. To do this the school works in close partnership with parents and carers.
4. Current whole school focus is to raise literacy skills, particularly in reading and writing. During 1999/2000 this will extend to focusing on numeracy skills and in particular the language and problem solving aspects of numeracy.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	13	4	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	13	13
	Girls	3	3	4
	Total	15	16	17
Percentage at NC Level 2 or above	School	88 (66)	95 (60)	100 (60)
	National	82(74)	83(80)	87(83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	13	13
	Girls	3	4	4
	Total	16	17	17
Percentage at NC Level 2 or above	School	94 (69)	100 (61)	100 (56)
	National	82(80)	86(83)	87(85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	8	8	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	5
	Girls	4	4	6
	Total	9	9	11
Percentage at NC Level 4 or above	School	56(29)	56(17)	69(56)
	National	70(64)	69(58)	78(68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	5
	Girls	4	5	6
	Total	9	10	11
Percentage at NC Level 4 or above	School	56(28)	63(27)	69(50)
	National	68 (64)	69 (64)	75 (70)

Attendance

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

		%
Authorised Absence	School	5.5
	National comparative data	5.7
Unauthorised	School	0.3

1

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

2

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

Absence	National comparative data	0.5
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Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	30
Satisfactory or better	95
Less than satisfactory	5

4. PART A: ASPECTS OF THE SCHOOL

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. Attainment at the end of Key Stage 1 in English, mathematics, science and information technology has been maintained since the previous inspection and remains again in line with the national averages. At the end of Key Stage 2, attainment in English is now below average and was judged to be average at the time of the previous inspection. Attainment in science and information technology has been maintained and remains average. Attainment in religious education still matches the requirements of the Locally Agreed Syllabus. At the time of the last inspection, standards and progress were judged to be satisfactory in all non-core subjects, but good in physical education at Key Stage 2. This satisfactory progress has been maintained in all non-core subjects at both key stages, and in physical education progress remains good at Key Stage 2. In art at Key Stage 1 and design and technology at Key Stage 2, progress has improved and is now good.
6. The proportion of pupils achieving Level 2 or above in the national tests in 1999 for seven year olds in reading was above average, was well above average in writing and was very high in mathematics. The percentage of pupils attaining the higher Level 3 was very low in reading and writing and very high in mathematics. When compared with similar schools, the percentage of pupils attaining Level 2 or above was very high in reading, writing and mathematics. The percentage of pupils attaining the higher Level 3 was well below average in reading and writing, and was very high in mathematics.
7. In the national tests for 11 year olds in 1999, the school's results in terms of the percentage of pupils gaining Level 4 was well below average in English, mathematics and science when compared with the national average. The percentage of pupils who attained Level 5 or higher was very low in English, but well above average in mathematics and above average in science. When compared with similar schools, the percentage of pupils attaining Level 4 or higher was below average in English, mathematics and average in science. For those attaining Level 5, the results were very low in English, very high in mathematics and well above average in science.
8. Although assessment data from 1998 indicates that girls perform better than boys in the tests at Key Stage 2 and conversely at Key Stage 1, lesson observations, the scrutiny of work and conversations with pupils confirm that there is no difference in the performance of boys and girls. Neither is there any evidence to indicate that pupils from origins other than English make different levels of progress. This is due to the school's high profile of equal opportunity for all, regardless of gender, origin or ability.
9. Assessments completed within the first few weeks of entry indicate that a significant proportion of children have levels of competency and confidence well below that expected in literacy, numeracy and personal and social skills for their age. This is largely because a significant number of children speak English as an additional language and quite a few speak very little or no English when they start in the nursery. Children make at least good progress in developing their knowledge, skills and understanding in all six areas of learning. By the time they reach statutory school age, attainment remains below expectations in language and literacy, in mathematics and their knowledge and understanding of the world but almost all children attain the desirable outcomes in their creative, physical, personal and social development. Many children attain levels that are above those expected in using their imagination, expressing themselves creatively and in manipulating tools and materials with dexterity.

10. Pupils enter school with standards that are generally below average, particularly in literacy, numeracy and personal and social skills. In the short time that some pupils are in school they make good progress. Although standards in English and mathematics remain below average at the end of Key Stage 2, progress is good overall. It is good for children under five, at Key Stage 1 and in the early part of Key Stage 2. Towards the end of this key stage, progress slows, but is still satisfactory. At Key Stage 1 pupils make good progress in English, mathematics and science and satisfactory progress in information technology, religious education. They make good progress in art and satisfactory progress in all other non-core subjects. At Key Stage 2 pupils make satisfactory progress in all subjects except in physical education and design and technology where it is good. Pupils with special educational needs make good progress towards their targets in the nursery, and at both key stages. Those pupils who have English as an additional language also make good progress in the acquisition of language skills and then in other subjects.
11. At Key Stage I, most pupils make good progress in English. By the age of seven, they achieve standards that are in line with national expectations in all aspects but writing, where standards are just below. At Key Stage 1 pupils with special educational needs make good progress because teachers take good account of their individual needs in the literacy hour. Pupils who speak English as an additional language also make good progress. Joint planning by the class teacher and the support teacher ensures that they are presented with the appropriate levels of challenge and support. At Key Stage 2 most pupils make good progress in Years 3 and 4, but barely satisfactory progress in Years 5 and 6, especially in writing where a majority make unsatisfactory progress. By the age of eleven, pupils attain standards in line with expectations in speaking and listening, but do not meet expectations in reading or writing. Pupils with special educational needs are generally making good progress in reading and writing. Progress is variable for pupils who speak English as an additional language, but satisfactory overall. Those who enter the school with no more than a few words of English make very rapid progress because of the very good intensive support they receive on daily basis. However, higher attaining pupils do not always receive sufficient support in understanding abstract language or idiomatic expressions.
12. In mathematics, the attainment of pupils at the end of Key Stage 1 is well above average, with all pupils achieving the national average and more than a half achieving the higher Level 3 in 1999. They develop good number skills and use these well in practice. They are steadily building knowledge of shape and know the names of an appropriate range of two and three-dimensional shapes. They develop a good foundation in measuring skills and accurately measure length to the nearest centimetre for example. They are able to tell the time accurately and most pupils, including those with English as an additional language, know the names of the days of the week, the months and the seasons. Pupils are beginning to develop good investigation skills at this early stage. Attainment at the end of Key Stage 2 is average and due to the profile of the pupils, progress is satisfactory overall. However, pupils of higher attainment make good progress and achieve well. Pupils' ability to apply skills in a range of contexts, such as in the "Fashion Project" is a strength. Pupils are confident with number and most have rapid recall of number facts. They know the names and properties of an appropriate range of two and three-dimensional shapes, however they are less familiar with work related to angles. Pupils develop sound investigation skills and investigate a range of mathematical situations.

13. In science pupils at Key Stage 1 make good progress and satisfactory progress at Key Stage 2. Attainment at the end of both key stages is average. At Key Stage 1, pupils identify appropriate areas for investigation in their experiments and pose relevant questions. They use simple apparatus, such as thermometers when measuring temperature. Pupils have a satisfactory understanding of the life and living processes, including change that takes place over time in themselves. They have an appropriate understanding of habitats and the life systems that live co-operatively within these. Pupils learn effectively about materials and their properties and in physical processes, they develop appropriate understanding about how light travels and how shadows are formed. They have a satisfactory understanding of sound, the source and the physical differences between loud and soft sounds. They know about forces and the effects that these create, such as floating and sinking. Pupils' work at Key Stage 2 indicates that standards in experimental and investigation work in science are strengths. Pupils are able to devise fair tests, specifying which elements are variable and which must remain constant. They make meaningful predictions, relevant observations, and record their conclusions and observations accurately and clearly. Pupils have developed their knowledge of different habitats such as woodlands, seashores and farms satisfactorily. They know about a healthy lifestyle and the foods that provide a good diet. They understand about planets and have created a comprehensive database on those in the solar system. They have a clear understanding of forces of different kinds, such as magnetism.
14. The school has implemented the National Literacy Strategy effectively and is taking the same approach to the introduction of the National Numeracy Project. Their implementation is having a positive impact upon standards and pupils use their literacy skills across the curriculum well, as when they use their research skills in history, and in sequencing instructions in design technology. They make sound use of their numeracy skills, for example, representing science results as charts and graphs, and in measuring in design and technology. Standards in information technology in other areas of the curriculum are sound. Information technology is used regularly in English to aid the writing of stories and poems but its use in most other subjects is in an early stage of development.
14. **Attitudes, behaviour and personal development**
15. Parents praise very highly the pupils' attitudes and values which are consistently promoted by the school. Pupils of all ages are very interested in their work; they are eager to please and to participate. Particularly good examples of interest were observed in religious education, games and music lessons. Levels of concentration are good and often very good, particularly noteworthy amongst the nursery pupils. Pupils diligently persevere when given challenging work. All pupils settle quickly to their given task and the atmosphere is very conducive to learning. Pupils' attitudes have a positive impact upon the quality of their work. Some good examples of high levels of concentration were observed in Key Stage 1 literacy and art and Key Stage 2 fashion work in design and technology.
16. Relationships are a clear strength of the school. All pupils work and play well together and respect for each other is evident. Other pupils quickly welcome new pupils. Pupils with special educational needs and those for whom English is an additional language are fully integrated. The multi-cultural nature of the school is a great strength and provides many learning opportunities. Everyone is valued and makes a significant contribution to the strong family atmosphere that prevails. Pupils relate well to each other and follow the good role models of adults working in the school and they appreciate the help given. Pupils show great respect for equipment and materials and willingly share. They help and listen to each other, demonstrating care and understanding. The care and consideration shown by pupils towards each other ensures that pupils with special educational needs play a full part in all activities and are motivated learners. When given the opportunity, pupils work together enthusiastically, this was effectively demonstrated in discussion in religious education. Pupils willingly and effectively used language to explain their thinking and justify their reasons in discussions with each other.

17. Behaviour is very good. Pupils move around the school carefully particularly in congested areas. High standards are expected at all times and pupils respond positively. There have been no exclusions in the last two years. No incidents of inappropriate behaviour were observed during the inspection. Pupils report that there are no incidents of bullying or of inappropriate relationships between pupils of different origins.
18. Pupils respond well to the numerous opportunities that the school provides for pupils' personal development and a good range of responsibilities. Pupils diligently perform any tasks given and pride is evident. Examples of pupils frequently helping each other with a variety of activities were seen. Pupils are encouraged to resolve their own "squabbles" where possible. The members of the school council are proud of their involvement and this provides a good forum for harmony and development.

Attendance

19. Levels of attendance at the school are good and remain above the national average, when the figures for the few pupils taking extended visits overseas are not included in the average. This has a positive effect on learning and attainment. The main reasons for absence are illness and some holidays taken within term time. Parents are aware of the need to inform of absences; unauthorised absence is very rare.
20. Pupils arrive punctually to school and lessons start promptly.

20. QUALITY OF EDUCATION PROVIDED

Teaching

21. At the time of the previous inspection, 84 per cent of lessons taught were satisfactory or better, and teaching was judged to be better at Key Stage 2, with over half of the lessons being good or very good. This has improved, with 95 per cent of teaching being satisfactory or better, over 70 per cent being good or better, 30 per cent very good or better and five per cent excellent. Teaching is now good overall. At lower Key Stage 2, teaching is good whereas it is satisfactory overall at the end of the key stage.
22. The quality of teaching of children under five is consistently good and sometimes very good. There is good interaction between children and adults that extends learning. The two part-time teachers are well qualified and experienced, work in a very similar way and ensure a high level of consistency of learning and teaching throughout the day. An important element is the calm, well-structured learning environment in which all adults work as a team, building on each other's strengths. Teachers have very good knowledge of how young children learn and have high expectations of their ability to succeed. Planning is very detailed and specific to the needs of each child. And is based on a very clear understanding of the early years' curriculum and the perceptive and accurate observations that are made very regularly for each child. Organisation is very good and activities planned are relevant and purposeful. Teachers use questioning effectively to develop children's thinking and to encourage them to express themselves effectively. Teachers have high but realistic expectations of behaviour. The effective use of the outside area, along with the imaginative use of space within the nursery itself and the development of good quality resources ensures that children are presented with an exciting environment in which to learn.

23. Pupils with special educational needs are generally well supported whether in the classroom or in small groups that are withdrawn for targeted teaching. Learning support and special needs assistants work very effectively with individuals and small groups. The work is carefully planned and there is good communication between the class teacher, the support staff and the special needs co-ordinator and the teacher responsible for provision for pupils with English as an additional language. Teachers are aware of pupils' targets and in the best lessons, take these into account by providing activities that enable pupils to become fully involved. However, teachers do not always include the needs of pupils on the register in their short-term and daily plans. Work is rarely differentiated in subjects other than mathematics or science other than by providing additional guidance. Provision for those who have English as an additional language is very good.
24. Teachers generally have a sound knowledge of the subjects that they teach. It is often good at Key Stage 1, but there are some weaknesses, for example at Key Stage 2 where there is insufficient knowledge in teaching English at the end of Key Stage 2 and this has a limiting effect on the progress that pupils make. Otherwise teachers use their knowledge to make lessons interesting and imaginative, such as literacy and religious education lessons at Key Stage 1 and in design and technology at Key Stage 2. Teachers' expectations vary and are good at Key Stage 1 and sound overall at Key Stage 2. Where expectations are lower, teachers do not always insist on high standards, for example in literacy at the end of Key Stage 2. Where they are high, teachers pay good attention to detail and make their expectation of high standards clear. Planning is generally good. It outlines the structure and main activities in lessons, setting the lesson in context, what pupils are expected to learn and activities for individual groups of pupils. However, these are not always clearly stated and in a few classes, activities are not well matched to all pupils' needs. Methods and organisation are good, are appropriate to what pupils are intended to learn and to what is being taught. Teachers use exposition well and conduct discussion effectively. In the best lessons, introductions are lively, engage pupils' interest, are of appropriate length and leave sufficient time for pupils' main learning activities. Teachers manage their pupils very well and classrooms are purposeful and orderly. Relationships are very good and teachers establish and maintain very high standards of behaviour in their lessons. Staff are good role models and are greatly respected by pupils. All of this creates a very good climate for effective learning to take place. The use of time and resources is good throughout the school. Good use is made of technology, such as video presentations and sets of earphones to help in reading books for example. Lessons move at a brisk pace and teachers' use of time is good. Teachers use homework to satisfactory effect, such as when pupils prepare through research in science and learn spellings and read to support work completed in school.
25. Overall, teachers have a good knowledge of the National Literacy and Numeracy initiatives and they implement these to good effect in literacy and to satisfactory effect in numeracy. Lessons reflect well the recommendations of these strategies and are having a good impact on standards, particularly in literacy.

25. **The curriculum and assessment**

26. The school provides a curriculum that is both broad and generally well balanced at both key stages and that meets statutory requirements. The provision for religious education has improved substantially since the previous inspection and is now good. Sufficient time is now allocated to the subject and planning is based appropriately on the requirements of the locally agreed syllabus ensuring a broad and balanced curriculum. This key issue has been addressed very effectively. Sufficient emphasis is also given to information technology although the school recognises that it still has some way to go in making effective use of it in all subjects. The curriculum for children under five is planned very well to give children a wide range of experiences across all areas of learning in a highly relevant and progressive way.

27. The school's total commitment to the principles and practice of equality of opportunity, founded on a very good quality policy, is evident in all aspects of school life and all pupils have equal access to the curriculum. The effective and flexible use that is made of ethnic minority support teaching ensures that pupils of all attainments with little or no English have access to the whole curriculum as quickly as possible.
28. The provision for pupils with special educational needs has improved and is now good. The school meets the requirements of the Code of Practice. Individual education plans have generally clear targets, which are implemented consistently and are reviewed regularly with parents. Combined with small group teaching and well-targeted support, this leads to the majority of pupils with special educational needs making good progress. The previous report noted the unsatisfactory provision for pupils on stage 3 and above of the special needs register. This weakness has been satisfactorily addressed.
29. There is a well-planned programme for personal, social and health education. This covers many important aspects, such as sex education, drugs awareness and citizenship. Wider issues, such as self-esteem, handling conflict and the ability to express feelings and concerns openly, promoted through "Circle Time" and "Thinking Book" sessions prepare the pupils effectively for their transition to secondary school. The curriculum promotes the pupils' intellectual, social and physical development soundly.
30. Since the appointment of the present headteacher, staff and governors have formed a successful working partnership to promote curriculum development based on sound principles expressed clearly in a comprehensive curriculum policy. The issues raised in the previous report are being addressed thoroughly and systematically to ensure that there is a developing and shared understanding of both policy and practice.
31. Teaching time was below the recommended minimum at Key Stage 2 at the time of the previous inspection. This has been rectified and teaching time increased at Key Stage 1. The allocation of time to particular subjects has been set to meet both national and school priorities. A significant proportion of time is devoted to reading and writing as part of the school's drive to raise standards and in recognition of the high proportion of pupils who speak English as an additional language. The school is trying hard to maintain complete coverage of all subjects so that pupils have worthwhile experiences. For example, the Fashion Project, which pupils in Key Stage 2 are involved in each year, enables them to make very good progress in this aspect of design and technology.
32. The school has implemented the National Literacy Strategy effectively and is taking the same approach to the introduction of the National Numeracy Project. The pupils use their literacy skills across the curriculum, for example, they use their research skills in history, and in sequencing instructions in design technology. They make sound use of their numeracy skills, for example, representing science results as charts and graphs, and in measuring in design and technology. Information technology is used regularly in English to aid the writing of stories and poems but its use in most other subjects is in an early stage of development.
33. Two further key issues in the previous report were to provide schemes of work for each curriculum area and to improve organisation at the lower end of Key Stage 1. The headteacher and staff have addressed both issues effectively. As well as the adoption of the literacy and numeracy strategies, the school has purchased schemes of work developed by another local authority which have been adapted to take account of the school's needs and nationally published schemes. The aims and objectives for the teaching of each curriculum subject are clearly outlined in sound quality curriculum policies. Clear success criteria were established in improving organisation for the oldest children in the nursery and pupils in Year 1 based on sound principles. The transition curriculum that is now in place forms an effective bridge between the nursery and Key Stage 1 curriculum, and is being implemented well by all staff involved.

34. On her arrival, the headteacher also identified the urgent need to introduce medium and short-term planning. Teachers have worked extremely hard to develop a consistent approach to planning and have established sound teaching plans that are firmly based on the new schemes of work. These ensure that most pupils make satisfactory progress in their knowledge, skills and understanding, and that they have continuity in their experiences. The school recognises that the next stage is to identify more clearly the learning objectives for pupils of different attainments to ensure that pupils in mixed age classes make the progress of which they are capable, in particular the most able. The school is well placed to move forward in its aim to raise achievement in all areas of school life by providing a motivating and relevant curriculum.
35. There is an excellent range of extra-curricular activities that cater for a wide range of interests. A significant proportion of staff and pupils are involved regularly throughout the year. Boys and girls participate in a wide range of team sports, such as netball, football and basketball, and they frequently compete successfully against local teams. Those pupils interested in music-making sing in the choir and benefit from optional peripatetic music tuition on the saxophone, clarinet, violin and viola. There are opportunities for those who wish to pursue their interest in computers, science, French and learning international dances. A wide variety of visits and visitors to the school extend the curriculum for all pupils and complement the work in subjects such as religious education, art and history.
36. The previous inspection report identified the lack of formal assessment on entry to nursery and to statutory schooling and the need to extend the present school systems to include individual records was a key issue. Good assessment procedures are now in place across the school and the use of assessment is satisfactory overall with some good features. Procedures are very good in the nursery, where baseline assessments on entry and at the age of five, provide good guidance to teachers in their planning for individual children and enable them to track their progress in learning effectively. The school has broadened assessments to take account of the creative area of learning and children's knowledge and understanding of the world to ensure that they have a complete picture of each child's development. Teachers make effective use of assessments in their planning and this ensures that most children make good progress in all areas of learning.
37. Standardised and school-based tests are carried out regularly in English, mathematics and science. The results are analysed carefully to identify trends across the school and in year groups and to provide information on individual pupils. The information gained is used effectively to set individual targets for all pupils and to revise the teaching plans appropriately. For example, analysis of last year's mathematics test has resulted in more emphasis being given to developing the language of mathematics and to problem solving. The systems for tracking individual pupils' progress in English and mathematics, based on a local education authority tracking project, are thorough. The school has begun to analyse results in relation to age, gender and ethnicity. Groups of pupils have been targeted in specific areas of English and provided with programmes of intensive support. This is working well, although the systems have not been in operation long enough to judge the extent to which they are making an impact on the raising of standards. There are plans to extend this process to science now that it is becoming firmly established in English and mathematics. Practice in monitoring pupils' individual progress is exemplary. This enables teachers to be fully aware of each pupil's progress over the long and short term. Current assessment procedures for other subjects are largely informal, although the school is beginning to develop procedures in religious education and information technology.

38. A key aspect in improving assessment has been the involvement of all staff in developing portfolios in English, mathematics and science. These illustrate the criteria for establishing the standard of individual pieces of work and provide good guidance to staff and promote consistency of practice. Assessment opportunities are a key feature of the best examples of teachers' planning so that they are able to judge accurately what their pupils have learnt, and the strengths and weaknesses in their learning. There is not yet consistency of practice in using these assessments to inform future plans either for groups or individuals. The English co-ordinator has developed effective procedures for monitoring progress in reading and this enables teachers to make regular assessments in guided reading sessions in order to set individual targets. Teachers share targets with pupils and a good example of target setting was seen in Year 1. The young pupils colour in a caterpillar card as they work towards a small number of targets in English, mathematics and science. These are shared with parents and provide a good focus for learning and teaching and they are motivating for the pupils. Work is marked regularly and is generally positive and encouraging. The best marking extends and challenges the pupils' thinking and makes it clear what they have done well and precisely what they need to do to improve. This is common practice in some classes but rarely seen in others.

38. **Pupils' spiritual, moral, social and cultural development**

39. Overall, there is very good provision for pupils' spiritual, moral, social and cultural development and this is a significant strength of the school.

40. The school makes good provision for pupils' spiritual development. There are good opportunities for pupils to consider their own beliefs and feelings through collective worship, religious education lessons and circle time. Appropriate moments of reflection and prayer enable pupils to think about important issues and respond if they wish. For example, in an assembly about light, pupils were able to reflect on the meaning of light in a number of religious traditions. Their studies of Diwali have further enhanced their understanding of this spiritual concept.

41. "Thinking Books" contributes to pupils' spiritual development by providing them with opportunities to write down their feelings about events in their lives. For example, a pupil in Year 2 was able to express her grief over the loss of a grandparent and older pupils their concern for the victims of the Paddington rail disaster. Occasionally opportunities to promote awe and wonder are missed in other subjects and this aspect of spirituality is still underdeveloped.

42. Provision for pupils' moral development is good. There are many opportunities for pupils to develop their moral awareness, and teachers provide good role models by reinforcing positive values and responsible conduct. The school's ethos promotes a clear understanding of right and wrong, which is re-informed by assemblies, religious education lessons and aspects of other subjects. In a lesson on 'puja', for example, pupils were examining Hindu religious objects. One commented that it was wrong to laugh at people who had different beliefs to one's self. On another occasion, a child in the nursery was genuinely sorry when he laughed at a girl who had fallen off her chair. When confronted by the teacher he said, "I've said sorry", almost in tears.

43. The school makes very good provision for pupils' social development. From the moment they enter the nursery, they are given many opportunities to work together in groups, collaborating well together on projects and supporting those for whom English is an additional language. Older pupils are given responsibilities, such as collecting registers, taking messages and assisting around the school. They fulfil these duties well and conscientiously. For example, a group of girls were observed putting away musical instruments very carefully, taking great care to ensure that they were put away in the correct place. The positive, multicultural ethos of the school provides a good environment for pupils to learn how to get along with others and tolerate differing views. The pupils' School Council provides good opportunities for pupils to learn good citizenship and contributes substantially to their social development. The ways in which teachers consistently look for ways to bolster special needs pupils' self-esteem and involve them to the full in every aspect of the curriculum is highly effective in promoting their social development. These pupils speak very highly of the encouragement they receive and how they believe that they can succeed.
44. The wide diversity of cultural backgrounds of the pupils of the school means that there are many resources on which staff can draw to promote pupils' cultural awareness. As a consequence there is very good provision in this area. Assemblies, religious education, art, music and geography make positive contributions to this aspect by providing pupils with opportunities to experience many cultures. Pupils have benefited from visits from theatrical groups, "Travelling by Tuba" and a visiting renowned poet to enhance their musical and literacy appreciation. There are regular celebrations of the diversity of cultures in the school. For example, children in the nursery enjoyed celebrating Diwali and older pupils have studied the Chinese New Year, Shabbat and a traditional Christian Christmas. There are many opportunities to study a wide range of artists and styles, both Western and non-western and to listen to music from around the world. For example, in a music lesson, pupils in Years 4 and 5 listened to African drumming and chanting by Native Americans.
44. **Support, guidance and pupils' welfare**
45. The school's aims are clearly met in the provision of a welcoming atmosphere and a safe and happy environment. Admission procedures ensure that children experience a smooth and confident start to their schooling and that children aged under five settle well. Pupils are happy and secure and they enjoy coming to school. Parents praise the high standard of care provided and are confident that their children are receiving positive guidance.
46. Attendance is well monitored. Registrations take place twice daily and are both prompt and efficient. High standards of behaviour are expected at all times and pupils respond well. The monitoring of pupils' academic progress and personal development is good. There has been a significant improvement since the last inspection and the system now in place is effective, appropriate to inform future planning. The school monitors the progress of pupils with special needs through regular reviews when targets are reviewed and revised.
47. Pupils' medical needs are well met. There are sufficient trained first aiders and parents are contacted immediately if there are concerns. There are presently no health and safety hazards. Regular fire drills and checks take place. Effective systems are in place for handling Child Protection issues and all staff are vigilant. Appropriate use is made of outside agencies for professional advice and support. Special educational needs pupils and those with English as an additional language are well integrated with good support provision. Programmes are in place to provide pupils with sex education and drugs awareness as they get older.

48. All staff know their pupils well and are very consistent in their approach to maintaining high standards of behaviour, which are justifiably celebrated. Rules are well known and re-enforced both in class and through assemblies. Lunchtime staff ensure that high standards prevail both in the dining areas and outside. The high level of care and commitment by all staff is a clear strength, valued by both parents and pupils and has a positive impact upon the quality of education and the standards achieved.
48. **Partnership with parents and the community**
49. Communications with parents are wide ranging and valued, keeping them well informed on events and topics to be covered. Workshops in literacy and numeracy, and the parents' forum also enable an exchange of information to take place. Staff are friendly and approachable with parents confirming that their views are always listened to and valued, and that they are made to feel welcome. Reports to parents are satisfactory and meet statutory requirements. Parents are presently given insufficient information regarding their child's attainment and progress over the year. Teachers have developed good relationships with parents and carers of pupils with special educational needs and provide regular feedback on progress and concerns at termly review meetings.
50. Pupils are well supported by parents, grandparents and visitors to school. Parents and helpers are actively involved in a wide range of activities including listening to readers, with swimming, trips, cooking, and sewing. In addition, numerous students from the university support pupils in their reading, with language and in the nursery. Parents are actively involved in hearing their children read at home. Parental support for events such as, assemblies, productions, jumble sales, fashion show is good. Although, there is presently no parent teacher association, parents regularly help with fund-raising and other events.
51. Community links are very good with every opportunity taken to involve the university, college, technical college and local industry. Pupils regularly visit the elderly, raise money for both local and national charities and enter a variety of competitions. All these activities broaden pupils' horizons and prepare them for the outside world. A clear programme is in place to ensure the smooth transition of pupils to their next school with visits taking place and documents transferred. Sporting links are strong, with pupils keenly participating in a variety of sporting competitions with local schools.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

52. The headteacher has been in post for two years. Since her appointment, ably supported by the recently appointed competent deputy, a group of knowledgeable and committed governors, and dedicated and hard-working staff, there has been some considerable improvement in the quality of leadership and management. There were a number of key issues reported at the time of the previous inspection that were related to the leadership and management of the school. The school was required to develop strategies to enable the governing body to monitor standards; to develop the role of the curriculum co-ordinators to enable them to have a greater influence over the development of their subject and the standards attained; consider ways of improving organisation at the lower end of Key Stage 1 and to agree a long-term staff development policy. The school has made excellent progress in addressing these issues and a number of other issues raised by the headteacher since her appointment. The governing body now effectively monitors standards and the school's development through visits, discussion with teachers and through the headteacher's reports at meetings. There is also a good amount of informal contact and discussion between the head and the chair of governors, at which time, valuable discussion takes place. The role of the curriculum co-ordinators has been successfully developed and they now have a good level of influence over the development in their subjects. This has had a good impact on provision and the good progress that pupils make whilst in school. There is now a good level of organisation at the lower end of Key Stage 1 and this key issue has been fully met. There is now a very good provision for the professional development of all staff.
53. Working closely together, the headteacher, deputy head, governing body and members of the teaching staff have established a very clear direction for the development of the school. Upon appointment, the headteacher conducted a full audit of the position of the school, identifying the school's strengths and a range of weaknesses that needed to be addressed. This analysis shows a very clear insight into the needs of the school and what should be done to meet the specific needs of the pupils. In response to this initial analysis, the governing body, headteacher and staff have worked hard to develop a strategic plan for school improvement and to implement their strategies effectively. Their leadership is having a positive impact upon the improving standards that pupils are achieving.
54. Each subject has a co-ordinator and a link governor with the responsibility to monitor its development. Co-ordinators are capable, enthusiastic subject managers and they support other staff well. Each has clear plans for the development of their subject and some subjects such as religious education, which has been a priority in the school improvement plan, has had very good progress in development. The co-ordinator, headteacher and link governor, through close scrutiny of standards and provision, closely monitor this development. This is then evaluated for strengths and weaknesses and support, where needed follows. This is evident in the headteachers' monitoring of teaching, when outcomes are discussed and supported. Governors also closely monitor curriculum development and standards. Following visits, each gives a presentation to the full governing body, which is fully aware of the work of the school. A group of governors further monitors and analyses assessment data and, in this way, they are fully aware of standards achieved.
55. The leadership and management of special needs provision is now good. Improved procedures ensure that pupils' needs are accurately identified and clear targets established. The headteacher presently maintains an overview of the effectiveness of provision and ensures that resources are effectively deployed. The co-ordinator liaises regularly with class teachers and provides guidance to the support staff.

56. Since the last inspection, the governing body has changed much of its membership. Current governors are fully committed to the work of the school, involved and are genuinely interested in the progress of their pupils. In response to the key issue raised at the time of the last report, the governing body organised themselves into a formal committee structure. Each of the committees, finance and general purposes, personnel and pupils and development has a clearly stated remit for their work. They meet as committees and full minutes of their discussions are circulated to all governors and the chair of each report fully at the next governors meeting. The work of the governing body is well structured and through these mechanisms, informed decisions about the future development of the school are made. They are fully involved in forming the school improvement plan, which is of good quality and effectively focuses and guides the development of the school. Relevant priorities and targets are identified, appropriate attention given to national initiatives and requirements and the schools' needs are well met in development planning.
57. The school's ethos is very good. School management is very successful in implementing its aims, values and policies. There is a very good climate in which pupils work effectively and which encourages very good attitudes to work. There are very good relationships in the school and all adults working in the school are committed to high standards. Of special note is the school's commitment to providing equal opportunities for all pupils to learn and achieve their full potential. They succeed very well in this and this is a very strong feature of the school's success.
57. **Staffing, accommodation and learning resources**
58. The school is well staffed by dedicated and hardworking teachers and support staff. There is a good match of qualifications, number of teachers to the demands of the curriculum. The match of number and qualifications of support staff is good and they provide positive support to teachers. There is a good balance of experience and staff are well qualified to teach children under five and pupils of statutory school age. There is good provision of staffing for pupils with special educational needs and those for whom English is an additional language. The special needs co-ordinator receives a good level of support from the family group in developing understanding and expertise. Teachers are kept well informed and are identifying more effective targets for the pupils in their class. Staffing levels and resources are satisfactory.
59. The administrative support is efficient and contributes effectively to the smooth running of the school. The hard working site manager and cleaning staff maintain the school to a high level of cleanliness and maintenance. Lunchtime supervisory assistants provide good quality, caring assistance to pupils and work effectively to maintain the positive ethos of the school.
60. Arrangements for training and staff development are very good. Regular staff appraisals take place and include personal development needs. The appraisal outcomes also relate well to whole-school planning objectives. Opportunities are provided for staff to observe good practice, work with other colleagues and engage in professional debate. There is a clear system in place, backed by detailed policy. Governors are involved and regularly attend training. The governor training co-ordinator provides good support for colleagues and all staff and governors complete course evaluation forms. These enable the school management to judge the effectiveness of training provision. The school has identified appropriate training needs, including religious education, physical education, personal, social and health education and special educational needs. The professional development co-ordinator has a clear job description and works closely with the staff to ensure their training is matched closely to the school's needs and priorities. All aspects of the key issue raised by the previous report, which required the agreement of a long-term staff development plan, have been fully addressed.

61. The accommodation is spacious and meets the needs of the pupils and the curriculum well. Classrooms not being used as teaching spaces are used well as resource areas. The inside of the school is bright and welcoming. Good displays of pupils' work enhance the environment for learning. The school is well maintained. There is a reasonable sized grass area for the playing of outdoor games, but it is away from the main school. The outdoor play area is adequate and well equipped with game markings and basketball posts. Provision for children under five is good and there is a good range of large, outdoor apparatus to support their physical development. Generally, the accommodation has a positive impact on the quality of learning provide by the school.
62. Resources for most areas of the curriculum are satisfactory. They are of suitable quality and generally sufficient in number. They are appropriately maintained, organised and accessible to staff and pupils. The library has recently been 'culled' of books, which were out-of-date, and as a result, at present only has a limited range of books for research and personal study. The school is aware of this and has plans to improve library provision as part of its long-term strategy. Resources in information technology limit the progress that the pupils make in this subject. The school makes good use of visiting speakers to support many areas of the curriculum. For example, a student came in during the inspection week to show pupils in Years 2 and 3 how the Hindus worship by performing 'puja' in the classroom. The semi-annual residential visit is used to support aspects of geography, science and physical education.
62. **The efficiency of the school**
63. The quality of the school's procedures for strategic and medium term planning is good. The head teacher and governors work in an effective partnership to ensure that priorities are appropriate and reflect the aims of the school. There is clear guidance to inform the work of the governor's finance committee and the headteacher in their respective roles and responsibilities. The school improvement plan has been well constructed. It is detailed and appropriately costed but the link between these costings and the budget is not sufficiently clear. Continuity with previous plans is well maintained within a context of a simple longer-term plan. In addition, planning relates to the local education authority planning priorities. The governors are suitably involved in the preparation of the school development plan. However, while there are clear systems for monitoring and evaluating development, provision for the governing body to be involved in this process and to evaluate the impact of their decisions, beyond the information of the Headteacher's reports, is in the stage of implementation. The framework of the Governors' development committee is in place and provides an effective vehicle for the development of this role.
64. Teachers are generally well deployed to make effective use of their experience and expertise. Good use is made of support teaching for pupils who have English as an additional language and for those pupils with special educational needs. The school ensures that adequate funding is used well to support learning resources in most subjects with the exception of information and communication technology. The school is aware that this needs to be a future priority. The school's accommodation is used very creatively and effectively to enrich the pupils' cultural environment and learning opportunities. Classrooms, thoroughfares and shared areas constitute havens of art, artefacts and cultural richness.
65. The Headteacher is well supported by the school secretary in maintaining efficient procedures for day-to-day management of the school and of finances and the efficiency of financial control and administration is good. The school has acted appropriately on the recommendation of the last Auditor's report.
66. Taking account of the low attainment of pupils on entry to the school, higher than average costs and generally average standards of attainment balanced by good teaching at both Key Stages enabling good progress, the school is judged to provide good value for money.

66. PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

67. Children start in the nursery in the term following their third birthday. All children attend the nursery part-time and they transfer to the main school in the half term following their fifth birthday. A significant minority transfer at five to other schools in the neighbourhood where there is no nursery provision. At the time of the inspection all but four children were under five. Assessments completed within the first few weeks of entry indicate that a significant proportion have levels of competency well below those expected for their age and below average confidence in literacy, numeracy and personal and social skills. Although attainment covers a very wide range, it is well below the level found nationally and in the local authority. This is largely because significant numbers of children speak English as their second language and quite a few speak very little English when they start in the nursery.
68. The school makes very well planned and comprehensive provision for children under five. The well taught curriculum is both stimulating and relevant to the needs of these young children. They make good progress in developing their knowledge, skills and understanding in all six areas of learning. By the time they reach statutory school age, attainment remains below expectations in language and literacy, in mathematics and their knowledge and understanding of the world but almost all children attain the desirable outcomes in their creative, physical, personal and social development. Many children attain levels that are above those expected in using their imagination, expressing themselves creatively and in manipulating tools and materials with dexterity.

Personal and Social Development

69. By the time they are five the personal and social development of most children is at least in line with national expectations. The high quality team work and co-operation amongst all staff and helpers, and the excellent relationship established with parents, has created a real family atmosphere where adults and children feel confident to share their successes and concerns. Relationships between the children are very good. They share equipment and take turns well because staff have provided them with the language to use in potentially difficult situations. They settle to tasks quickly, concentrate on their work and are happy to seek help when they need it or to explain what they have achieved. The children are given guided choices for part of the time, but the staff place a high priority on developing their ability to plan some of their own activities and actively encourage decision making. This has a significant impact on the levels of independence seen during the inspection. Behaviour is very good and children have developed a clear understanding of right and wrong. Teaching and provision overall are very good with adults particularly sensitive to those children with special needs. The high expectations of children's involvement in their learning, and the caring, safe environment created by the staff have a positive impact on the children's good progress in this area of learning.

Language and Literacy

70. Most children make good progress in this area, although few achieve the desirable learning outcomes by the age of five. The provision made for the children to develop their reading and writing skills is very good and is regarded by staff as of crucial importance. There is a rich variety of print throughout the nursery. The quality of teaching is consistently good. Staff plan a wide range of daily opportunities that encourage children to express their ideas and feelings, to enjoy a wide variety of good quality texts and to write for many different purposes. Children understand that print conveys meaning, recognise a few familiar words and identify a few initial letter sounds. They join in with familiar stories and rhymes, and are developing lively imaginations in their own story telling. Children are beginning to form letters clearly, know their own name in print and enjoy using their post office to write messages, address envelopes and send letters home. Children who speak little English are encouraged to communicate their ideas initially in drawing and model making. Through incisive assessments, teachers skilfully intervene to enable them to express their ideas verbally.

Mathematics

71. Children's attainment, by five years of age, is below what is expected nationally although the children make good progress. Within the nursery, children have opportunities to develop and apply their understanding of number, shape and space and measure, through a wide range of concrete experiences and practical activities. Teaching is good and resources are used well. Children put sets of objects in order of size when retelling the story of the three bears. Most children recite, recognise and use numbers to ten. They are beginning to use the vocabulary of addition and subtraction when organising their farm animals. They name most flat shapes correctly, but cannot always identify three-dimensional objects. Children use mathematical language accurately to convey size, for example they know that Daddy Bear's bed is bigger than Baby Bear's. They are less certain in describing the position of an object. They are developing their ability well to solve problems using their mathematical understanding, for example, in constructing suitably sized furniture for each of the Three Bears.

Knowledge and Understanding of the World

72. The children's knowledge and understanding of the world are developed well as they learn through stories, practical activities, small group discussions and sensitive intervention on a one-to-one basis with an adult. The nursery environment provides many rich experiences that stimulate children's curiosity. They are encouraged to observe, experiment, explore, construct and ask questions effectively. Children are confident to talk about their families and what is of immediate interest. For example, first thing on Monday morning a small group chatted, without any adult intervention, about the fireworks they had been to see and which ones they preferred. They understand at a simple level how the postal system works and know that they need to post a letter in the box in order for the postman to deliver it. They appreciate the different ways in which people celebrate important events through their own celebration of Diwali. They learn about the story of Rama and Sita, and show their understanding of how the forces of evil were overcome. The constantly changing items in the sand and water trays enables children to experiment with objects that float or sink, to notice similarities and differences and to make sense of their own experiences through imaginative play. Children understand the dangers of fire and how it is put out, through visits to the local fire station. Through their play, they re-create the firemen's actions. In furnishing the three bears' house they recognised the need to use the iron safely because it would get very hot. Children make good progress but because many have a limited range of experiences to build on the majority do not achieve the desirable learning outcomes by the age of five.

72. **Physical Development**

73. Children make good progress in this area because of the wealth of opportunities provided to use tools, mouldable and construction materials, and small and large apparatus. By the age of five they achieve the desirable learning outcomes in all aspects of their physical development. They move confidently over and through the large outside equipment, whether rolling, jumping, crawling or climbing. They also demonstrate the ability to vary their pace, for example when they enacted a journey through a forest where a monster lurked. They showed a good sense of balance and an ability to move around without bumping into other children. A few were able to hold a position effectively and use imagination in miming the action of dragging their muddy boots along. They hold tools such as scissors, paint brushes, pencils, glue spreaders and a hole-punch with care and confidence. They have a good eye and a steady hand in joining materials. They show good control when working with mouldable materials, as when they made diva lamps from clay. Teaching is good. Very good emphasis is placed on demonstration movements and in guiding children in the safe use of tools and equipment. Children are presented with challenging and imaginative activities, both indoors and outdoors which encourage them to respond with increasing skill and imagination.

Creative Development

74. Children make very good progress in this area and their attainment is in line with what is expected nationally. In the classroom and around the school are many attractive displays of the children's own work showing both confidence and originality. All children are enabled to express their individual feelings and ideas through a range of experiences in art, craft, and music and in many different opportunities for imaginative play. They work effectively in a wide range of media and show a well-developed sense of colour, shape and space in their paintings of each other and in the masks on display in the main entrance. They show accuracy in observation and boldness in the use of brush strokes and colour when painting. They enjoy singing and making music, often with actions, and have a satisfactory understanding and appreciation of different types of instruments and the sounds they make. Good use is made of role-play in the house, the post office, the telephone box and the fire station. This is very beneficial for shy children and those who speak English as an additional language. Teaching is very good because staff are knowledgeable, and set high expectations in their detailed planning.

1. The quality of teaching of children under five is consistently good and sometimes very good. There is good interaction between children and adults that extends learning. The two part-time teachers are well qualified and experienced, work in a very similar way and ensure a high level of consistency of learning and teaching throughout the day. An important element is the calm, well-structured learning environment in which all adults work as a team, building on each other's strengths. Teachers have very good knowledge of how young children learn and have high expectations of their ability to succeed. Planning is very detailed and specific to the needs of each child and is based on a very clear understanding of the early years' curriculum and the perceptive and accurate observations that are made very regularly for each child. Organisation is very good and activities planned are relevant and purposeful. Teachers use questioning effectively to develop children's thinking and to encourage them to express themselves effectively. Teachers have high but realistic expectations of behaviour. The effective use of the outside area, along with the imaginative use of space within the nursery itself and the development of good quality resources ensures that children are presented with an exciting environment in which to learn.

75. ENGLISH, MATHEMATICS, SCIENCE

INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

English

2. In the 1999 national tests, at the end of Key Stage 1, the proportion of pupils attaining Level 2 or above in reading was above the national average and very high when compared with pupils in schools with a similar free school meals entitlement. However, the proportion of pupils attaining Level 3 was very low when compared to the national average, and well below that of similar schools. The proportion of pupils attaining Level 2 in writing was well above the national average and very high when compared with similar schools although no pupil attained Level 3. This represents a return to the standards attained in 1997, following a decline in pupils' performance in 1998 when standards were well below the national average in both reading and writing. Boys and girls achieved similar results in both reading and writing which goes against national trends. These results represent an achievement for the large proportion of pupils who speak English as a second language, a significant number of them have been speaking English only for a relatively short time.
3. At the end of Key Stage 2, pupils' attainment in the 1999 national tests was well below the national average and below average when compared with pupils from similar backgrounds. No pupils attained level 5, which was very low, when compared to both the national average and with similar schools. This represents a decline since the previous inspection when standards were judged to be in line with pupils' abilities. Pupils' results improved between 1996 and 1997, but dropped significantly in 1998 and remain low. There was little difference in the attainment of boys and girls or between pupils of different ethnicity. The low percentage of pupils reaching the expected level can be attributed to the numbers of pupils taking the tests being small at both key stages. The percentage of pupils on the special needs register was high at Key Stage 2 at 31 per cent. There is a high level of pupil mobility and more than half of the pupils who took the tests at the end of both key stages had joined the school mid key stage. Of these about a half had English as an additional language. Consequently, this assessment data should be interpreted with some caution. However, teaching for the oldest pupils in Key Stage 2 does not provide sufficient challenge, particularly for the higher attaining pupils.

4. Most children do not achieve the desirable learning outcomes in language and literacy by the age of five. However, as a result of very effective teaching, especially in Year 2, most pupils make good progress. By the age of seven, they achieve standards that are in line with national expectations in all aspects except in writing, where standards are just below average. Pupils with special educational needs make good progress because teachers take good account of their individual needs in the literacy hour. Pupils who speak English as an additional language also make good progress. Joint planning by the class teacher and the support teacher ensures that these pupils are presented with the appropriate levels of challenge and support.
5. At Key Stage 2 most pupils make good progress in Years 3 and 4. There is satisfactory progress in Years 5 and 6. In writing a majority make unsatisfactory progress. By the age of eleven, pupils attain standards in line with expectations in speaking and listening, but not in reading or writing. Pupils with special educational needs are generally making good progress in reading and writing on account of the well-planned support they receive through additional literacy support and the large number of students and other adult helpers who read with them. Progress is variable for pupils who speak English as an additional language, but satisfactory overall. Those who enter the school with no more than a few words of English make very rapid progress because of the very good intensive support they receive on a daily basis. Parents confirm how this enables them to learn rapidly. However, higher attaining pupils do not always receive sufficient support in understanding abstract language or idiomatic expressions. The school has recognised this need and is beginning to deploy the support teacher in a number of flexible ways.
6. Pupils enter Key Stage 1 with under-developed skills in oral communication in English and make good progress in listening to and carefully following instructions, asking questions, talking about personal experiences and expressing their feelings in simple sentences. They generally speak clearly and use a widening vocabulary, but a few are hesitant in their pronunciation. In a lesson for pupils in Years 1 and 2, they were able to explain how you could ensure that instructions were clear and easy to follow. Pupils make satisfactory progress overall at Key Stage 2. They are beginning to express themselves with greater fluency, accuracy and expression. This was evident in the way in which Year 4 pupils entered whole-heartedly into the dramatic reading of 'Remote Control Kids' and 'Flat Stanley' demonstrating a good awareness of audience and the use of pauses and intonation for dramatic effect. Older pupils express themselves clearly and show a growing understanding of when it is appropriate to use informal and formal speech. Most do not sustain an argument or explain ideas in depth because they are not given sufficient opportunities to discuss and debate at length among themselves.
7. At Key Stage 1, pupils of all attainments make good progress in reading because of the systematic way in which it is taught and assessed, and the wide range of good quality books that the pupils read. They are developing a good sight vocabulary and demonstrate confidence when reading familiar texts, employing reasonable fluency, accuracy and expression. When confronted with unfamiliar texts a majority of pupils read with expression, take good account of punctuation and check for meaning. They use a range of strategies when encountering unfamiliar words and most are prepared to 'have a go'. They know the sounds of individual letters and strings of letters to build words systematically and this hastens their progress. At this stage, most pupils who speak English as an additional language can demonstrate an ability to decode simple words and to read simple sentences, but they do not always understand the humour conveyed by the words unless it is also visual. A significant number of pupils are developing confidence in reading non-fiction books by the age of seven, and a number understand how to use the content page and index to find out information.

8. At Key Stage 2, many pupils continue to make good progress in reading in Years 3 and 4 because teachers continue to develop their interest and enjoyment by widening the range of books available and making good assessments of their strengths and areas for development in guided reading sessions. Older pupils make satisfactory progress overall, but pupils are not given sufficient guidance in their choice of texts. This results in some lower attaining pupils struggling unnecessarily with unsuitable books and higher attaining pupils not being offered insights into different types of fiction and other reading materials. Those pupils who speak English as an additional language continue to find it difficult to “read between the lines”, not generally because of their inability to understand the meaning of words, but more because they lack the cultural experience to make connections and infer meaning. The weakness in reading lies in many pupils’ inability to reflect critically on texts, to justify their opinions or to make more than superficial comparisons between books or authors. The school does not place sufficient emphasis on developing pupils’ reference skills at this key stage. Few of the pupils interviewed, visited a local library and several were uncertain how to use the school library.
9. At Key Stage 1, pupils make good progress in writing and many develop confidence in putting their own ideas on paper. Although standards of spelling and punctuation are below average for a majority, many pupils write at length, using a range of interesting vocabulary and showing a growing sense of how to structure their writing for different purposes. Standards of composition are in line with expectations. By the age of seven, their handwriting is often regular, clearly shaped and positioned, but not always joined. At Key Stage 2, although pupils make satisfactory progress overall, higher attaining pupils and some average attaining pupils make unsatisfactory progress. Standards in spelling are unsatisfactory and most pupils use only simple punctuation and a narrow range of tenses and vocabulary to add interest to their writing. Few pupils write at length. Most are unable to develop an argument or create a mood in their writing. Pupils continue to work in pencil and although most pupils have developed a personal style, which is reasonably fluent and joined, many pupils present work of variable standard from one week to the next.
10. The school has identified the need to raise standards in writing as a key priority. To this end, sessions are provided for pupils throughout the school to write in their ‘Thinking Books’. This is beginning to have a positive impact. For example, in a session for pupils in Years 2 and 3, every pupil worked in silence for at least twenty minutes, concentrating hard in order to communicate their personal thoughts on paper. They were eager to write, even at the end of the day, and are beginning to realise that writing can be a good way of communicating. They are also learning to explain why someone else’s writing is effective. Several pupils made very good progress in structuring their thoughts in this weekly session. The school has not yet established sufficiently clear objectives for these sessions so that pupils can apply the knowledge, skills and understanding they are developing in the literacy hour to this work.
11. Pupils’ response in lessons ranges from satisfactory to excellent and is very good overall, which has a positive impact on their learning. They generally listen with interest to stories and are eager to contribute to discussions. The keenest attention is paid in lessons where teachers enable pupils to think about what they are learning through probing questions and where the teacher’s own enthusiasm encourages a pleasure in the use of language. High levels of concentration and sustained interest were observed at both key stages when teachers gave pupils stimulating and well-planned activities to do. For example, a group of pupils from Year 2 made very good progress in writing clear instructions for putting on a variety of amazing shoes. Pupils of all ages have learned how to work independently when required because teachers have established good routines and generally plan work that pupils are confident to complete without support.

12. The quality of teaching is variable, but good overall with lessons observed ranging from excellent to unsatisfactory. The best lessons were seen in upper Key Stage 1 and lower Key Stage 2. In addition to lesson observations, examination of pupils' work and discussions with pupils indicates that teaching is good. However for older pupils at Key Stage 2, there are weaknesses in the teacher's subject knowledge and in planning, which does not take account of the needs of pupils of different ages and attainment in the same class. In lessons that were very good or excellent, teachers displayed their good subject knowledge by skilfully interweaving word, sentence and text level objectives and in their effective use of precise terminology as well as in their choice of relevant, motivating and challenging texts. In the better lessons, teachers maintained a good pace and made sure that pupils knew what they had to aim for and how much time they had to complete the task. They also drew on a wide repertoire of teaching strategies to ring the changes and keep pupils on their toes. Where teaching was unsatisfactory or there were unsatisfactory features in otherwise satisfactory lessons it was because teachers' planning lacked detail, activities were not well matched to pupils' needs and insufficient time was given to assessing pupils' understanding. Pupils' literacy skills are promoted satisfactorily across the curriculum at both key stages and most teachers provide relevant opportunities for them to use their information technology skills to compose directly on screen and to practice reading and spelling skills. This aspect is not yet an integral part of teachers' planning. The teaching of pupils with special educational needs and those who speak English as an additional language is good overall. The support teachers and learning support assistants are experienced, know their pupils well and plan very effectively when supporting in the classroom or withdrawing small groups.

13. The co-ordinator provides strong and energetic leadership, which has enabled the school to implement the national literacy strategy alongside important school initiatives to raise standards and to develop in pupils, an enthusiasm for the subject. A thorough audit of resources and effective monitoring of both teaching and learning have identified clearly the strengths and weaknesses in provision, and staff development has been well targeted. Assessment procedures are comprehensive and have led to the setting of realistic targets and work that is generally well matched to pupils' needs in most classes. There is a satisfactory range of good quality resources to meet the needs of all pupils, although reference books, both in classrooms and the library are limited. The school has recently conducted a thorough audit of the school's library and dispensed with out-of-date and inaccurate materials. There are plans to continue to develop the range and quality of reference books and to enable pupils to derive the maximum benefit from them. The school has made good improvements in the breadth and balance of the curriculum which is becoming increasingly effective in enabling pupils to see themselves as readers and writers as they move up the school. Every effort is made to provide a stimulating curriculum through celebrating such events as Poetry Day and World Book Day and by enabling pupils to work with visiting authors and theatre groups. Pupils are also encouraged to enter competitions, such as Positive Images, at which Dunkirk pupils regularly emerge as winners and to participate in the 'Just Read' project to develop the reading habit. Given the nature and diversity of the school population, the school is effective in its strategy to enable all pupils to become literate, for however long or short their stay at the school.

Mathematics

14. Standards attained by pupils in the 1999 standard attainment tests were very high compared with the national average. All pupils attained the expected level 2 or above. Fifty three per cent of pupils attained the higher level 3, which again was very high when compared with the national average. When compared with schools with a similar percentage of pupils entitled to free school meals, the percentage of pupils achieving level 2 or above and those attaining the higher level 3, was very high. Inspection evidence indicates that attainment is above average at the end of Key Stage 1 and pupils make good progress. Trends over time indicate a variation from year to year. The number of pupils taking the tests each year was small at both key stages. Due to the school's location in the city and its close proximity to medical and higher education facilities, which provide many international visitors with short-term contracts, the school provides for the children of these people. As a result, there is a very high level of pupil mobility and the majority of pupils who took the tests at the end of both key stages had joined the school mid key stage. Of these about a half had English as an additional language, with many speaking no English. Consequently, this assessment data should be interpreted with some caution.
15. Pupils at Year 1 begin to use number lines confidently with numbers and apply the strategy of counting on from the lowest number. At Year 2 pupils are mastering bonds of numbers beyond 10 and apply this knowledge effectively in working with larger numbers. Higher attaining pupils explain and use place value of larger numbers well when solving problems. By the end of the key stage pupils have a good knowledge of measures and are able to take an appropriate range of measurements of length and capacity.
16. At the end of Key Stage 2 pupils have satisfactory skills in calculating the answers to number problems and record their calculations generally satisfactorily, although this aspect is variable with sometimes limited skills demonstrated in the understanding and application of the number system. However, the well-planned implementation of the recently introduced National Numeracy Strategy, demonstrates that all pupils are gaining confidence with skills that enable a good grasp of mental addition and subtraction. They use their skills together with informal methods of recording. Higher attaining pupils apply their knowledge of numeracy confidently to every day problems. At Key Stage 2 pupils' knowledge of shape is sound. They identify and differentiate types of polygon. However, pupils are less confident for example in recognising and calculating with angles.
17. Progress at both key stages is well supported by the attention which pupils give to their teachers. Pupils behave very well. They watch demonstrations and listen carefully. They are eager to answer questions and try to explain themselves clearly. They enjoy repeated competitive mathematical and number games, which improve their mental skills. They settle quickly to the tasks set for them and work well independently when appropriate. Pupils progress well in their capability to work responsibly in pairs and small groups.
18. The quality of teaching is good with almost all lessons observed as being good or very good. This is a significant factor of individual pupil progress. Teachers plan their lessons carefully and have a good knowledge of the subject. They know their pupils well and plan for groups of pupils of differing ability, giving special attention to pupils for whom English is an additional language or who find learning difficult. In some lessons there is insufficient challenge in the pace or application of the work for more able pupils. Teachers deliver their lessons in a lively and interactive way, using questioning effectively to ascertain pupil understanding and giving clear explanations both verbally and through the good use of illustrative resources. They time the changes of activity generally well to maintain pupils' interest. Although some pupils have little English, the introduction of the National Numeracy Strategy is beginning to assist the development of understanding and skills through the high level of the teacher's planned interaction with pupils and their use of the English language. Teachers make particularly good use of visual resources, which assist pupils' understanding and encourage interest and enthusiasm.

19. The school has prepared the transition of the curriculum to the National Numeracy strategy well in terms of training for staff in the management of its teaching, development of resources and the introduction of planning to match pupils' levels of attainment. The co-ordinator provides good leadership both through the provision of a well-constructed policy to help teachers plan lessons and through monitoring of teachers' planning, samples of pupils' work and when possible, monitoring teaching. Medium term planning to support on going development mathematics is well established. Progressively good use is made of analysis of assessments to monitor pupil performance and to guide future planning. The school has good well-organised resources to support teaching. Additional after school support is given to Year 6 pupils to help prepare them for national assessments. The school has co-operated effectively with the local education authority in this process. Equally good advantage is taken to access expertise through co-operation with other schools.

93.

Science

20. At the end of Key Stage 1, attainment in science as judged by teacher assessment in 1999 indicates that pupils were reaching standards that were very high when compared with the national average, with all pupils achieving the expected Level 2 or above. Inspection evidence indicates that pupils are currently attaining standards that are in line with those expected nationally. This is consistent with the last inspection, when standards were judged to be in line with the national average. In 1999, the percentage of pupils achieving Level 4 or above was well below the national average but the percentage of those attaining Level 5 or above was above average. When compared with similar schools, the percentage of pupils attaining Level 4 or above was average, whilst the percentage achieving Level 5 or above was well above average. Inspection evidence indicates that pupils are currently achieving standards that are average. This is consistent with the previous inspection when standards were judged to be average. Over the last four years, standards have kept pace with the national trend. Pupils enter Key Stage 1 with standards of attainment in the knowledge and understanding area of learning that are below average. At both Key Stages 1 and 2 pupils, including those with special educational needs and those for who English is an additional language, make good progress.
21. At Key Stage 1, pupils identify appropriate areas for investigation in their experiments and pose relevant questions. They use simple apparatus, such as thermometers when measuring temperature. Pupils have a satisfactory understanding of the human life cycle; that babies become toddlers, grow through childhood, teenage years, become young adults, pass into middle age and then old age. They develop an appropriate knowledge of bones and their teeth, knowing the names of the more common ones and their functions. Using a flow chart, pupils are able to accurately classify animals and describe accurately, features of birds, mammals, insects and fish. They develop an appropriate knowledge of animal habitats and what is needed for plants to grow. When studying materials and their properties, pupils learn effectively about floating and sinking. In physical processes, pupils learn about how light travels and they understand the differences between natural and man-made sources of light. They begin to learn about how shadows are formed and how the movement of planets creates day and night. They have a satisfactory understanding of the sources of sounds and the physical differences between loud and soft sounds. They describe accurately the differences in pushing and pulling forces and that forces create floating and sinking.

22. Pupils' work at Key Stage 2 indicates that standards in experimental and investigation science are strengths. Pupils are able to devise fair tests, specifying which elements are variable and which must remain constant. They make meaningful predictions, relevant observations, and record their conclusions and observations accurately and clearly. Pupils have a sound knowledge of different habitats such as woodlands, seashores and farms. They know about the relationships between the living creatures that inhabit these areas. Pupils develop a satisfactory knowledge of the main life systems such as the skeleton and respiratory systems, and of the main organs' functions. They know about a healthy lifestyle and the foods that provide a healthy diet. Pupils understand how the moon appears to change shape. They have created a comprehensive database on planets of the solar system, containing relevant details of the size of planets, their orbits and some of their physical features. They further understand how seasons are created. Pupils know how sound is created and how it travels. They have a clear understanding of forces of different kinds, such as magnetism.
23. Attainment in the extra-curricular science club is good and this has a positive impact on pupils' learning in lessons, particularly those of higher attainment. During this session, pupils carry out different investigations. They look at the different living conditions that mini beasts such as wood lice prefer, what happens to water during evaporation, and into levers and structures. Standards of literacy and numeracy in science are satisfactory, with pupils measuring accurately and using scientific vocabulary well. Pupils use information technology satisfactorily for reference work and recording results.
24. Response in lessons is good and has a positive impact on standards. Pupils enthusiastically answer teachers' questions and pay good attention to what teachers and other pupils say. They show good levels of interest and sustain their concentration well. Good levels of collaborative group work are evident in lessons, when pupils share their ideas with other pupils to good effect and show good relationships with each other. Behaviour is good and pupils show good attitudes to their work.
25. The quality of teaching is consistently good and enables the good progress made in lessons. Teachers plan well and provide activities that are appropriate to what teachers intend pupils to learn. Planning takes good account of all attainment targets of the science National Curriculum. Teachers have appropriate subject knowledge that enables them to explain clearly and ask searching questions during discussions. The structure of lessons is good and most include a useful plenary that is used effectively to establish and consolidate learning. In effective lessons at the beginning of topics, pupils build "KWL" grids. Together with the teachers, they establish what they "Know", what they "Want" to know and at the end of the topic, they assess what they have "Learnt". Through this process, pupils are clear about what they are intended to learn. Teachers manage pupils well, establishing and maintaining good levels of behaviour.
26. There is a good quality curriculum that has evolved over recent years and is now being developed in conjunction with recent national guidelines. Arrangements for the assessment of pupils' work are being developed in line with the new scheme of work. Science is well managed and effectively led by an enthusiastic co-ordinator, who monitors and supports colleagues well. Resources are satisfactory for pupils of all ages. They are easily accessible and appropriate to planned work.

100. **Information technology**

27. Standards in information technology are generally in line with national expectations at the end of both key stages. All pupils, including those with special educational needs and those for whom English is not their first language make satisfactory progress throughout the school. This is similar to the findings of the previous report when attainment and progress were judged to be sound at both key stages.

28. By the end of Key Stage 1, pupils are familiar with the keyboard and can type in simple text accurately, combining text and symbols to satisfactory effect. They use the mouse effectively, to choose a shape when working with an art program for example. They are competent in using the icons to increase and decrease the size of their chosen shape and to change its location on the screen. Pupils choose colours from a pallet to colour their patterns attractively. They have effectively combined text and pictures to display their creative English work. Pupils are able to use commands competently to print their work. They are aware of forms of information technology other than computers in every-day life. Pupils use headphone sets to develop their reading skills by following text and simultaneously listening to tapes.
29. By the end of Key Stage 2 pupils are able to access a wider range of programs from both the hard \drive and from floppy disc, and work competently and speedily within these. For example they access the program “Number Magic”, open up the file and enter data and, highlighting specific data, create a graph from the information. Routine computer skills such as opening files, saving work to disc and giving print commands are soundly established. When working within communicating information, pupils write text correctly, confidently changing the font and style of their text. To improve the presentation of their work, they add graphics from the “Clip Art” facility and make their headings and text more attractive by using “Word Art”. They access reference information stored on CD-ROM competently and effectively carry out research to support work in other subjects. Most pupils access the Internet, some in their own first language, and research information from the web site. Pupils have a sound knowledge of control and can demonstrate how to control a robot to move on a pre-determined pathway. Their knowledge of monitoring temperature, light and sound for example is insufficient. The school is aware of this weakness and plans are in hand to overcome this. Pupils are aware that there are sources of information technology other than computers and use tape and video recorders well.
30. Pupils at both key stages use information technology to support the development of their literacy and numeracy skills to satisfactory effect through number and language tasks and through reading and discussing when referencing data on the Internet and on CD ROM.
31. Pupils’ response in lessons and when working independently at computers is good at both key stages. They listen carefully to instructions and to advice. They stay on task and can be relied upon to work well without the direct supervision of the teacher. Good levels of collaborative work were seen during the inspection and pupils share ideas and equipment well, each having a turn. Younger pupils display good relationships with each other when they were seen, for example, to be discussing which task they should complete for each other. Behaviour is good and pupils sustain concentration over long periods of time.
32. The quality of teaching is satisfactory overall, although some good teaching was seen at Key Stage 1. Skills are taught progressively, effectively building on pupils’ previous experiences and routine skills. Teachers demonstrate sound subject knowledge in lessons and explain clearly techniques and procedures to be followed. Classes are well organised and, although there is insufficient computers available, the teachers provide related written exercises and tasks that effectively consolidate the teaching and learning taking place at the computer. Lessons progress at a good pace and all pupils have the opportunity to put their learning into practice. Support for pupils working at computers is effective in that it is unobtrusive and teachers allow pupils to make independent progress, but are available when needed.

33. The school is developing its scheme of work in line with a recently published national scheme. Assessment procedures will be developed alongside the scheme. Planned provision meets the requirements of the National Curriculum, and although the school currently has no monitoring equipment, there are plans to purchase and use this. The provision is supported through a computer club, at which pupils are given the opportunity to practice and develop the skills they have learned in lessons. The subject is well led and the co-ordinator has plans for the development of the subject, including staff training in areas where knowledge is currently weak, and developing the provision of resources. Resources are currently insufficient for the number of pupils. There are only two PCs, which are shared between classes on a half-termly rota. All classes have access to other desktop computers. However there is no equipment for monitoring, such as sensors and the equipment available for control is not sufficiently advanced for the older pupils. The co-ordinator is aware of the weakness in resources and has long-term plans to overcome them.

107. **Religious Education**

34. Standards at the end of both Key Stages 1 and 2 are generally in line with the requirements of the locally agreed syllabus and there are some good features at Key Stage 2. Pupils' progress is good overall at both key stages.
35. By the end of Key Stage 1, pupils show an appropriate knowledge of the festival of Diwali. They understand the importance of the story of Rama and Sita and they can talk about the use and importance of a Deva lamp. When they are discussing Diwali, pupils talk with suitable knowledge about major festivals from other major faiths, such as Christmas. Pupils know about the importance of prayer and that it is a common aspect of each of the major faiths that they know about. They know for example about the different buildings that people of different faiths use to pray, and that prayer can be as simple as "special thoughts". Year 2 pupils have a satisfactory knowledge of Hinduism and can recall the names of different artefacts associated with the faith. Pupils also talk confidently about their own faith.
36. At Key Stage 2, pupils show a developing knowledge and understanding of the Hindu faith, effectively building on previously gained knowledge. They know, for example that the five senses are important in Hindu worship and they accurately recall the story of Ganesha and his special place in the shrine. They can list the items that are used in Hindu worship and talk about prayer appropriately. They know that there are different prayers that are specific to different faiths. Pupils have a good factual recall of Judaism and talk about the Bar Mitzvah, the Torah and Shabbat with interest, knowledge and understanding. Despite these strong features, particularly their attainment in learning about religion, pupils' understanding of religion is less well developed and they have only a superficial understanding of Christianity, for example.
37. Pupils' response in lessons is good overall. It is never less than good and occasionally very good. Pupils behave well and remain on task for extended periods of time. During discussions, they are keen to share their own viewpoint and, more important, they show respect for others' views. Pupils have very good relationships with each other and work well together, discussing their ideas productively and willingly. They are keen and enthusiastic and show positive attitudes to the subject.

38. The quality of teaching varies from satisfactory to very good and is good overall. Planning leads to well-structured lessons, which effectively develop pupils' knowledge and understanding in a structured way, building well on previous learning. Subject knowledge is generally good and teachers talk with confidence in lessons. In better lessons, teachers' attention to detail is good. For example, in a lesson about Diwali, the teacher burnt incense and played appropriate ethnic music at the beginning of the lesson, setting a realistic atmosphere and immediately raising pupils' awareness. Pupils are managed well and the expectation of high standards is generally evident. Tasks set after initial introductions are appropriate and meet the intended learning outcomes well. Lessons are conducted at a good pace and effectively sustain pupils' interest. Teachers encourage pupils' good spiritual development through quiet moments of reflection and the effective use of candles to encourage thought.
39. Management of the subject is very good. At the time of the last inspection, a key issue for action was to "agree a policy, structure and schemes of work for religious education." Under the effective leadership of the co-ordinator, progress towards meeting this key issue has been very good. Current improved management provision has a positive impact on standards. Teachers are appropriately trained through recent professional development arranged by the co-ordinator. As this was provided as a development priority and has had a positive impact upon standards, this represents efficient use of funds. Resources are adequate, with a good range of artefacts, but limited texts are available for reference in the library and in classrooms. Religious education makes a good contribution to the spiritual, moral and social development of pupils and a very good contribution to their cultural development. Literacy skills are supported well through lessons and through the "Thinking Book" lessons when pupils are encouraged to write about and discuss issues that are important to them.

OTHER SUBJECTS OR COURSES

113. Art

40. Pupils start school having received a wide range of creative experiences in the nursery that provide a very secure base. They all make good progress at Key Stage 1 and achieve above expected standards for their age. They achieve particularly high standards in their observational drawings and recently introduced clay work. In their drawings of musical instruments the youngest pupils captured both form and texture by using shading and lines of varying density very effectively. They also experimented confidently with a range of techniques to represent light and shade. Pupils in Year 2 composed a still life of old shoes indicating a growing awareness of the way in which objects relate to one another. Through effective teaching and imaginative activities and resources, pupils are developing a growing appreciation of the relationship between two and three-dimensional work. One group of pupils recreated Picasso's Still Life with Fish in three dimensions, others created a collage of fruit and cutlery using overlapping forms.
41. At Key Stage 2 pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress overall. Pupils attain standards similar to pupils of the same age in painting and drawing. However they do not yet achieve the expected standards in printing or clay work because they have had little experience of using these media in the past and have not had the opportunity to develop the basic skills when they were younger. Pupils in Year 3 designed and made printing blocks with string, glue and wood having studied Harappa clay seals from the Indus Valley. They showed individuality in their prints and a good mastery of the technique as well as an appreciation of the need to persevere in order to achieve the quality they were striving for.

42. Pupils respond well to opportunities to work creatively, both independently and in collaboration. They show good levels of concentration and it is not unusual to find them engrossed in their work for long periods of time. This has a positive impact on standards. Pupils at Key Stage 1 are particularly confident in making choices and experimenting with media and techniques. Pupils from both key stages spoke with enthusiasm about the subject, whether in response to the recent visit made by pupils at Key Stage 1 to study Elizabeth Frink's Reclining Horse and the visit by older pupils to the Picasso printmaking exhibition. The collaborative project involving groups of pupils from the nursery to Year 6 in creating a series of panels representing their view of the world and its different continents is a testament to their application and enjoyment.
43. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Only two lessons were observed during the inspection, one at each key stage. Scrutiny of pupils' work and teachers' planning has further informed judgements. Strengths in the teaching are the good use of the language of art to promote the understanding of techniques and to develop pupils' ways of seeing, the well structured approach to lesson planning that enables pupils to make good progress, the stimulating choice of activities and imaginative use of resources. Teachers are prepared to tackle new areas because of the very good level of support and encouragement from the co-ordinators and this is having a visible impact on the work produced. Weaknesses in teaching relate to lack of confidence in the subject, but there is every indication that teachers are learning from each other and increasingly providing pupils with soundly structured opportunities to develop their skills and understanding in using an increasingly wide range of media.
44. The previous report judged standards to be generally satisfactory with a significant variation noted between classes on account of the variable quality of teaching and the lack of resources. There was no scheme of work, which led to inconsistent progress. When teaching was unsatisfactory, art lessons purely supported a topic and skills and techniques were not well taught. Little work was undertaken in three-dimensions. The school has gone some way in addressing these weaknesses. A purchased scheme of work has been implemented which provides clear guidance to teachers. The co-ordinators have properly identified that further development is needed to make it accessible to those teachers who lack confidence in teaching the subject. A thorough review of resources and a well thought through purchasing plan has ensured that the range and quality of resources are much improved and adequate to the needs of the pupils.

118. **Design and technology**

45. The progress that pupils make in design and technology is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils reach levels appropriate for their age at Key Stage 1, but older pupils are achieving levels that are good and sometime very good for their age. This is an improvement on the previous inspection when standards were in line with those expected.
46. Pupils at Key Stage 1 satisfactorily develop both designing and making skills. They produce pieces of work using a range of materials, such as boxes, fabrics, simple axles and wheels. In these samples a satisfactory level in the design process was evident, making skills are sound and pupils confirm that they are encouraged to consider their work and to try to improve where possible.

47. At Key Stage 2, pupils have a very valuable experience, when they take part in an extended project in designing, making and modelling their clothes in a fashion show. In this activity they achieve standards that are well above those expected for pupils of this age. Pupils make their own designs, which are of high quality for the clothes that they are to make. Original designs for tee shirts, trouser suits, skirts, dresses and trousers are show very good thought in design of shape and colour combination. To achieve a good blend of colour, pupils use a “mood wheel” to find blends that are appropriate to the garment being made. Good levels of evaluation and improvement of design are evident. Once pupils have designed their garments, they practice, to good effect, the making skills that they will have to use. These include those such as pinning, tacking, cutting fabrics and sewing, including the use of sewing machines. They use a wide range of fabrics and their finished products closely resemble their original designs. At the end of the project, pupils impressively model their own creations, combining their skills in movement and music. At the end of the key stage, pupils make solar-powered buggies of a good standard. These use solar panels that convert light to energy, which is passed into a small power unit that drives the buggies’ wheels via differentials and axles.
48. Pupils’ response is good and sometimes excellent. It is good overall. They concentrate fully, stay on task, show pride in their work and obviously enjoy what they are doing. Examples of high quality collaborative group work were seen during the inspection, when pupils shared ideas and thoughts to good effect. They also work well individually, without the direct supervision of the teacher. Pupils have very good attitudes to their work and show commitment and perseverance.
49. The quality of teaching ranges from satisfactory to excellent and is good overall, particularly at Key Stage 2, where some excellent teaching was seen. Lessons are well planned and the activities are effective in capturing pupils’ attention and interest. Teachers stimulate pupils’ enthusiasm and ensure that pupils are fully engaged at all times. Their subject knowledge is very good, and that of the visiting specialist designer who very effectively supports pupils in their work, is excellent. Teachers make very good use of parents and friends of the school who help pupils learn the skills needed for this work. Expectations are very high and very good learning environments are created, particularly at Key Stage 2.

123. **Geography**

50. No teaching could be observed during the inspection. However scrutiny of pupils work, examination of documentation and discussion with pupils and teachers provides a secure evidence base on which to judge progress. Although progress is variable there has been no significant change in standards since the last inspection, when they were judged to be satisfactory. At that time it was recorded that the subject was planned as an element of humanities, which has continued until recently.

51. Pupils make satisfactory progress at both key stages and pupils attain standards that are expected for pupils of a comparable age. At Key Stage 1, pupils engage in fieldwork appropriately. They make suitably detailed plans and extend their records of journeys to local routes and the area around the school. They begin to identify human and physical features and include them in their “maps”. They make simple weather observations and recognise its impact on every day life. At Key Stage 2, when studying weather, pupils learn about features of different weather patterns and conditions. This is then developed to investigate its impact on the life of people in different parts of the world. They look at food and farming, the different styles of houses and how weather and different climates affect people. In this way, pupils build a secure understanding of how climate and weather conditions influence the living conditions of people in different parts of the world. Pupils have a satisfactory knowledge of local places and physical elements. They are given appropriate opportunities on residential field courses to apply their skills and to use their knowledge to compare and contrast their own locality with a different one. They study different features of the contrasting locality and how lifestyle differs from their own, such as how the people shop in different areas for example. They are given useful opportunities when they successfully use and apply their knowledge of maps in orienteering exercises. Pupils know how to access textbooks to develop their knowledge satisfactorily.
52. Pupils’ response to the subject is positive. They say that they enjoy their studies and particularly value the experience of field studies.
53. While no teaching could be observed during the inspection, the school, in its own review, recognises the potential benefits of its planned monitoring of teaching to inform development and standards of pupil knowledge. The co-ordinator, although not a specialist in the subject, has clear objectives for its development and provides enthusiastic leadership. She has made good use of the national guidance to revise the format and content of the scheme of work and policy to inform teaching. Resources are of a good quality and sufficiency. Pupils’ general knowledge and experience is significantly enhanced by the school’s use of day and residential visits to the immediate locality and further afield. These visits make a positive contribution to the standards attained.

127.

History

54. Progress in history is satisfactory at both key stages and pupils achieve standards that are appropriate for their age. At Key Stage 1, pupils develop an appropriate concept of chronology. They clearly understand how their own personal time line represents change and the differences that the passing of time creates. At Key Stage 2 pupils have an appropriate factual knowledge of the Vikings, where they came from, their way of life and what happened during their invasion of Britain. They have a sound idea of how long ago the invasion occurred. They have a satisfactory knowledge of life in Britain since the 1930s, particularly life in wartime England. They are able to talk confidently about major events during the war, the Blitz and its consequences, rationing and the major turning points that affected the outcome. A strength of the pupils’ learning is their understanding of why events happened. They know why the war started, with reference to events that happened in previous years and how people prepared them for what happened. Whilst learning about Invaders, pupils study effectively the Roman invasion of Britain. They know about the Roman Empire and life in Roman times. They have a sound knowledge of how they invaded Britain and the battle tactics that were used. They know about the effects that these invaders had on life in Britain and how they changed the lives of the British.
55. The response of pupils is good. They listen carefully to their teachers and pay full attention during discussions, showing an eagerness to participate. They are confident and give their ideas readily and with enthusiasm. Pupils have good relationships with each other and listen respectfully to each others’ views. Both behaviour and attitudes are good.

56. The quality of teaching in the limited observations was good. Teachers have a good knowledge of the subject and are able to inform pupils accurately and clearly. In a lesson on the Vikings, for example, the teacher was able to talk technically about the construction of a long boat. Expectations are high and the level of questioning is good. Planning is effective and the tasks that are provided for groups of pupils are appropriate. For example a group of five pupils who do not yet speak English were usefully engaged in making a model of a narrow boat. This exercise was used well by the teacher and supervisor to teach these pupils some initial words and the related pronunciations of sounds in the English language. This was a particularly valuable exercise for these pupils. A strong feature in the provision in history is that teachers explain reasons why events happened. For example, pupils learning about the Second World War were given the background through studying the reasons why Germany invaded and why other countries retaliated. This helps to build, in the pupils, an understanding of the actions of others and their reasons for acting as they do. This quality is fundamental to the work of this school, and in this way, history makes a valuable contribution to the achievement of the school's aims.

130. **Music**

57. All pupils, including those with special educational needs and with English as an additional language, make satisfactory progress at Key Stage 1 and attain standards, which are in line with national expectations. Standards have been maintained since the previous inspection. Pupils' singing is satisfactory. The good use of the range of resources of tuned and untuned percussion enables pupils to develop a clear understanding of musical language and equally to have hands-on experience in composing and performing. Pupils in Year 1 can identify differences in pitch. By Year 2 pupils are able to use a simple knowledge of pitch, tempo and dynamics to illustrate their own stories.

58. Progress continues to be generally satisfactory in Key Stage 2. Standards and progress in lessons are better where teachers are confident in their subject knowledge and the objectives they are teaching. Pupils in Year 4, taught by a teacher with clear subject knowledge, were enabled to use percussion instruments to perform sound patterns in parts and to respond to the direction of a conductor. Standards are broadly in line with those of the previous inspection.

59. Pupils behave consistently well in their lessons and they concentrate. They pay attention to instructions and join in appropriately. The quality of their response however tends to reflect the confidence of the teacher in managing the subject. Where there is opportunity they share their ideas and listen to those of their peers. They organise themselves well in group work and demonstrate care of the instruments. This behaviour supports their general progress well.

60. The standard of teaching is satisfactory overall but ranges from very good to unsatisfactory. Those teachers with specific subject knowledge demonstrate better teaching. The school has extended its expertise since the previous inspection and uses it generally well. For example all pupils enjoyed the enrichment of a music-based assembly which was used well to explain the development of stringed instruments and was led by a member of the nursery staff with specific enthusiasm and expertise. However, there are insufficient strategies to ensure consistency of support for the teaching of the subject particularly at the upper end of Key Stage 2. At Year 6 a non-specialist teacher implemented a suitably planned lesson with difficulty. Some pupils at Key Stage 2 benefit significantly from peripatetic string and wind instrument tuition. The school has adopted a scheme, which appropriately encourages progress in speaking and listening.

134. **Physical education**

61. The progress of all pupils at both key stages is satisfactory overall with significantly higher standards in games and swimming at Key Stage 2. Standards broadly match those reported at the previous inspection.

62. At Key Stage 1 pupils explore their feelings through body control and effective movement, as a basis for dance and drama. They work and respond to each other well and in partnership they produce effective and expressive sequences of movement. No judgement could be made of gymnastics but, in dance lessons, pupils managed the use of space well and demonstrated control in their movements. In games lessons pupils throw and catch with reasonable accuracy. They begin to develop both striking and kicking skills, delivering balls with improving control of direction.
63. At Key Stage 2 pupils develop their games control skills well. By the end of the key stage pupils display good ball control in their tennis skills in a restricted space. They demonstrate spontaneous style in addressing ball and alternate strokes appropriately. Style is equally well developed in swimming skills. The majority of pupils attain the national standard of 25 metres and develop good arm and leg actions in both front and backstrokes. This progress is well developed through the clarity of instruction given by teachers and the well-structured lessons, which give adequate practice and coaching. Progress in gymnastics is satisfactory. In the lessons observed, while teachers gave clear guidance and gave pupils opportunity to demonstrate the features, which would refine a shape or movement, were not always clearly evident in pupils' balance and form.
64. Pupils' response to the subject is generally good. Most pupils behave well and are attentive. They enjoy the lessons and are keen to perform. A minority of pupils were off task and did not focus on the teacher's instruction. In some cases the teacher ignored this, which limited the effectiveness of the lesson.
65. The quality of teaching is satisfactory overall with good teaching observed at the upper end of Key Stage 2. Lessons are appropriately planned to provide a suitable warm up and the development of skills. In the most effective lessons, teachers have clear knowledge of the skills to be developed. Pupils are grouped appropriately to make the best and safest use of space and the good pace of lessons provides pupils with the opportunity to develop a range of skills. Maximum time is spent in pupils being active and the teacher guiding and coaching. Equal opportunity is a theme through out the school's physical education programme and clearly demonstrated through the teaching.
66. Pupils are given good opportunities to compete in area tournaments in which the school, with relatively small numbers to select teams from, achieves well in tennis, football and cricket. Extra curricular coaching assists a wide range of sport. In addition, most pupils have swimming tuition as part of their curriculum. Pupils in Key Stage 2 have good opportunities for orienteering during day visits and the school's residential trips. A broadly satisfactory policy supports the work, which is given detail and balance through an adopted scheme. The subject is not a current school priority but review is planned shortly. However, the enthusiasm and commitment of the co-ordinator effectively drives the current work within a development plan to consolidate and extend staff expertise and school performance in gymnastics.

140. **Swimming**

1. The standards achieved by pupils by the end of Key Stage 2 are generally good when compared with the requirements of physical education National Curriculum for swimming. By the time they are eleven, over the last two years, at least 80 percent of pupils were able to swim the required 25 metres unaided. They generally maintain a good body position in the water and show good levels of control of their breathing whilst in motion. Most pupils swim with an appropriate variety of styles. Most swim crawl and breast strokes and a small number swim competently on their backs. Higher attaining pupils demonstrate good skills in personal survival in the water. Younger pupils in the key stage develop confidence in the water at an early stage and most are developing the confidence to be able to float unaided for appropriate lengths of time. Some pupils have not yet developed the confidence to take their feet from the bottom of the pool for sustained lengths of time, but there are early signs of growing confidence in this respect.
2. The quality of teaching is consistently good. Professional swimming coaches are effectively supported by teachers from the school. Teachers control the pupils well and take due regard for the health and safety of their pupils while travelling to and from the pool and whilst at the pool. Clear and appropriate demonstrations are provided which explain well what the pupils need to do to improve their standards and which are based on the instructors' good subject knowledge. Lessons progress at a brisk pace and effective use is made of the limited time available that pupils are in the water. Both teachers and instructors support sympathetically the small number of pupils that seem to be nervous in the water and do their very best to help these pupils overcome their fears.
3. The curriculum is satisfactory overall and meets the requirements of the Key Stage 2 National Curriculum for swimming. As part of the whole school curriculum, provision is extended beyond Key Stage 2. Year 2 pupils also attend swimming lessons, as many of these pupils are in class with Year 3 pupils, all of whom attend swimming tuition. Planning is sound and pupils' skills are developed within a progressive structure, building on pupils' prior attainment well. All pupils from Year 2 onwards receive weekly swimming tuition and the time allocation over the years is good. The progress of pupils is carefully noted and their achievements are recorded. Information on pupils that do not achieve the required standard at the end of key stage is passed onto the secondary school with detail of the attainment of all other pupils.
4. The pool is off-site and is of appropriate size and depth for this age of pupils. The school has exclusive use of the pool during swimming tuition times. However travelling and changing takes an additional hour out of curriculum time. Pupils take part in the school swimming gala and those competitive events organised by the City.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. A team of five inspectors completed a total of 14 ½ inspector days over a period of four days. For the majority of their time, the inspectors visited classes, talked to individuals and groups of pupils and evaluated their work, including listening to 21 pupils read. Inspectors observed 40 lessons. A total of 56 hours was spent on these activities. In addition, interviews were held with the headteacher, curriculum co-ordinators, all staff, governors and parents.
2. In addition:
 - a range of work from a representative sample of pupils from each year group was examined, together with their records;
 - in addition to the 21 pupils who were formally heard to read, others were heard informally;
 - pupils were interviewed, to establish a view of life in the school and to gain an understanding of relative levels of academic progress and attainment;
 - informal discussions took place with many pupils as part of classroom observations;
 - the documentation provided by the school, including teachers' planning, was carefully analysed;
 - attendance registers and the school's discipline records were examined;
 - 21 parents attended a parents' meeting. Completed questionnaires were received from 30 parents. The issues raised at the meeting and in the questionnaires helped to inform the inspection;
 - the previous inspection report was examined.

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	115	0	21	33
Nursery Unit/School	26	0	5	0

TEACHERS AND CLASSES

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	7
Number of pupils per qualified teacher	16.4

Education support staff (YR – Y6)

Total number of education support staff	1
Total aggregate hours worked each week	24.25

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	26

Education support staff (Nursery school, classes or unit)

Total number of education support staff	3
Total aggregate hours worked each week	49.75

Average class size:	26
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- Financial data

Financial year:	1998/99
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	£
Total Income	273,402
Total Expenditure	275,947
Expenditure per pupil	2,281
Balance brought forward from previous year	7,576
Balance carried forward to next year	5,031

PARENTAL SURVEY

Number of questionnaires sent out:

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Number of questionnaires returned:

30

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	43	53	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	80	16	4	0	0
The school handles complaints from parents well	26	60	10	4	0
The school gives me a clear understanding of what is taught	37	53	0	6	4
The school keeps me well informed about my child(ren)'s progress	44	50	3	3	0
The school enables my child(ren) to achieve a good standard of work	33	63	0	0	4
The school encourages children to get involved in more than just their daily lessons	57	39	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	40	7	13	0
The school's values and attitudes have a positive effect on my child(ren)	50	50	0	0	0
The school achieves high standards of good behaviour	46	54	0	0	0
My child(ren) like(s) school	60	40	0	0	0

Other issues raised by parents

- . The school is a caring school with a good atmosphere and teachers who bring out the best in children
- . Report improvement since the last inspection
- . Parents find the school positive and encouraging
- . The multi-cultural aspect of the school is valuable and the school makes full use of this aspect
- . Parents who have moved into the area have heard good reports about the school
- . The school encourages high standards.
- . Some concerns that a minority of pupils are not sufficiently challenged
- . Parents who live in the area short term appreciate the efforts made by the school
- . The school council is a good idea