

INSPECTION REPORT

Cudworth Churchfield Primary School

Cudworth

LEA area: Barnsley

Unique Reference Number: 106622

Inspection Number: 193940

Head teacher: Mr M Wainwright

Reporting inspector: Mrs J Bell

Dates of inspection: 11 - 14 October 1999

Under OFSTED contract number: 706832

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Barnsley Metropolitan
Name of chair of governors:	Mr B Hellewell
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
J Bell	Science	Characteristics of the school
	Geography	Attainment and progress
	Physical education	Teaching
	Areas of learning for children under five	Leadership and management
	Special educational needs	The efficiency of the school
R Mothersdale		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
R Eaton	Mathematics	The curriculum and assessment
	History	
	Music	
J Hicks	Information technology	Attitudes, behaviour and personal development
	Design and technology	
	Art	
	Equal opportunity	
M McLean	English	Staffing, accommodation and learning resources
	Religious education	Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- The substantial amount of high quality teaching promotes pupils' learning. The use of specialist subjects for some lessons in Key Stage 2 makes the best use of staff expertise.
- Relationships between pupils, and between staff and pupils, are very good.
- Pupils' attitudes to learning are often good and children under five in the reception class are eager to learn.
- Pupils' behaviour in lessons and around the school is very good.
- The pupils with special educational needs are well supported in class by trained classroom assistants and when withdrawn to work with specialist staff. They make good progress.
- The school makes very good provision for pupils' moral and social development.
- Links with the community are good; they help to enrich pupils' learning and support the curriculum.
- All staff provide a very supportive and caring ethos that effectively raises pupils' self-esteem. The school is a welcoming and stimulating place for pupils to learn.
- The head teacher provides very effective leadership. He works hard to ensure that all pupils have the best possible opportunities to make progress and improve their attainment. He is very well supported by the deputy head, staff and governors.

Where the school has weaknesses

- I. Standards in English are low; in particular speaking, library skills, spelling and handwriting are well below average.
- II. Standards in religious education are low; planning for the subject is weak, many staff lack expertise in this subject and the allocation of time is too low.
- III. There is no clear evaluation and overview of the curriculum. As a result, policies are not always supported by sufficient written guidance to enable teachers to make effective links between subjects or to decide how best to teach the skills required in each subject.
- IV. The school does not carry out regular risk assessments to ensure that all health and safety issues are dealt with.

This is a good school with more strengths than weaknesses. The governors' action plan will identify how the weaknesses identified during the inspection are to be tackled. This action plan will be sent to the parents and guardians of all pupils in the school.

How the school has improved since the last inspection

Following the last inspection in 1996, the school has implemented the action plan drawn up to deal with the issues raised. It has made good progress in all of the areas pointed out in its last report. Planning has improved and with it, continuity of learning across the key stages. The teachers' planning includes increasing challenge within subjects as pupils move up through the school. There is now a more balanced coverage of the subjects of the National Curriculum, particularly in English, mathematics, and information and communication technology. However, there is still more to be done in ensuring that there is an overview of the curriculum that enables staff to decide where some aspects of subjects are best taught; for example, the development of writing skills in subjects such as science, history and religious education or how best computers can be used to support other subjects. The school has developed the role of the subject co-ordinators and they are involved in setting priorities for the school. The co-ordinators in English, mathematics and information technology have begun to take a part in monitoring teaching and learning in their subjects. The role of the senior management team has been developed to enable the deputy head teacher and senior teacher to take an active role in management and in monitoring standards. These staff are all in Key Stage 2 and their overview of the curriculum is still limited. The school development plan reflects consultation with staff and governors and supports decision-making. The school is well placed to continue its planned improvements.

Standards in subjects

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

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

The information shows that standards in English tests are very low in comparison with the national average and when compared with similar schools. Standards in mathematics and science are below the national average but are in line with the average attained in schools with pupils from similar backgrounds. Inspection findings show that there is evidence of improvement in the attainment in English for pupils now in Year 6, although standards are still below what is expected for their age in speaking, reading and writing and well below expectation in spelling and handwriting. Pupils' attainment in science is improving, although it is still below national expectations in current work at the end of Key Stage 2. In mathematics, many pupils now in Year 6 attain standards that are broadly in line with national expectations for eleven year olds.

The differences between current work and test results reflect the school's commitment to raising standards and the effectiveness of the initiatives it is involved in. For example, the school is included in an Education Action Zone and effectively uses extra support to target different groups of pupils for help in English. The regular adult support through the Additional Literacy Strategy has a positive impact on reading and writing. Work in information and communication technology is developing well and pupils make good progress. Although the improvements in the availability of computers and programs are recent, pupils attain what is expected for their age. At the end of Key Stage 1, pupils' attainment in religious education is in line with the expectations identified in the Agreed Syllabus, but is below expectations for the end of Key Stage 2. There is limited time given to this subject and many teachers have insufficient subject knowledge.

Children enter school with well below average language, literacy, mathematical and social skills. They make good progress across all the areas of learning, particularly in their personal and social development. However, by the age of five, speaking, listening, early reading and writing skills are often still below expectations for children of this age. By the age of seven, pupils at the end of Key Stage 1 attain close to the national expectations for their age in English, mathematics and science although the numbers of pupils attaining at the higher levels is often low. There is effective work in art, music and physical education in some lessons at both key stages. Pupils often have a greater understanding than their written work shows and this reflects their lack of confidence in writing.

In the last inspection of the school, standards were described as in line with the national expectation in English, mathematics and science. However, there was underachievement by higher attaining pupils. The school has not sustained the levels described, but in recent years has gained a good reputation for its work with children with special educational needs and admits increasing numbers of these pupils. This impacts upon the levels attained in tests. The levels in the most recent tests were also affected by the absence of pupils who were taken on holiday at the time of the tests. The entry levels of children into the reception class were below expectations for their age at the time of the last report. The levels of attainment when children start school are now often well below average.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Mainly good
Mathematics	Good	Good	Good
Science		Satisfactory	Often good
Information technology		Satisfactory	Good
Religious education		Satisfactory	Unsatisfactory
Other subjects	Good	Satisfactory	Satisfactory

Teaching was at least sound in 92 per cent of lessons and was good and sometimes very good in almost two-thirds of lessons. The teaching in the Year 6 and Year 5/6 class is often very good and sometimes excellent. The very good teaching ensures that expectations of pupils are high and tasks are well matched to what they already know. Pupils are encouraged to think about the quality of their work. There was good teaching in most subjects, with children under five, and in both key stages. The substantial amount of good and very good teaching is enabling pupils to make good progress. There was unsatisfactory teaching in eight per cent of lessons, due to a lack of challenge in the work provided, poor quality planning and a limited range of teaching methods.

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 during lessons, around the school and at break-times.
Attendance	Close to the national average. Lessons start on time.
Ethos*	The school has a very good ethos; pupils show consistently positive attitudes towards their learning. Relationships are very good and the head teacher, staff and governors are committed to high standards.
Leadership and management	The head teacher provides very effective leadership and has a clear understanding of how best to improve the school. He is very well supported by the deputy head teacher. Governors meet their statutory requirements and work well to support the management of the school.
Curriculum	The curriculum is balanced and broadly based. Planning is mainly good although where teaching is unsatisfactory, daily and weekly planning are weak. Assessment is increasingly used to match work to what pupils already know. The curriculum is supported by a good range of out-of-school visits and the good links with the community.
Children with special educational needs	Pupils with special educational needs make mainly good progress against the realistic and clearly identified targets set in their individual education plans.
Spiritual, moral, social & cultural development	The school's provision for pupils' moral and social development is very good and that for spiritual and cultural development is sound.
Staffing, resources and accommodation	The school has sufficient, suitably qualified teachers. It has a very good number of well qualified support staff. Learning resources are mainly satisfactory but are poor in religious education. The school has good accommodation.
Value for money	The school provides good value for money.

**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
V. Children are happy and like coming to school. VI. Staff are approachable and parents feel welcome in school. VII. Parents are pleased with the standards the school encourages. VIII. The school promotes the good values and attitudes that parents wish to foster. IX. The school encourages high standards of behaviour. X. Most are satisfied with the information they receive about their children. XI. They like the caring ethos of the school. XII. Pupils with special educational needs are well supported.	XIII. A few parents would like more XIV. The range of opportunities for pupils to XV. They would like earlier information about

The findings of the inspection confirm all the positive points made by parents. In relation to their concerns, the school is making attempts to give parents a clearer picture about what is taught through curriculum meetings and newsletters. The range of extra-curricular activities includes football for both boys and girls and the school has a choir. The pupils in Year 6 have the opportunity to take part in an annual residential visit to Castleton. Homework is given to younger pupils to reinforce their reading and spelling. The pupils in Key Stage 2 have a range of homework that is linked to practising reading and spelling. They also have homework related to other curriculum areas. For example, they complete questionnaires in science and food technology and find information to support topics in history and geography. Homework increases as pupils move up through the school and prepares them for transfer to secondary education at the age of eleven. The frequency and amount of homework are satisfactory and have a positive impact on pupils' learning.

· KEY ISSUES FOR ACTION

In order to improve pupils' standards of attainment, the head teacher, governors and staff should:-

1. Improve pupils' standards in English by:

XVI. implementing a whole-school approach to the teaching of spelling; (paragraphs 12, 13, 89, 90)

XVII. ensuring that there are sufficient planned opportunities for pupils to practise their speaking and listening skills in all subjects; (paragraphs 22, 76, 86)

XVIII. ensuring that pupils learn a range of library skills and use them regularly to access information; (paragraphs 21, 68, 88)

XIX. ensuring that handwriting is consistently developed in all written work and by raising teachers' expectations for the quality of pupils' written work. (paragraphs 12, 13, 24, 39, 89, 90, 106)

2. Improve standards in religious education by:

XX. ensuring that all teachers have sufficient subject knowledge to implement the requirements of the Agreed Syllabus; (paragraphs 39, 158)

XXI. planning for a balanced and broadly based curriculum for religious education; (paragraph 159)

XXII. ensuring that this subject has a sufficient allocation of time. (paragraphs 42, 43, 158)

3. Establish a clear overview of the effectiveness of whole curriculum by:

XXIII. ensuring that policies have sufficient written guidance that takes account of the links between subjects and, where there is overlap, identifies where an aspect is best taught; (paragraphs 44, 62, 117, 131, 140, 159)

XXIV. ensuring that curriculum planning identifies the range of skills in each subject and how they will be taught. (paragraphs 36, 38, 44, 61, 131)

4. Carry out regular risk assessments to ensure that all health and safety issues are identified and dealt with. (paragraphs 56, 65)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

XXV. Ensure that the provision for children under five includes a sufficient range of practical experiences within all the areas of learning suited to their age. (paragraphs 19, 43, 74, 79, 83)

XXVI. Ensure that the marking of pupils' work is consistent throughout the school. (paragraphs 39, 46, 91)

XXVII. Ensure that pupils have more opportunities to make choices of equipment and materials, and to take greater responsibility for conducting their own investigations. (paragraphs 19, 25, 39, 43, 79, 91, 120)

INTRODUCTION

Characteristics of the school

1 Cudworth Churchfield Primary School is situated in the village of Cudworth, close to the town of Barnsley in South Yorkshire. The school serves a varied catchment area; the school is surrounded by a large number of owner occupied properties, but many pupils come from different estates of local authority housing, with a small number of privately owned and two small estates of council owned properties. A few pupils are admitted from larger privately owned houses on the periphery of the school's admission area. The school serves a settled community and its characteristics have remained largely unchanged since the previous inspection in May 1996. However, over recent years there has been an increase in the number of single parent or second families. The school has a good reputation for its work with pupils with special educational needs and admits increasing numbers of these pupils. This impacts upon the levels attained in national tests.

2 In the past, the area was predominately given over to coal mining, which provided much of the employment. The mines closed down a long time ago. Although there has been some new factories and retail opportunities, there is still high unemployment in the area. The school has 89 pupils who are eligible for a free school meal; this is 31 per cent of the school's population and is well above the national average. There are 289 pupils on roll and of these 137 are girls and 152 are boys. The school has 15 pupils on its special needs register who are at stages 2 to 5 of the code of practice. Of these, ten pupils have moderate learning difficulties and five pupils have a statement of special educational need. There are no pupils who require extra help with English as a second language.

3 The admission number for the school is 44 and children are admitted to the reception class at the start of the term in which they are five. There are three separate intakes; in September, January and after the Easter holiday. The school's baseline assessment shows that entry levels in literacy and numeracy are often well below what is expected for children under five. The school is implementing a number of new initiatives to raise standards in early years.

4 The school has a statement of its philosophy in the prospectus. It states, 'This school is not merely a teaching shop, it transmits values as well as attitudes. It is a community in which children learn to live first and foremost as children, not as future adults. We consider that learning is a journey to be enjoyed, rather than a destination to be reached.' This effectively underpins the life and work of the school. The prospectus also contains a clear identification of the school's intentions regarding the curriculum and pastoral care.

5 The school development plan for 1999-2000 takes into account the outcomes of the school's own evaluation of its practice. The school is included in an Education Action Zone and the development plan takes account of the action plan for this initiative. Priorities are also based on an audit of the curriculum and the local authority's education development plan. The main focus is on improving pupils' performance, developing the literacy hour, and extending expertise in information and communication technology. Other priorities include the continued implementation of the Numeracy Strategy and piloting a nationally devised scheme of work for science with more opportunities for investigative work. The school plans to take account of national guidance in other subjects to ensure breadth and balance in the curriculum. The assessment policy is to be revised to make it more manageable. A new homework policy is to be implemented and there are plans to review the behaviour policy. The school is delighted at the very positive response it has received to the recently introduced home-school contract. There are other priorities for the continued refurbishment of the school buildings.

Key indicators

6 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	28	24	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	22	24
	Girls	24	24	24
	Total	45	46	48
Percentage at NC Level 2 or above	School	87% (83%)	89% (81%)	92% (86%)
	National	82% (80%)	83% (81%)	87% (84%)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	22	24
	Girls	24	24	24
	Total	46	46	48
Percentage at NC Level 2 or above	School	89% (75%)	89% (75%)	92% (83%)
	National	82% (81%)	86% (85%)	87% (86%)

7 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	25	22	47

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	15	17
	Girls	11	13	18
	Total	19	28	35
Percentage at NC Level 4 or above	School	40% (43%)	62% (57%)	75% (57%)
	National	70% (65%)	69% (59%)	78% (66%)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	17	19
	Girls	14	16	18
	Total	25	33	37
Percentage at NC Level 4 or above	School	54% (47%)	70% (59%)	79% (63%)
	National	68% (65%)	69% (65%)	75% (72%)

.....

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

2 **8 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 Absence	School	0.0
	National comparative data	0.5

2

2 **9 Exclusions**

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

	Number
Fixed period	0
Permanent	0

2 **10 Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	20
Satisfactory or better	92
Less than satisfactory	8

2 **PART A: ASPECTS OF THE SCHOOL**

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

2 **Attainment and progress**

11 The attainment of many children on entry to the school is often well below what is expected for their age. They often have poorly developed language, literacy, number and social skills. This is reflected in the school's assessment of pupils on entry. Children make sound and often good progress within the range of activities presented to them, but by the age of five their attainment is below and sometimes well below expectations for children of this age. The provision for children under five in the reception class is sound, but is closely linked to the requirements of work at Key Stage 1 and does not always enable the teacher to provide a sufficiently broad range of activities to support their learning and this slows progress in areas such as early science.

12 At Key Stage 1 the results of the 1999 National Curriculum tests in reading, writing and mathematics were broadly in line with national average. Standards in tests were above the average in these subjects when compared with similar schools. This shows improvement over the previous three years. Teachers' assessment of their pupils' performance in science was below the national average. Inspection findings show that by the age of seven, at the end of Key Stage 1, pupils' attainment in English and science is below the national expectations for this age, with some pupils attaining well below what is expected in spelling and handwriting. Their attainment in mathematics is broadly in line with the national expectation for pupils aged seven.

13 At Key Stage 2 attainment in the 1999 National Curriculum tests in English was very low when compared with the national average and also with the average attained in similar schools. Attainment in mathematics and science was below the national average but broadly in line with the average for similar schools. Inspection findings show that by the time they reach the end of Key Stage 2, pupils' attainment in English is below what is expected for their age, with skills in spelling and handwriting often well below expectation. Pupils' attainment in mathematics matches the national expectation, and in science is improving steadily and is just below national expectations for many pupils.

14 In the last inspection of the school in 1996, standards were described as in line with the national expectation in English, mathematics and science. However, there was underachievement by higher attaining pupils. The school has not sustained the levels described, but in recent years has gained a good reputation for its work with children with special educational needs and admits increasing numbers of these pupils. This impacts upon the levels attained in national tests. At the time of the last report, the entry level of children into the reception class was below expectations for their age. The current level of attainment of children when they start school is often well below average.

15 Progress in English is good at Key Stage 1 and sound at Key Stage 2. In mathematics, pupils make good progress over time in both key stages. Progress in science is at least sound and sometimes good in Key Stage 1, and mainly good in Key Stage 2. The standards attained in current work shows an improvement on test results. Staff and governors are committed to raising standards and have introduced a range of initiatives that are beginning to have a positive impact on pupils' progress. For example, the school was involved in the local authority's pilot scheme for the Numeracy Project, and this has had a very positive impact upon pupils' mental recall of number facts and on their ability to apply what they have learned to solving new problems and calculations. Staff now plot the progress of every child and target individual pupils to help them to improve their work. The school is included in an Education Action Zone and this has resulted in extra support staff to work with pupils to improve their reading and writing. Extra support and resources for information and communication technology are beginning to improve pupils' skills in using computers in their learning. The Additional Literacy Strategy also enables the school to target and support pupils in Year 3 whose performance in English at the end of Year 2 caused concern.

16 The school has very few pupils who attain above the levels expected for their age. This reflects the intake of pupils into the reception class, where most children are well below expectations for their age. The small number of higher attaining pupils make sound progress. There is no significant variation in the attainment of boys and girls.

17 Attainment in religious education meets the requirements of the local Agreed Syllabus for most pupils at the end of Key Stage 1 but is below this at the end of Key Stage 2. Progress is sound at Key Stage 1, and Year 2 pupils know how people celebrate occasions such as weddings and are aware of the traditions attached to these in other faiths. For example, they know that Hindu women decorate their hands with mendhi patterns. They know the importance of festivals such as Easter, Harvest and Christmas in the Christian calendar. Progress is unsatisfactory at Key Stage 2. By the end of Year 6 pupils have extended their knowledge of Christianity as a worldwide faith and are beginning to have an awareness of Bhuddism, Hinduism and Judaism, but they still have insufficient knowledge and understanding of world religions and have little understanding of the commonality between faiths in their belief in one God.

18 There has been substantial progress in the development of the use of information technology to support learning across the curriculum. Pupils make good progress throughout both key stages and their attainment is in line with national expectations for their age at the end of Year 2 and Year 6. By the age of five, pupils are able to use a mouse to control cursors in order to move pictures and text on the screen. At Key Stage 1, they learn how to operate a mouse and keyboard so that they can exercise increasing control over their learning. Pupils learn how to use an increasing range of programmes to help them with language and numeracy skills. They operate a range of tape recorders with developing confidence so that they take more responsibility for parts of their learning. Some pupils learn how to control a small robot, but their learning is not secure over time because of limited experience. In Key Stage 2, pupils become adept at using the mouse to control an increasing number of functions such as scrolling the screen. Their keyboard skills develop, and many pupils develop their ability to enter text and pictures and to rearrange them on a page to produce a pleasing layout. They learn to use the digital camera and the older pupils make good progress in loading their pictures onto the computer and pasting the pictures into documents. Across the key stage, pupils learn how to access the Internet for information.

19 The progress of children under five is often good and their personal and social development is often very good. The children are very settled in their class base and know the routines of the school. However, the school's policy is for work to be closely planned to link into the programmes of study at Key Stage 1 and work presented to these children is sometimes too narrowly focused on English and number tasks. Although children often manage to complete these tasks, they often need a great deal of adult help. There are insufficient opportunities for these children to gain a sufficiently wide range of practical experiences to provide a secure foundation for work in early science, technology or their knowledge of the world about them.

20 Pupils consolidate and build upon their earlier work as they move up through the school. Their progress in art, music and physical education is often good. In design and technology, geography and history, progress is broadly satisfactory at both key stages, with some good progress in Years 5 and 6 at Key Stage 2. While pupils often have sound knowledge and understanding of concepts in history and geography, their unsatisfactory writing skills and lack of confidence in their own ideas often let them down. The pupils with special educational needs make mainly good progress against the realistic targets set for them, which are clearly identified in their individual education plans. These are often useful, with work that builds on what pupils have already learned and enables them to achieve success. When supported in class or withdrawn to work with a classroom assistant, they develop sound language skills. These pupils learn through activities in English, mathematics and topics that are linked to work in their classes and meet the requirements of their individual education plans. Pupils with special educational needs make consistent progress when in the full class situation, where teachers offer a good level of unobtrusive support.

21 The school effectively reinforces the key areas of oracy, literacy and numeracy throughout the curriculum. The school has made a satisfactory start to implementing the National Literacy Strategy. The core skills of oracy and literacy are linked satisfactorily to other areas of the curriculum. The school gives a high priority to reading and the enjoyment of books. Pupils often make good progress in the acquisition of

reading skills. Standards are broadly in line with expectations for the end of Key Stage 1, but below this at Key Stage 2. Pupils develop skills in using books to find information, but by the age of eleven, library skills are below expectations for pupils of this age. They are beginning to use encyclopedia programs on the computer and to access the Internet or use E-mail to find information.

22 Pupils show increasing confidence in speaking and listening as they move up through the school, but standards in speaking are below expectation for their age at the end of both key stages. Most pupils listen carefully to their teachers and to each other. The school has introduced 'circle time', where each pupil is encouraged to take it in turns to share ideas and feelings with the rest of the class. Other opportunities to develop confidence in speaking are provided through pupils' participation in assemblies, drama and in productions linked to Christmas celebrations. However, these opportunities are not fully exploited in all classes.

23 Children in reception make sound and sometimes good progress in early writing. They copy word cards and often produce recognisable letters and words, but by the age of five, writing is below expectations for this age group. Throughout both key stages, pupils make good progress in writing for a range of audiences and in using varied punctuation. Progress in spelling and handwriting is unsatisfactory.

24 Numeracy skills are given focus and the school has set targets to raise standards in mathematics. Pupils are developing sound strategies for mental recall as they start each mathematics lesson with a short session of mental arithmetic. This regular practice is enabling them to make gains in their application of number skills to solve problems. There is sound use of number skills to support work in areas such as science and geography; pupils present findings in graphs and tables and use an increasing range of simple co-ordinates in mapwork.

2 **Attitudes, behaviour and personal development**

25 Pupils' attitudes, behaviour and personal development are similar to that reported in the previous inspection report and are of a high standard. Pupils' attitudes to learning are very good. In most lessons, pupils listen attentively to their teacher and each other. They are interested in their work and concentrate well in lessons. Pupils are keen to do well and take a pride in accomplishing tasks successfully. For example, Year 5 pupils find and select information on the Internet. They work hard to increase their knowledge and understanding of subjects. Pupils enjoy it when suitably challenging work makes them think hard, and respond with enthusiasm to working within time limits. There are currently few opportunities for them to develop responsibility for their own learning, for example selecting from a range of materials or developing their own study skills. They settle quickly when working in groups and most demonstrate very good self-motivation by persevering with their tasks. They are lively and enthusiastic and enjoy humour. In some classes, pupils are given the opportunity to lead in discussions and this helps them to speak with increasing confidence about their work. Homework is set regularly in a number of subjects and pupils are generally punctual at returning finished work to their teachers. The school brochure stresses the school's importance in transmitting values and attitudes and ensures that parents are well-informed and fully supported.

26 Pupils' behaviour is very good. They behave well in lessons and enjoy very good relationships with their teachers and each other. Pupils can be trusted to work in groups of different sizes without the need for close supervision. Behaviour in the playgrounds is also very good. Pupils play well together and manage to take part in a number of activities with tolerance and respect for the needs of others. Incidents of rough play or bullying are extremely rare and are dealt with effectively when they arise. Pupils behave well in the dining hall, although it is very noisy and table manners are not well developed. They generally behave well in assemblies and particularly enjoy watching and listening when other pupils perform. Pupils treat books and equipment with respect and act responsibly around the school so that the buildings and grounds are kept tidy. The school policy on behaviour is well supported by pupils and teachers. Rules and systems are understood and re-enforced when necessary so that pupils have clear guidance and strive to behave well. There have been no temporary exclusions in the recent past which is a tribute to the success of the system.

27 Relationships throughout the school are also very good. Pupils clearly feel valued and in return they

value their teachers and other adults so that positive relationships exist in and out of the classrooms. This enables them to work with a range of adult helpers with confidence, for example parents effectively work with pupils in art lessons and cooking sessions. They co-operate well in lessons and in outside activities, showing respect for the feelings of others.

28 Personal development is very good. The very good ethos of the school is supported by the pupils' positive attitudes to learning and their very good behaviour. Some pupils have very valuable opportunities to share their feelings with other pupils during Circle Time and they enjoy giving and receiving support from their classmates. Pupils are very helpful in the classrooms and some are given extra responsibilities which they accept willingly. Year 6 pupils work well supporting younger pupils during wet playtimes. Pupils support charitable work and older pupils have been involved in local community projects. Pupils do not have enough opportunities to learn about other cultures and therefore do not have a full awareness of the range of beliefs and customs outside their own environment.

2 Attendance

29 Overall attendance at the school is satisfactory. There has been an improvement since the last inspection of the school when attendance was just below the national average. Most pupils are punctual and lessons start on time. There is a significant pattern of absence amongst those pupils whose parents take them away for holidays during the school term. This causes increasing concern to the school where pupils' extended holiday absences interrupt the teaching of the national literacy and numeracy programmes for those pupils, or coincide with the dates of national tests.

2 QUALITY OF EDUCATION PROVIDED

2 Teaching

30 The quality of teaching has substantially improved since the last inspection of the school, particularly the proportion of good and very good teaching. The amount of unsatisfactory teaching is much lower and confined to weaknesses in a particular class. The quality of teaching is at least sound in 92 per cent of lessons and is good in almost two-thirds. There is very good teaching in a fifth of lessons, with a small number of lessons in the Year 5/6 and Year 6 classes where teaching is excellent. There is good, and very good teaching with children under five and in both key stages. The substantial amount of good teaching is a strength of the school; it effectively enhances pupils' progress and promotes high standards. In the most effective lessons, teachers have high expectations of pupils and encourage them to think critically about their work. In the best lessons, teachers provide a good range of challenging activities that are well matched to what pupils already know. Pupils are encouraged to take responsibility for their learning and to talk about their work.

31 In the last inspection of the school, the lack of flexibility in teaching was identified as a feature of the unsatisfactory teaching. In the unsatisfactory lessons seen during the current inspection, mainly in one class, the range of teaching approaches is limited and fails to reflect the needs of the pupils and different subjects. For example, group tasks are not well planned or managed in the Literacy Hour. The planning often lacks sufficient detail of what skills are to be taught and how the work will be covered. The learning is not always managed effectively to ensure that pupils make sufficient progress.

32 The teaching of children under five in the reception class is mainly good, and sometimes very good. The teacher effectively reinforces the children's personal and social development and although they have only been in school a few weeks, the children are already well settled into the routines of the classroom. Due emphasis is placed on reinforcing children's language skills within all the activities across the areas of learning. They are well prepared for their future learning in Key Stage 1.

33 The quality of teaching at Key Stage 1 is at least sound, with good teaching in almost two-thirds of lessons. In a very good mathematics lesson with a Year 2 class, the teacher's very effective introduction to work on shape motivated the pupils well as they tried to identify hidden shapes from the features described by

the teacher. The teacher's good subject knowledge ensured that activities were well matched to previous work. The lesson was very well planned and the teacher used a good range of techniques to ensure that pupils learned successfully. The lesson was very well resourced to enable each pupil to have a full set of shapes. Time was well managed and homework enabled pupils to practise their number skills. There was no unsatisfactory teaching in this key stage.

34 In Key Stage 2, teaching is at least sound in 88 per cent of lessons and is good in well over half, including a fifth of lessons where teaching is very good. The teaching in Year 6 and in many lessons in the Year 5/6 class is consistently good and often very good. There were a few lessons in these classes where teaching is excellent. In an excellent science lesson, Year 6 pupils learned about how the body processes food. The very effective questioning used by the teacher identified what the pupils already knew and made good use of examples from pupils' written work. The very good rapport established with the pupils effectively reinforced their learning and promoted their self-esteem. The work was very well planned and resourced and was based on a clear assessment of the pupils' strengths and weaknesses. The teacher's interventions were well timed and reinforced pupils' understanding. Pupils' understanding and use of scientific language were developed well.

35 The school has introduced a half day each week to enable specialist teaching in Key Stage 2. Teachers work with different classes for a defined number of weeks to reinforce learning through the use of their particular expertise. For example, in an excellent lesson, the co-ordinator for information and communication technology worked with younger Key Stage 2 pupils in the new computer suite to teach them to use a range of programs and to work with a digital camera and to interrogate the Internet. There was very effective direct teaching of skills and work was well planned to enable pupils to convey ideas and information in a variety of forms. Pupils made good progress and many attained well in relation to their age. The good teaching at this key stage encourages critical thinking and enables pupils to deepen their understanding through practical activities and investigative approaches. In the best lessons, there is time for quality discussion.

36 In the lessons where teaching is unsatisfactory, there are several contributory factors. In a few lessons in one class, teaching does not include sufficient strategies to manage the learning well and ensure good standards of work and behaviour. Lesson planning is scrappy and lacks sufficient detail to identify the skills to be taught and the range of activities to be used. There was no identification of how classroom support staff would be deployed. In an unsatisfactory English lesson, the planning of group tasks within the Literacy Hour was muddled and lacked focus. All pupils worked from the same work sheet and this lacked challenge for many pupils in the class. The pace of work was too slow and much of the work set was not completed. This resulted in unsatisfactory progress for most pupils.

37 The teaching of pupils with special educational needs is at least satisfactory and sometimes good. Pupils with statements of special educational needs are well supported, both when withdrawn for extra tuition or supported in class. Resources are matched to their needs and regular liaison with class teachers ensures that the work done in withdrawal sessions is well linked that done by the rest of the class. Relationships between staff and pupils with special needs are good and support their leaning. In class, teachers are supportive of pupils with special needs and provide extra help, either through graded tasks or direct help. The work of the classroom support assistants is very effective and they work well in group reading sessions. They work hard to support lower attaining pupils in classrooms and to provide direct teaching in small withdrawal groups and on a one-to-one basis. The effective support to pupils with special needs has a positive impact on the progress they make.

38 The teachers work together as a close-knit team and planning for the year and term is good. Planning has substantially improved since the last inspection of the school. The weekly and daily plans are mainly useful and underpin learning. However, although they mainly identify the skills to be taught in English, mathematics and science, this level of detail is not always sufficient in other subjects. Where teaching is unsatisfactory, daily planning is weak and fails to build on previous work. Teachers carry out accurate assessments and increasingly use the information gained to plan the next units of work. In the best practice, teachers evaluate lessons and identify any gaps in learning and areas that need to be reinforced or

which pupils fully understand. The information gained from assessment is enabling teachers to target support for individuals and groups of pupils and this is beginning to raise standards in the core subjects of English, mathematics and science.

39 Most teachers use a sound range of strategies that include whole class, group and individual work. Pupils are usually well managed and discipline is good. Teachers' subject expertise is mainly sound and sometimes good, with the exception of religious education and design and technology, where some staff at both key stages lack sufficient knowledge and confidence in these subjects. In a few lessons in Key Stage 2, activities are not well organised and reflect a lack of expertise in managing group activities. Most teachers have high, but realistic, expectations of their pupils in respect of work and behaviour. However, these are not consistent in respect of the setting out and presentation of work. The marking of children's work varies throughout the school; at best it offers positive feedback and sometimes provides useful guidance to help pupils to improve their work. This is not always the case and in a few cases, marking reflects too low an expectation of the quality of pupils' work. In most lessons, time is managed well to ensure sufficient work is covered. In most lessons, resources are well managed to support pupils' learning. Many teachers and support staff have made a good range of materials and resources. The staff are eager for pupils to do well and in some lessons, pupils are not provided with sufficient opportunities to make choices of materials and equipment.

40 Relationships with pupils are often very good and encourage their self-esteem. Many pupils lack confidence and the good rapport established in many classes, ensures that pupils are encouraged to develop their ideas and to feel a pride in their work. This is particularly evident with the oldest pupils in the school, where the teaching takes account of their growing maturity. Teachers and support staff work hard and provide a high level of care for pupils and reinforce pupils' personal and social development. Support staff are well deployed and briefed to provide extra help in classrooms, in withdrawal groups linked to reading and in the additional literacy programme at the start of Key Stage 2. Their work effectively complements that of teachers. Staff effectively display pupils' work to reinforce their attainment. Homework is used well to reinforce spelling and the learning of number facts. However, reading homework is not a consistent provision across the school and, although pupils take home a library book of their choice, there is no regular home-school reading programme. Older pupils are encouraged to find information to support topic work; for example they monitor changes in the weather, find out about their family history and complete questionnaires in science and food technology.

2 **The curriculum and assessment**

41 The school provides a broad and balanced curriculum for children under five and for pupils at both key stages. It meets statutory requirements for all subjects of the National Curriculum and religious education. The school has a Sex Education policy, ratified by the governors, and sex education is taught as part of science. There are also Health Education and Drugs Awareness policies. Pupils' personal and social education is good; it is well planned and organised. The school does not have a written Equal Opportunities policy, but all pupils have equal access to the curriculum. Provision for pupils with special educational needs is good. The school has developed a very good system for monitoring pupils' reading to identify those pupils needing extra help towards average achievement. The reading programme in Year 3 works well and is helping to raise standards. It is linked to the Additional Literacy Strategy. There is also extra support to English and information and communication technology through the school's inclusion in an Education Action Zone. These initiatives have a positive impact upon pupils' progress and interest in reading. The school has a well organised system of withdrawing pupils for this extra help.

42 The school has made provision for the arts a priority. These, together with history and geography are now taught as specific subjects instead of being topic based. The school allows adequate time for the core subjects of English, mathematics, science and information technology, but not for religious education. This subject does not receive sufficient time to enable teachers to cover the Agreed Syllabus and standards are below expectation for pupils at the end of Key Stage 2. The Literacy and Numeracy Strategies are developing well and ensure increasing challenge as pupils move up through the key stages.

43 Curricular provision for children under five in the reception class is satisfactory. The children receive a sound start to their education. The activities planned and presented are closely linked to the requirements of the National Curriculum in Year 1 and provide a range of experiences to underpin future learning. The school has made a decision to focus strongly on work in the National Curriculum and this means that there is sometimes an imbalance between the substantial amount of time given to the literacy and mathematics, and to the time given to activities needed to support children's experiences across the other areas of learning.

44 The school has made good progress in its curriculum planning to take account of the key issues in the previous inspection report. The head teacher and governors have guided these developments well. Teachers understand the present system of curriculum planning and there is satisfactory consistency across subjects and year groups. The school now defines the role of curriculum co-ordinators better than at the time of the last inspection. Partly as a result of this, and partly because of the better grasp of planning generally, there is more effective coverage of the curriculum and this is improving pupils' progress and beginning to raise standards of attainment in the core subjects of English, mathematics and science. Subject policies vary in quality, but overall are satisfactory. However, not all have sufficiently detailed subject guidance to support teachers in identifying the skills they want pupils to learn and how these might be taught. There is not yet an overview of the whole curriculum to enable teachers to avoid repetition and overlap and to identify where certain aspects are best taught. Planning in the core subjects is full and detailed. The head teacher monitors long and medium term planning for all subjects. Provision for continuity and progression within subjects and across the year groups has improved as a result of these developments. The school still does not fully extend the learning of some of the most able pupils but, in response to a key issue in the last report, has begun to match tasks more closely to what pupils already know.

45 The school provides a satisfactory range of extra-curricular activities although currently only in music and sport. These activities are well supported and reflect good commitment from staff and pupils. Sports coaches from professional teams come into school from time to time to improve pupils' skills. The previous inspection reported a good programme of out-of-school visits, including a residential visit for Year 6 and this is still so. For example, Year 6 pupils visit Canon Hall as part of their history programme. Since the last inspection, the school has improved its provision for homework. This is helping to broaden the curriculum and raise standards.

46 There is a satisfactory system of assessment for English, mathematics and, to a lesser extent, science in both key stages. The system follows the guidance of the Qualifications and Curriculum Authority. Assessment of the progress of children under five is good and is based on regular observations of their work. The school does not have formal procedures to assess pupils' work in the foundation subjects, but is waiting for the new curriculum before settling on an assessment system. Meanwhile, the teachers' good knowledge of the capabilities and standard of work of their pupils helps them to plan the next units of work. The marking of pupils' work, however, is of variable quality; in few cases it is detailed and helpful and influences future work, but this is not the case in all classes.

2 47 Each pupil has an individual file containing examples of assessed work in English, mathematics and science. Pupils also have an individual record of achievement, including copies of their annual reports, which helps to plot their progress through the school. The head teacher analyses the results of the comprehensive testing system, including the Standard Assessment Tests, and uses the results to inform curriculum planning for the core subjects. As one result of this, the school now places greater emphasis on developing pupils' writing skills.

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Pupils' spiritual, moral, social and cultural development

48 The overall provision for pupils' spiritual, moral, social and cultural development is good. The school's provision for pupils' spiritual development is satisfactory. In collective worship, pupils are given brief moments of quiet and are invited to think about their families, left at home that day. On other occasions, they are invited to think about their friends. The quality of collective worship is satisfactory. Prayers are said, and pupils know their own school prayer very well. Spiritual development is promoted particularly well

in religious education and ‘Circle Time’ where pupils are given opportunities to express their personal feelings, and to respect the views and feelings of other people. However, teachers do not have a common understanding of how to promote spiritual development within the subjects of the curriculum. There are examples of where this has been planned and in one class, pupils are invited to consider whether the work of Monet makes them feel happy or sad. Other pupils have written about the feelings evoked when they listened to Holst’s ‘The Planet Suite’.

49 The provision for pupils’ moral development is very good, and is a strength of the school. All adults are good role models for the school’s high expectations of behaviour. In religious education, pupils have agreed class rules with their teacher, and they have also agreed consequences for breaking these rules. These rules are displayed in all classrooms, and teachers refer to them when appropriate. Older pupils explain why they have rules at home, in school, and in the community. This makes a positive contribution to their understanding of good citizenship. Moral development is promoted well in assemblies. Through well chosen stories, pupils are taught the difference between right and wrong. Children in the reception class are taught to take turns and learn the importance of sharing and caring for each other. The school has effective systems to reward good behaviour.

50 The school’s provision for pupils’ social development is very good, and is a major strength of the school. All adults working in the school are valued and respected. In turn, they respect and value the contribution that individual pupils make. As a result, pupils are encouraged to respect themselves, to respect other people and property. This reinforces their understanding of good citizenship. The very good ethos of the school is reflected exceptionally well in the very good relationships which exist in the school. For example, teachers and support staff work very well together. Pupils see these good relationships, and they learn to co-operate and respect each other. Pupils respond well to appeals to support those less fortunate than themselves. For example, they have collected for the Kosovan refugees. They take responsibility for tidying resources in their own classrooms, and at lunchtimes some pupils eagerly volunteer to help prepare classrooms for activities in the afternoon. On Sports Day, older pupils take on a number of responsibilities, such as preparing programmes and welcoming visitors.

51 The provision for pupils’ cultural development is satisfactory. It is promoted through history and geography, where pupils learn about their own culture as well as the ancient culture of Greece and the lifestyles of people living in other countries. Some pupils are learning folk dances on Wednesday afternoons, when Key Stage 2 pupils work on a range of activities where teachers use their specialist skills. While pupils learn about the work of some famous composers and artists, these are limited to Western cultures. Educational visits support pupils’ cultural development well. However, their multicultural awareness and understanding of the major world faiths is less well developed.

2 **Support, guidance and pupils’ welfare**

52 Overall, the school makes good provision for the educational and personal support of all its pupils, and has maintained and built upon the positive report in the last inspection. The school’s arrangements for monitoring the academic progress and personal development of pupils are good. The school has good procedures for the early identification of pupils who require specialised educational support and guidance and this has a positive impact on educational standards. Record of achievement files containing a representative sample of work, and collation of test results, are used to track pupils through the school. They provide an effective document of evidence to support the monitoring of pupils’ progress. The school makes good use of outside specialist support agencies such as the Learning Support Service to ensure that pupils of all abilities are appropriately targeted and supported. Within school, the provision of ‘Circle Time’ for younger pupils, effectively supports their personal development.

53 The school has very good procedures for monitoring and promoting discipline and good behaviour, and pupils are encouraged to recognise the consequences of their behaviour and to formulate their own class rules. The school has encouraged a consistent approach to behaviour management across all of the staff, including lunch time supervisors. The use of a colour coded card system for pupils’ response to disciplinary strategies, is an easily understood method for all ages of pupils. The school is firm and just when dealing

with the few pupils who need more frequent behavioural guidance. There is effective use of 'time out' procedures from the classroom, to modify inappropriate behaviour in class. Very effective strategies are in place to prevent bullying of pupils, and the well thought out design of the playground enables a range of games to be played, without pupils harassing each other. The school has responded to recommendations for the use of appropriate strategies for the control and restraint of pupils, and maintains an incident book. The school rewards and promotes good behaviour, and pupils are regularly awarded certificates for good behaviour.

54 The school's procedures for monitoring and promoting attendance are satisfactory. Registration procedures are not consistent across the school and this does not support efficient monitoring of attendance patterns. Annual awards for attendance are made to pupils, and there is regular involvement of the Education Welfare Service when the school has concerns over a pupil's attendance or punctuality. Appropriate procedures for the signing in and signing out of pupils during the school day, are now in place.

55 The school's procedures for ensuring the identification and referral of child protection issues are satisfactory. The school follows the local authority's agreed practice on referrals and liaises with the area child protection committee about child protection issues. A governor with community police and child protection expertise has recently been appointed and effectively advises the school. Parents and staff are informed of procedures. The school does not have a specific child protection policy and currently, only the designated person has received recent and relevant training.

56 The school's procedures for promoting the health of its pupils are good. There are a number of trained first aiders on the staff, and first aid boxes are well stocked. The accident book is up to date and the school is aware of the medical conditions of all of its pupils. The school promotes awareness of the dangers of drugs and alcohol through its close links to the health authorities and the police. The school's procedures for promoting the safety of its pupils are satisfactory. The school has not yet completed risk assessments, although a specific health and safety policy for the school is in place. The school has good procedures for ensuring the safety and maintenance of electrical appliances, fire fighting equipment, fire alarms and physical education equipment. The school holds regular termly fire drills.

2 Partnership with parents and the community

57 Overall, the school's partnership with parents and the community is good. It has built upon the positive comments in the last inspection report and has improved its community and industry links. The quality of information provided by the school for parents and carers is satisfactory. Annual reports to parents are very brief, contain no pupil commentary and report mainly on the pupils' attitudes to work and what the class has covered, rather than what each pupil knows, understands and can do. There are some minor omissions on the number of unauthorised absence of pupils in the statutory information provided for parents in the Governors' annual report to parents and the prospectus. The school is researching methods of communication to parents on the detail of the area of the curriculum that they are studying each term. New families to the school value the range of information they receive on the school from the pre-school course run during the summer term.

58 Parents involvement with their children's learning at home is good. Parents value the range of homework that their children are given to complete at home, and their involvement in any research for these tasks. Parents support their children in reaching their targets for spelling and number work, although reading homework is not a consistent provision across the school. The active support that the school receives from the Friends Association maintains the provision of educational visits. The school benefits from the expertise of a number of grandparents who assist in the school with food technology lessons. There is good support from parents at school performances and the school is delighted at the very positive response it has received to the home/school contract and the inherent support that this gives to pupils' learning at home.

59 The enrichment that the school receives from its links to the community is very good. The local community generously support the events run by the Friends Association and help with the provision, for example, of raffle prizes. The school buildings are a focal point for a wide range of social and educational

activities in the area, and this impacts positively on the pupils, who observe the value that the whole community places on their school as a centre for achievement. Plans to celebrate the centenary of the school in the forthcoming year are already inspiring the interest of the local community, a large number of whom will have attended the school. The school makes good use of facilities in the area such as a local sports hall, and pupils frequently visit commercial businesses in the area such as a supermarket bakery, to support their learning of the curriculum. Many of the staff in the school have benefited from involvement in Business Partnership initiatives. The school is actively involved with local industry and commerce such as a pewter manufacturing business and a building society. These links have a positive education impact on pupil's learning. The school enjoys close links to neighbouring schools for sporting activities and competitions, and very close links with the community police service and the church.

2 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

2 Leadership and management

60 The school is very well led and efficiently managed by the head teacher, with the effective support of the deputy head teacher. The head teacher is well supported by staff and governors, and provides a very clear direction for school improvement. He has a good understanding of the needs of the school and works hard with staff and governors to put in place a range of initiatives to support the progress and attainment of all pupils in the school. For example, the school is part of an Education Action Zone and the head teacher has ensured that the support for the school is used well to raise standards in English and to develop pupils' skills in information technology. Support from the Additional Literacy Strategy has been focused successfully on improving standards in reading and writing. Central to the aims of the school is the importance of ensuring that each child has the best possible opportunity to learn and make progress. The effective leadership of the head teacher ensures that this is successfully established in practice and is substantially implemented in the life and work of the school. A main priority of the head teacher is the development of a close-knit team and the high quality of teamwork is a key feature in the success of the school. Relationships within the school are very good and support the provision of a good learning environment which provides equality of opportunity for all pupils and promotes their self-esteem. The ethos of the school is caring and supportive; it enhances pupils' progress and personal and social development. The day-to-day management and administration of the school are good and well supported by the school secretary.

61 Since the last inspection in 1996, the school has made good progress against many of the issues identified. The school's action plan, and subsequent review of progress made, have ensured that the school has maintained the impetus in dealing with the areas identified for improvement. Planning has improved and with it, continuity of learning across the key stages. The teachers' planning includes increasing challenge within subjects as pupils move up through the school. There is now a more balanced coverage of the subjects of the National Curriculum, particularly in English, mathematics, and information and communication technology. The school is in the process of adopting nationally produced guidance for many subjects. However, there is not yet a sufficiently clear overview of the whole curriculum to ensure that policies identify the links between subjects and, where there is overlap, identify where an aspect is best taught. For example the use of information technology is not always identified in teachers' planning. Staff do not always use the many opportunities for pupils to practise writing skills in subjects such as science, history, geography and religious education. Not all subjects have sufficient guidance to ensure that curriculum planning identifies the range of skills in each subject and how they will be taught. However, co-ordinators plan to update policies and schemes of work to reflect the changes at national level and this provides opportunities to ensure that they include sufficient detail.

62 The school has developed the role of the subject co-ordinators and they are involved in setting priorities for the school. They work hard to give a lead in the effective management of the curriculum and have begun to monitor their specialist areas by scrutinising other teachers' planning and through discussion in informal meetings. The co-ordinators in English, mathematics and information technology have begun to take a part in monitoring teaching and learning in their subjects. The role of the senior management team has been developed to enable the deputy head teacher and senior teacher to take an active role in management and in monitoring standards. These staff are all in Key Stage 2 and their overview of the curriculum is still limited.

63 The head teacher, staff and governors have a clear insight into what now needs to be done for further improvement. They have already put in place useful initiatives to improve standards and the management of the school has the systems in place to ensure that the school is well placed to continue its planned improvements.

64 The provision for pupils with special educational needs is well managed by the head teacher. These pupils are well supported and this enables them to make good progress. The head teacher gives priority to ensuring that the school has sufficient, well trained classroom support staff to work with lower attaining pupils. These members of staff are well deployed and they work effectively in classrooms, and in withdrawal groups, to provide high quality support to pupils with special needs.

65 The development plan provides a useful framework for school improvement and is based upon an accurate assessment of the school's needs. It reflects consultation with staff and governors, who are involved at an early stage in this important level of strategic planning. The governors are very supportive of the school and fulfil their statutory responsibilities. However, the school does not carry out regular risk assessments to ensure that all health and safety issues are identified and dealt with. There are identified committees and they provide effective support to the management of the school. Governors are knowledgeable about the developments that are taking place and are fully involved in decision making. Many governors have a regular involvement in the work of the school and individuals are linked with curriculum areas. Governors, head teacher and staff share a strong commitment to raising standards in the school and work well together to identify and monitor the targets set for every pupil.

2 **Staffing, accommodation and learning resources**

66 There are sufficient qualified teaching staff to teach the curriculum for children under five, and the National Curriculum and religious education in both key stages. Class teachers, special educational needs support staff, other non-teaching staff, and visitors, work well together. The school also makes effective use of support from a wide range of outside agencies. The number, qualifications and experience of support staff are very good. One member of the team has recently attended training to support the Additional Literacy Strategy that is being implemented in the school. The input from such a range of staff, and visitors, makes a very positive contribution to the quality of education provided by the school.

67 Job descriptions are in place for all members of the qualified teaching staff, but not for the head teacher. These are regularly updated, and reflect the current roles and responsibilities held by teachers. Arrangements for in-service training for teachers, and non-teaching staff are good. For example, mid-day supervisory staff have received some training in behaviour management. In-service training is used effectively to meet both the school's and individual needs. There are effective procedures for the induction and mentoring of newly qualified teachers. The procedures for appraisal are in line with requirements; initially linked to the evaluation of numeracy training, current appraisals of staff focus on classroom organisation.

68 The school building provides good accommodation. Classrooms accommodate lessons effectively. There are two halls used for physical education. However, the library space has become marginalised because this room has been taken over to accommodate an information technology suite. This hinders the development of library skills for older pupils. Display space is used well in most classrooms and displays in corridors and around the school are particularly attractive. The school has good outdoor play areas. There are well designed quiet play areas, which leave space for pupils wanting to play more boisterous ball games. However, there is no direct access to a secure outdoor play area suitable for children under five. A walled garden has been designed by pupils, and is used well to enhance the science curriculum. The school has imaginatively converted out-of-date shower facilities to make a community room, which is used well.

69 The reception class has inadequate resources to meet the needs of the youngest children in the school. There are no large outdoor toys or range of soft play equipment. Elsewhere in the school, learning resources are adequate, apart from history and art. Although materials are adequate in art, there are very few books, or posters, about the work of famous artists. There is very good resourcing for information technology, with a good range of software. This is an improvement since the last inspection. Where resources were described as good in mathematics, history, design and technology, art and music in the last inspection, some books and equipment are now old and well worn. There are a number of old, out of date, non-fiction books in the library. Most resources are kept in classrooms. Reading books, supporting the Literacy Strategy, are well organised and accessible. Resources which are kept upstairs in the stockroom, are not easily accessible. Many appear not to have been used for a long time. Resources beyond the school, in the local environment, and members of the local community, are used well to support the curriculum.

2 **The efficiency of the school**

70 The school makes good use of the resources available to it. The head teacher works hard to attract extra resources to the school to support pupils' learning. Funds are well managed by the head teacher with good support from the finance committee of governors. Members of this group work closely with the head teacher to set and monitor the budget. Financial planning is good and well linked to the educational priorities identified in the development plan.

71 The funds devolved to the school are well used to support the educational initiatives outlined in the school development plan. Funding earmarked for pupils with special educational needs is used efficiently to promote their progress and attainment through a good level of adult support and well-chosen learning resources. The day-to-day transactions are well managed by the head teacher and the school secretary. The secretary keeps up-to-date information about pupils and the finances of the school, using the school's computer system. The school has fully implemented the recommendations in the most recent audit report.

72 Teachers and support staff are deployed effectively. The expertise and interests of the staff are used well, particularly the classroom support staff and the opportunities for teachers to use their specialist knowledge in some lessons at Key Stage 2. Resources are well deployed and managed to enhance pupils' learning in most lessons. The accommodation is used well to meet curriculum needs and the rooms and public areas of the school are enhanced by the display of pupils' work. However, the new computer suite has been established in the school library and there is no alternative arrangement for Key Stage 2 pupils to develop and use their library skills on a regular basis. The school building is well kept and reflects the hard work of the caretaker and cleaning staff. Good use is made of the available resources for learning to provide an effective learning environment and to support pupils' attainment.

73 Taking into account the attainment of pupils on entry, the progress they make, the quality of the education provided and the level of funding for each pupil, the school provides good value for money.

2 PART B: CURRICULUM AREAS AND SUBJECTS

2 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

74 The inspection took place early in the autumn term and many children had only been in the reception class for five weeks. The provision for children under five in the reception class is satisfactory. The good range of activities ensures that children receive a sound start to their education. The activities planned and presented are closely linked to the requirements of the National Curriculum in Year 1 and provide a range of experiences to underpin future learning. The school has made a decision to focus strongly on work in the National Curriculum and this means that there is sometimes an imbalance between the substantial amount of time given to the literacy and mathematics, and to the activities needed to support children's experiences across the other areas of learning. This means that for some children there are insufficient opportunities for the range of practical experiences to underpin subject such as early science and technology. The current admission number for the reception year means that there are too many children for one class and a new class will be established to take account of the children starting school in January and after Easter. The current reception class contains nine Year 1 pupils.

75 Although children enter school with a broad range of attainment and previous experience, the school's own assessment of them on entry to the reception class indicates that for many, language, literacy and early number skills are often well below what is expected at this age. Social skills are also below expectation for many children, although they are eager to learn. From entering the reception class, the children frequently make at least sound, and often good progress and transfer confidently to Year 1. Children's personal and social development is good and are close to expectations when they transfer to Year 1 at the age of five. Their skills in early reading, writing and number are still below expectations for their age but, by the end of the year are likely to be close to what is expected in mathematics. Children are developing their knowledge and understanding of the world about them, but their attainment is below expectations at the age of five. The children make good progress in developing creative skills and produce some good work. Children's physical skills develop well, and by the age of five, are close to expectations for their age.

76 The school rightly sets a high priority on the development of early speaking, listening, reading and writing skills. The teacher plans well to provide a good range of language activities within the literacy hour that has been adopted in the reception class, in line with the rest of the school. Opportunities to develop early literacy skills are effectively reinforced within all activities. Role play is used to promote the development of language and social skills and children use experiences from outside of school to act out different situations. However, speaking skills are well below what is expected for children at the start of the reception year. Children are beginning to improve their listening skills; they listen carefully to stories and know many action songs and rhymes by heart. They retell stories in their own words and a few retell stories accurately using picture sequences. Most know commonly used letter sounds and make good progress in developing a sight vocabulary of simple, regularly used words, including labels and captions around the room. A few children recognise and repeat simple sentences from early reading books, but early reading skills are still low by the start of Year 1.

77 Children develop pencil control as work on activities in the literacy hour and most copy their own name correctly. Many children copy from word cards or write over teachers' script to produce legible letters and words. However, standards in writing are often well below expectation for children, and reflects their attainment on entry. For example, in one lessons they listened to the story 'We're Going on a Bear Hunt', and higher attaining children drew recognisable pictures of a bear and used word cards to make the sentence 'Here is my bear.' Letters and words were often well-shaped and mainly correctly spaced, although uneven in size. Other children drew a duck and knew that the word 'duck' started with a 'd' sound. A substantial number of children gave very brief one word verbal answers. Standards in writing are likely to be below expectations for children aged five when they transfer to Key Stage 1.

78 Children learn through a wide range of mathematical activities and often make good progress, although attainment is below, and sometimes well below, expectation for children at this early stage of the

school year, they are well placed to attain broadly in line with what is expected by the age of five. They play a wide range of mathematical games and sort, match, count and create sets of objects by colour, shape and size. They work on numbers to five and can match numbers to objects. Most count to twenty and most recognise numbers to ten. In a lively mathematics lesson, one group of children played with a giant die and could recognise the numbers on each side. About a fifth of the class could count on in twos. Many know the primary colours and make good progress in the development of space and position; they are beginning to use correct mathematical language.

79 Children under five have a limited understanding of the world around them. In a lesson linked to handling data, they talked about where they live and described accurately how they come to school. They quickly identified the most commonly used method of getting to school and worked well with their teacher to indicate where information would be placed in a picture graph. Children make good progress in their early understanding of plans and maps; they use a diagram of the school and a few accurately identify routes to different areas, such as the head teacher's room and library. Children make sound and sometimes good progress in their awareness of change over time as they compare what they were like as babies and what they look like and can do now. Children have worked on the whole-school topic about their body, and have created their own 'x-ray' pictures and made reasonable attempts to show the human skeleton. However, progress in the development of early science is slow and reflects the limited time available for the children to experience a range of practical activities to underpin their learning.

80 Children create models using construction kits and make models from waste materials such as card, paper and fabric. They use toys to create scenes and act out imagined events. They explore colour and texture, and create their own pictures, prints and patterns. They made good progress and used imagination as they worked well with pastels. They experimented with techniques such as 'smudging' and with using the flat side or point of a pastel to create effective patterns with one colour on a black background. Most children handle tools and equipment sensibly and are developing sound manipulative skills. In physical activities, children make good progress and show sound control as they jog, walk and run. They change speed and direction on a signal. The children follow directions and move confidently in the large space of the hall. Children sing tunefully and make good progress in developing a sense of rhythm as they count and clap the beats in the music.

81 The spiritual and moral development of the children is developed through stories and is reinforced within the activities linked to the areas of learning. In work linked to religious education, they look at displays of pictures of Joseph and his coat of many colours and answer questions. They answered the teacher's questions well and knew that Joseph went to Egypt. One child explained the Pharaoh as a king. Children's personal and social development is good and they are secure, confident and already well settled into school routines.

82 Children under five respond with enjoyment to their activities, they sustain interest in their tasks. Although they have only been in school a few weeks, they know class routines and move confidently about their classroom and the wider areas of the hall and playground. Most children follow instructions and co-operate well in pairs and small groups to share materials and equipment, although a few are very immature and need a lot of adult support. During physical activities, they move confidently in the larger space of the school hall. They are eager to learn and persevere well in the long literacy sessions. The children relate well to each other and to adults. The behaviour of children under five is good.

83 The teaching in classes with children under five is mainly good and sometimes very good. The teacher has a very good understanding of the learning needs of this age group. The children are very well managed and receive positive encouragement that effectively supports their learning. Work is carefully planned and provides an increasing level of challenge within the activities to underpin the National Curriculum in Year 1. The teacher works hard to try to ensure that there is a sufficient range of activities linked to the areas of learning deemed suitable for children under five. However, the current organisation of the curriculum in school means that there is not always sufficient time to fully develop children's enquiry skills within a wide range of practical experiences. The teacher makes accurate assessments of the children's attainment when they enter the reception class, and again when they transfer to Year 1. The information is

used well to plan work to build on what children already know and can do, and also enables the school to plot children's progress over time.

84 Resources are deployed well and provide opportunities for children to take responsibility for getting out and returning their own equipment. Materials and equipment for children under five are adequate, although they have no large outdoor play equipment. There is no separate play area designated for these children. Good links are established with parents through the current induction programme that includes visits before the children start school. The teacher has also produced useful written guidance to help parents prepare their children for school. Parents indicate that they value the guidance and induction visit and feel that their children are well prepared for starting school. There are some useful links between the reception class and the nurseries the children attend before starting school. Transition is managed well. There is no policy to establish the programme for children under five and no co-ordinator with responsibility for early years.

2 ENGLISH, MATHEMATICS AND SCIENCE

2 English

85 Pupils' attainment in English is below the levels expected for their ages by the end of both key stages. In the national tests for seven year olds in 1999, pupils' performance was broadly in line with the national average in reading and writing. Pupils' attainment was above that attained in similar schools. In the same tests for eleven year olds, pupils' performance in English was very low in comparison with the national average and with the average attained in similar schools. The percentage of pupils attaining at the higher levels was also very low. Pupils make mainly good progress in Key Stage 1 and sound and sometimes good progress in Key Stage 2.

86 By the end of Year 2 and Year 6, pupils' attainment in listening matches the levels expected for their ages. Attainment in speaking is below these expected levels. Pupils make steady progress overall in listening and speaking. In Year 1, pupils listen carefully, but they do not always speak clearly and often respond to questions using short phrases. For example, in 'Circle Time' many pupils are hesitant speaking in front of classmates. Only a few volunteer comments such as 'I like helping my Dad'. In Year 2, pupils show they have listened carefully, by making suitable responses. They are beginning to use more detail when explaining their work. However, they often talk indistinctly, and lack confidence when talking to visitors. For example, they repeatedly use 'It's nice', when talking about their reading preferences. In 'Circle Time', a few pupils were confident enough to say what makes them feel sad. In Years 3 and 4, pupils listen well in whole class discussions. When speaking, they show an understanding of main points in discussion, but they also lack confidence when talking to visitors. In a lesson in Year 3, pupils were unwilling to join in discussion, but they eagerly volunteered to match word families by choosing which envelope the words should go into. In Years 5 and 6, pupils respond well to their teachers' questions, but need encouragement to describe events and opinions clearly and thoughtfully. In Year 6, pupils listen attentively. They are beginning to use more detail when explaining their ideas, and they listen carefully to classmates. During the inspection, there were few occasions where pupils spoke in more formal situations such as assemblies or reporting back to classmates at the end of lessons.

87 By the end of Year 2, pupils' attainment in reading broadly matches the levels expected for their age. In Year 1, pupils recognise letter sounds and recognise enough words to read simple sentences. In Year 2, the majority of pupils are independent readers. They use picture clues and their knowledge of letter sounds and build on previous skills to read unfamiliar words. Higher attaining pupils know the purpose of contents pages, and most pupils recognise author and illustrator. They talk hesitantly about the parts they like in their current reading book. However, most pupils make good progress. Pupils with special educational needs make good progress at both key stages, particularly those supported through the Additional Literacy Strategy.

88 Pupils make sound progress in Key Stage 2, but attainment in reading is below expectations for their age at the end of the key stage. In Year 3, most pupils read expressively and they know the purpose of the contents page and in Year 4, higher attaining pupils read fluently. Most pupils know how to use contents

and index pages. Pupils in both year groups respond well to texts in whole class reading sessions. They understand the main points and make oral predictions about what will happen next. In Year 5, higher attaining pupils read fluently and with expression to show their understanding. Most pupils read accurately, and they attempt to self-correct errors. In Year 6, the majority of pupils are confident readers. Higher attaining pupils are beginning to use inference and deduction. For example, when reading dialogue expressively, one pupil explained 'I know what the characters are like, so I read that bit as though I am the character'. Average and lower attaining pupils do not read punctuation well, and seldom self-correct errors. Lower attaining pupils look to classmates to help read unknown words, although they use their knowledge of syllables to build words. Pupils use alphabetical order to locate information in dictionaries, thesaurus' and the index pages of non-fiction books, but they do not know the purpose of glossaries. They locate information using information technology. However, their library skills are well below the levels expected for their age. They do not know how to locate, and retrieve, information using a simplified library classification system, nor do they know how to use alphabetical order to choose another book by the same author.

89 By the end of both key stages, pupils' attainment in writing is below the levels expected for their ages. Their attainment in spelling and handwriting is well below these expectations. Pupils make good progress overall in writing for a range of purposes, audience and in using varied punctuation. Their progress in spelling and handwriting is unsatisfactory. Pupils in Year 1 write short phrases, and some pupils write simple sentences. They are beginning to use capital letters and full stops. However, letters are often poorly shaped and positioned. In Year 2, pupils write for a range of purposes and audiences, including letters to Father Christmas and simple instructions about how to look after a pet. They sometimes use capital letters and full stops, but often capital letters do not follow full stops. Spelling is poor, and simple words are spelt incorrectly. Some letters are still poorly positioned, and when lines are used, words are not well positioned.

90 Pupils make good progress in Years 3 and 4 in writing for a range of purposes, including reports and descriptions. Stories are well planned, and pupils redraft and edit some of their work. Writing is sequenced in sentences and pupils are beginning to use a range of punctuation, including speech marks, question marks and apostrophes. However, some pupils still do not use capital letters consistently when starting sentences. Pupils spell a range of commonly used words incorrectly. Handwriting is not joined, although letters are of a consistent size. In Year 5, pupils' writing pays attention to using appropriate English for the audience, for example when using dialogue to write 'My chat with Nicola'. Pupils practise writing play scripts and plan to use paragraphs when writing stories. They use a range of punctuation, but a few pupils still do not always start sentences with capital letters. Handwriting is still not joined, and a few pupils still position letters incorrectly. Spelling is poor and some pupils write 'jumpt' and 'hurd'. In Year 6, pupils' writing is clearly structured, and they are beginning to use paragraphs. When work is redrafted, vocabulary is used adventurously. Pupils use word processing skills effectively to produce a final copy of some of their work. They write for a range of purposes including formal letters to a newspaper editor, and autobiographical writing. Pupils use punctuation for effect, including exclamation marks and commas. Some commonly used words are sometimes still spelt incorrectly. Most pupils are only joining some letters, although lower attaining pupils, who are regularly supported in lessons, consistently write using a joined script.

91 Teaching is good at both key stages. This is an improvement since the previous report. All teachers have received in-service training to implement the National Literacy Strategy. Their subject knowledge and understanding are mainly good. They use correct terminology, and ensure that pupils understand these terms. Teaching by the school's support staff is good. They plan collaboratively with teachers, and support lower attaining pupils effectively, particularly during group tasks in lessons. Most teachers use skillful questioning to assess what pupils are learning in lessons, and use the results well to inform their planning. Teachers use the results of the school's formal assessments well to group their pupils by ability. Teaching is very good, where time and teachers' own prepared resources, are used very well. All teachers plan using the literacy framework, but the level of detail in planning for group activities is variable. Occasionally, group activities are not matched well to pupils' needs. As a result, some pupils are unable to work without teacher intervention. In some classes, the pace of lessons is slow where whole class discussions are over long. This results in insufficient time for pupils to complete group tasks. Marking varies in its usefulness from class to class. Often, work is just ticked, with no comments to set targets for improvement. In one class, work from

the previous day had not been marked. Relationships between teachers, and other adults working in classrooms, are very good. This sets a good example, which is mirrored by the very good relationships between pupils. When appropriate, pupils work well together, supporting each other in some activities. In whole class discussions, they listen to each other, and value classmates contributions. The behaviour of pupils in lessons is good.

92 English meets statutory requirements. As a result of the school's careful analysis of national test results and other formal assessments, very good initiatives have been put in place aimed at raising standards in English. For example, all classes have extra timetabled group reading sessions. The school's support staff, and the head teacher, are used very effectively to support this initiative. In Key Stage 1, pupils are encouraged to take library books home to share reading for pleasure with their parents. However, there is no formal home and school shared reading partnership. A teacher, and a member of the support staff have recently received training to support pupils under the Additional Literacy Strategy. The school is using this expertise very well to target pupils in Year 3 and 4, with the aim of raising the percentage of pupils reaching the levels expected by the end of Key Stage 2. Homework is used well; as well as learning spellings, pupils are given a range of reading and writing tasks. The curriculum co-ordinator provides effective support to staff and has worked with them to ensure that the subject documentation is closely linked to the National Literacy Strategy. The co-ordinator has been given time to prepare materials and to monitor the development of the subject throughout the school.

93 Pupils use their literacy skills to support some of their work in other subjects, for example, writing letters as though they were living in the past in history. 'Circle Time', in some classes, makes a positive contribution to pupils' speaking and listening skills. However, there is no whole-school planning which indicates the skills pupils might develop in other subjects.

94 The school has purchased resources to meet the demands of the National Literacy Strategy. Pupils enjoy reading the 'new' books. However, the library is now used as an Information Technology suite. There is no simplified system of Dewey cataloguing for non-fiction books. Fiction books are based in classrooms, but these are not in alphabetical order. In some classes, they are in baskets or shelved one on top of the other.

95 English makes a positive contribution to pupils' spiritual, moral, social and cultural development. In 'Circle Time', pupils are encouraged to express their personal feelings, to listen to each other and to respect the feelings of classmates. Some pupils have written expressing the feelings evoked when they listened to Holst's 'The Planet Suite'. Moral issues are discussed, when they arise in texts. Social development is promoted very well. Pupils work collaboratively supporting each other in group reading and writing tasks. Many pupils are able to work without adult intervention when required. Resources reflect well our multi-ethnic society and some different cultures from around the world.

2 Mathematics

96 Attainment in mathematics is in line with the national expectation for pupils at the end of both key stages. Standards in the National Curriculum tests in 1999 were broadly in line with the national average at the end of Key Stage 1 and below the national levels at Key Stage 2. However the standards attained were broadly in line with the those in similar schools. At Key Stage 2, there has been significant improvement over the three years to 1998 and 1999 results show higher percentages of pupils achieving the national average than in the school's previous results.

97 In Key Stage 1, pupils build on what they have learned about number and shape and data collection in the Reception class. Year 1 pupils know doubles up to 10. They also have a good understanding of three-dimensional shapes. Most know how many faces a cube, cuboid and a cylinder have. They know two-dimensional shapes well and can sort them into types, for example those with or without corners. Year 2 pupils were quick at the Lotto game in the oral session; they had learned their number bonds to 10.

98 In Key Stage 2, Year 3 pupils can count the number of angles in a two-dimensional shape and understand what a right angle is. They know the term and the shape 'parallelogram' and 'trapezium'. A

small minority of pupils are less secure in this knowledge. Number work is satisfactory for Year 3 pupils at this early stage of the school year. Year 4 can double numbers up to 20 and many pupils manage figures well beyond that. Pupils know what regular and irregular shapes are. Year 4/5 pupils have sound understanding of place value to two places of decimals and Year 5 pupils can give decimal equivalents of simple fraction. Year 6 pupils have taken this work further and many pupils can confidently show an eighth as a decimal. Percentages are well understood in Year 6. Pupils know what 0.5 or 0.25 is as a percentage. Similarly, most pupils can turn fractions to percentages. All pupils can calculate mentally 5 per cent of 60 and at least ten pupils in the lesson could find 2.5 per cent. The work on fractions, decimals and percentages is in line with expectations for pupils in the upper half of the key stage.

99 There are good examples of the use of mathematics in other subjects. In English, Year 3 pupils talked about shapes including hexagons recently studied in mathematics and reception children in religious education were looking at shapes in the pattern for Joseph's many coloured coat. Pupils frequently record their findings in science using graphs and tables and many Year 6 pupils use four figure co-ordinates to locate features in geography.

100 The previous inspection report noted that pupils' progress was satisfactory. Since then the school has worked hard to improve the curriculum and planning and progress is now good overall at both key stages. Through the school, pupils' attainment is taken from well below average on entry to average at the end of Key Stage 2. In many lessons there is good revision and consolidation of facts and principles already known. Year 1 pupils, for example, have become very quick in doubling number under 10. Year 2 pupils made good progress in lessons, although the higher attaining pupils were not fully challenged. Throughout Key Stage 1, pupils are making good progress in their work on shapes. In Key Stage 2, only one lesson brought less than satisfactory progress. Year 6 pupils made significant gains in the oral part of their lesson about decimal equivalents. Pupils with special educational needs make good progress.

101 Pupils' attitudes and behaviour are good. They enjoy the challenge of most of the work in mathematics lessons. In only two lessons, behaviour was less than good, in one case where the lesson was less exciting, in another where the class was very restless. Usually, pupils settle to work quickly and stay on task well. There is often a quiet hum of activity in the central part of lesson where pupils are working in groups. Pupils often persevere well as in a Year 2 lesson where there was a clear desire to succeed. The oral sessions often bring delight and much enthusiasm. Pupils listen to teachers' explanations and are eager to do the group tasks. Presentation is mainly satisfactory, and where it is not, this is due to lack of skill rather than carelessness. Relationships are always satisfactory and often good. Pupils with special educational needs helped one another with shared books.

102 In the last inspection report, teaching was described as good. This is still so; nine out of ten lessons were at least satisfactory and just under a half were good and sometimes very good. Teachers prepare effectively. They write full daily notes and their medium term planning is good. Tasks are appropriate and in line with Numeracy Strategy and the National Curriculum. In some classes, work was not always matched to what pupils already know, but in most lessons there was a good match of task to pupils' level of attainment. Teachers maintain a good balance of direct teaching and pupils' working time. Most explanations are very clear. A small minority are too long, but teachers are keen to be thorough. Teachers pace most lessons well and maintain pupils' interest. They use time well. Teacher's expectations are appropriate to pupils' capabilities, but in some classes they could set more taxing work for the highest attainers. Teachers assess informally during lessons, both in the oral part of the lesson and when pupils are working at their group tasks. They question well, leading pupils to think about the work and to find solutions for themselves. Pupils with special educational needs are well involved in lessons and do suitable work. Teachers give them adequate time and help. Teachers give positive feedback to pupils, for example in a Year 5/6 class where a boy making a good extension to the working out of equivalent fractions was praised. In almost all lessons, teachers managed pupils well.

103 The subject is soundly led with supportive documentation linked closely to the national Numeracy Strategy. The curriculum co-ordinator has been given time to prepare materials and to monitor what is happening in the subject through the school. Resources are satisfactory and readily available to pupils.

104 The results of the 1999 statutory teacher assessments at the end of Key Stage 1 show that the pupils' attainment was below the national average for their age. The 1999 statutory tests at the end of Key Stage 2 show that pupils' attainment was below the national average for pupils aged eleven but was broadly in line with the average attained in similar schools.

105 The inspection findings show that the standard of current work at the end of each key stage is an improvement upon the standards attained in the 1998 national assessments and tests. Standards are below national expectation for pupils at the end of both key stages. However, the current work in science at this early stage of the school year shows substantial improvement and attainment is closer to expectations for pupils in Year 6. The differences between current work and test results reflect the school's commitment to raising standards and the effectiveness of the initiatives it is involved in. For example, the school is included in an Education Action Zone and effectively uses extra support to target different groups of pupils for help in reading and writing and this supports the acquisition of scientific knowledge and in recording their findings. Improvements in the availability of computers and programs are recent, but pupils increasingly use CD-ROMs or the Internet to find information for topics in science. Pupils often have a greater understanding than their written work shows and this reflects their lack of confidence in writing.

106 Pupils in Key Stage 1 make sound and sometimes good progress and by the age of seven pupils know the difference between living things and those that have never been alive. They carry out basic studies of living things and know that plants need water for growth. For example, pupils in Year 2 made careful observations of beans they had planted in different conditions and made sensible predictions about what would happen to a dry plant and that a covered plant would still be able to grow even though it lacked light. Pupils in Key Stage 1 show a growing understanding about healthy living. In Year 1, pupils learn about foods that are good for them and are aware that some foods such as chips and fried food are less good and should be eaten in moderation. They were able to describe their favourite meal and make decisions for a healthy packed lunch. Pupils in Key Stage 1 have studied materials and name and recognise differences in common materials such as wood, plastic, metal, rock, cardboard etc. They are able to group materials according to characteristics such as soft/hard and opaque/transparent and make sensible suggestions for possible uses. Many pupils have limited communication skills and find it difficult to talk about what they know. They experience difficulty in expressing their ideas clearly. Pupils do not practise the writing skills learned in English and their written work is poor, both in terms of spelling, content and presentation. Their writing lacks detail and they often fail to present diagrammatic evidence clearly.

107 Progress at Key Stage 2 is at least sound and often good. By the age of eleven, pupils understand the importance of a fair test. They apply this when examining the effects of exercise on the pulse rate as part of their current work on the human body. Pupils can apply given criteria to classify plants, birds and animals. However, their understanding of plant life is variable. For example, pupils recognise the conditions needed for plant growth, but have difficulty in identifying and naming the parts of the plant. They can name the principal bones and organs in the human body and Year 6 pupils have a good grasp of the terminology associated with the body's digestive system. They label a diagram of the human torso to accurately show how food is processed in stages as it passes through the body. Most pupils have a basic knowledge of materials and can sort them into groups, according to their properties and usage. In studying forces, pupils know how to design a simple circuit, and to introduce a switch. They can find ways of varying the current to make bulbs brighter or dimmer. Higher attainers mainly work at the levels expected for their age and have a good background of scientific knowledge and many pupils of average attainment make good progress and are gaining in their understanding of the scientific concepts identified in the programmes of study. Many lower attainers make good progress against their earlier attainment, but their understanding is superficial and they have a limited understanding of many concepts. Many of these pupils have difficulty in expressing ideas and lack confidence when talking about their work.

108 Pupils with special needs work on the same tasks as their peers and receive extra support from class teachers and support assistants to ensure that they understand the work. They make good progress in relation

to the targets set for them. The progress made over time has resulted in an improvement upon the attainment levels achieved in the 1998 national assessments and tests. In Key Stage 1, pupils are beginning to develop some basic scientific skills, such as observation and prediction. There is, however, insufficient development in pupils' skills of recording work and this does impact upon their ability to recall information. In Key Stage 2, pupils are aware of the importance of scientific enquiry. However, about a third of pupils do not record their work with sufficient accuracy or detail. This lack of sustained written work hinders progress in developing lines of enquiry and extending their knowledge and understanding.

109 Pupils respond positively in this subject and enjoy the topics they study. They work well together to help one another with investigations and share equipment sensibly and safely. Pupils behave well and this supports their rate of work and progress. They persevere well with their work. They relate very well to each other and to adults, listen carefully and respond to questions. However, few pupils work on independent enquiries in school. However, they are eager to complete questionnaires for homework.

110 The standard of teaching is at least satisfactory, with good teaching in both key stages. The quality of teaching has a positive impact on pupils' progress and the improvement in standards. There is excellent teaching in some lessons in the top year of Key Stage 2. For example, in a lesson about how the body processes food, the teacher's very effective questioning identified what pupils recalled from previous work. The lesson was very well planned, with a useful extension activity to challenge the higher attainers. Resources were very well managed and time used well. The very good relationships established with the pupils reinforced their self-esteem and the teacher established a rapport that took account of the growing maturity of the Year 6 class. Teachers plan carefully and organise their resources effectively. Subject knowledge is secure, although some lessons in Key Stage 1 lack scientific rigour and work focuses on a drawing and colouring exercise.

111 The curriculum meets statutory requirements. There is clear planning for increasing challenge as pupils move up through the school. The assessment procedures are sound and increasingly enable teachers to plan work that builds on what pupils already know. Good use is made of the local environment to enhance the curriculum. Visits further afield to places are used effectively to enable pupils to gain an understanding of the uses of science in their lives. Sound links are established between work in science and mathematics and pupils use graphs to record their findings and talk about the information shown. There also planned links with geography and design and technology. There is increasing use of computers to enable pupils to find information. The co-ordinator works hard to monitor pupils' work and to identify future priorities for development. He has rightly identified the importance of developing language skills to help pupils, particularly in their national tests. He plans greater use of computers to enable pupils to control and monitor experiments. Resources are adequate and priorities for their replenishment are identified. However, the current practice of the whole school working on the same topic results in many heavy demands on resources.

2 OTHER SUBJECTS OR COURSES

2 Art

112 Most pupils make good progress in art throughout the school. There has been a small improvement since the previous inspection due to improved planning and some recent improvements in teachers' in-service training. However, the study of art of different cultures is not yet well developed throughout either key stage. Additionally, there is very little three-dimensional work and insufficient use of fabric based art and craft in the school. Pupils make good progress in developing their knowledge and technique, but there are few opportunities for them to experiment, explore or exercise choice in their work.

113 Pupils in Key Stage 1 make good progress in using a variety of media for drawing, including pencil, coloured pencil and charcoal. They draw and paint an increasing range of subjects including faces, patterns, collections of fruit and abstracts. Pupils use clay and pasta to produce three-dimensional work. For example, a Year 2 class make some well-formed clay hedgehogs. Pupils learn how to knead and mould clay using water to make it more manageable and use simple tools to add texture and detail. They examine the work of artists such as Monet and make reasonable attempts to paint pictures in a similar style. Some draw patterns

on paper hands when they learn about Hindu art. In all classes, pupils use pencil drawings to illustrate their work in other subjects.

114 Pupils in Key Stage 2 also make good progress. They develop an increasing confidence in using basic drawing tools and sometimes produce some fine line and pencil work. Some pupils learn to observe and draw real-life subjects. For example, pupils in a Year 3 class produce some accurate drawings of a guitar from four angles and combine them in the style of Picasso. Many pupils develop an increasing awareness of the use of colour to create a widening range of visual effects. In a Year 4 class, pupils painted some atmospheric landscapes using one primary colour and white paint to achieve graded shading. Some pupils learn to use pastels and templates to create attractive pictures of animals and birds. Pupils learn how to make string prints and they use sketch books, for example, to collect drawings made from pictures of birds and animals. In some classes, pupils make sound gains in their awareness of the art of different cultures, and in a Year 5/6 class produced pictures in the style of Arabic art. Pupils encounter a variety of styles, including opportunities to examine the work of a local pointillist artist. They use this direct experience well to produce their own detailed work in the pointillist style. There are no examples of computer art on display in the school and links with information technology are not fully established. Pupils' art work is clearly valued and is carefully displayed, although there is no indication which pupil actually produced each piece of work.

115 Pupils enjoy their art lessons very much. They particularly enjoy it when they are challenged to think and to consider the possibilities and limitations of the materials at hand, as in the Year 2 group when making clay hedgehogs. They concentrate and persevere well except when the task is too easy or repetitive, when they lose interest as when pupils in a Year 4/5 class copied pictures of wild life. Pupils begin their tasks eagerly and this sometimes means that they do not give enough thought to their work before beginning. They work well independently and together, but there are few opportunities for them to combine their skills and experience on shared projects. Pupils treat materials with care, tidy up well and take a pride in their finished work.

116 The overall quality of teaching is good. Planning is simple, but is adequate for the tasks and is based on the school's skill development programme for each year group. The best art occurs where teachers have good knowledge, interest and enthusiasm and where they intervene to ensure pupils think hard about what they are doing. Most teachers ensure that lessons are well prepared and that all materials are to hand, but they do not allow pupils sufficient opportunities to choose from a range of materials and techniques. Teachers have good relationships with their pupils, who are so interested in art that they do not need to be actively controlled. The rotation system at Key Stage 2 enables teachers with particular ability in art to teach year groups other than their own and this has a good effect on standards. All teachers keep copies of their pupils' work and there is an annual assessment exercise at the end of each year which allows a check on progress.

117 The art co-ordinator provides sound leadership, although art is not a high priority subject at this time. There is a policy for art which provides general guidance, but there is not enough support to enable non-specialist teachers to teach specific aspects such as batik or screen printing. The co-ordinator has very little time to monitor and support teaching and curriculum development. In the main, she evaluates the success of the art curriculum by looking at displays and in informal discussions with teachers. Art makes a satisfactory contribution to pupils' social and cultural development, for example, when a Year 6 class draw classic Greek designs on paper plates as a preparation for making and decorating their own 'Greek' plates.

2 **Design and technology**

118 Pupils' work in design and technology is broadly similar to that described in the last report. There have been some improvements in whole-school and year group planning and teachers are now more aware of the skills and knowledge to be taught in their year groups. Work is still not formally assessed, but the co-ordinator monitors all plans to ensure curriculum coverage.

119 Pupils make satisfactory progress at Key Stage 1, although there is some repetition of topics by different age groups. They learn how to list materials and make very simple designs within given limits.

They use a range of simple materials and tools and follow instructions carefully to make things using their designs. For example, a Year 2 class make a paper carrier bag which will carry a specific object like a pineapple. Pupils decorate their finished products carefully to make them attractive.

120 In Key Stage 2, pupils make good progress overall, although this depends on the teachers' knowledge and confidence in the subject. Pupils undertake an increasing range of tasks and projects which requires them to refine the planning process and develop their skills with a wider range of tools and materials. They learn more about the materials by experiment, as when a Year 6 class tested cylindrical paper columns of different diameters to see which shape was the strongest. Pupils become aware that different shapes, such as triangles, provide added strength and stability to structures. Some attempt to use construction kits, but make no progress because the task is too difficult for them. There is little evidence of pupils being given greater responsibility such as using initiative or exercising choice of tools and materials for a task.

121 Pupils enjoy design and technology when work is well matched to their ability. They take much care and want to complete tasks properly and on time. They work very well together and share information and skills well when given the chance. Pupils use materials with thought and care and are aware of safety precautions. They have good relationships with their teachers and classmates and this leads to a harmonious working atmosphere.

122 Teaching is good in both key stages. Teachers use the scheme and accompanying hints to prepare their lessons and have high expectations of their pupils. Resources are appropriate and prepared well in advance, although this does restrict the pupils' opportunities to exercise informed choice. Pupils are well managed and teachers keep up a good pace so that interest is usually maintained. The best lessons are well matched to pupils' ability and take account of their level of vocabulary and other essential foundation skills such as estimating and measuring. Where lessons are not well matched, as in a class using construction apparatus, pupils do not work systematically or know how to measure components and therefore become frustrated.

123 The subject is managed satisfactorily by the co-ordinator who is well-qualified and has very good experience. Support is given to teachers, but the specialist expertise of the co-ordinator is not used during the Key Stage 2 rotation afternoon because of other teaching commitments. A planning system and guidance is not supplemented by in-service support and therefore some teachers are not knowledgeable or confident about this subject. The co-ordinator ensures that there are always sufficient resources and that these are readily available to teachers.

2 **Geography and History**

124 There was little evaluation of work in history and geography in the last inspection of the school on which to base any comparison with current work in these subjects. During the current inspection, timetable constraints meant that only one lesson was seen in geography and none in history. However, evidence from work seen, teachers' planning, pupils' work on display, work in books and folders, and from discussions with pupils, shows that they make mainly satisfactory progress in these subjects throughout both key stages. However, as pupils move up through Key Stage 2 their progress is often limited by their weak reading and writing skills; many pupils know more than their written work shows. Pupils with special educational needs make mainly sound progress in relation to their earlier learning; they are well supported by class teachers and classroom support staff to enable them to access the same work as their class-mates.

125 At both key stages, pupils make satisfactory progress in acquiring mapping skills. In Key Stage 1, pupils in Year 1 draw plans and picture maps of their classrooms and school and can plot their route from home to school. They know that maps are drawn to different scales and have varied functions; for example, some show physical features, roads and cities or climate. Year 2 pupils follow directions north, south, east or west and use agreed symbols to show features on simple maps. In Key Stage 2, pupils use letter and number co-ordinates with increasing accuracy and in Years 3 and 4 use eight compass points. By Years 5 and 6, pupils use four figure co-ordinates with reasonable accuracy to locate features on a map. They use aerial photographs to make comparisons with large scale maps.

126 In Key Stage 1, pupils study their local area and begin to learn about other areas, such as a seaside locality. They visit local farms and are beginning to make sound progress in their understanding of land use. In Key Stage 2, Year 4 pupils mainly make steady progress in work on settlement. Year 5 pupils produce some sound work on water and rivers based on work in the environment. In their work on mountain environments, Year 6 pupils have worked in groups to study different regions. They make good progress over time and work in groups to plan and present their findings to the rest of the class. They locate mountain ranges on a large sketch map with reasonable accuracy, and know the symbols that show the heights of individual mountains. They understand that height is measured from sea level. Pupils give good reasons why the Alps and Rockies are popular, since they are accessible, but also realise that the Rockies are not so accessible for people in Europe. They appreciate that the terrain surrounding the Andes limits their accessibility. Year 6 pupils take part in an annual residential visit and develop their understanding of the differences, and similarities, between Cudworth where they live and the village of Castleton in Derbyshire. They collect, record and analyse evidence and communicate this through written work, diagrams, tables and graphs.

127 In history, pupils in Key Stage 1 are beginning to gain an awareness of how, and why some things change over time. In Year 1, they use family photographs to study changes in themselves, their parents and grandparents. They study toys, past and present, and know that some toys change very little over time while others reflect technological changes and modern man-made materials. Little work is recorded apart from the completion of worksheets, many requiring simple colouring of a picture. Pupils in Key Stage 2 are developing their understanding of ancient civilisations. In Years 3 and 4, they learn about life about invaders and settlers and study the Vikings. Pupils make gains in their understanding of Viking dress, customs, homes, myths and religion through the visits of staff from the local authority's Performing Arts Department. They introduce pupils to a Viking day and provide opportunities for them to gain an empathy for people of past times by enabling them to dress in costume and to handle artefacts.

128 In Year 6, pupils learn about ancient civilisations through their study of Ancient Greece. They use books and computer programs to find information about beliefs, justice, the theatre and town and country life in Ancient Greece. Artefacts such as masks and pottery are used well and pupils study the paintings on the pots to learn about costume, weapons and pastimes. They talk about the way the Ancient Greeks lived and identify the different Gods that were worshipped. Many pupils make copies of patterns and drawings on pottery and plates and use their designs on clay to produce their own 'Greek' plates. By the time they reach the end of Key Stage 2, pupils in Year 6 are developing an understanding of sources of evidence for the past and the value of archeology. They access information from the Internet and successfully use encyclopedia programs on CD-ROM.

129 Pupils develop a satisfactory sense of chronology, but the historical skill in weighing and interpreting different sources of evidence is less well developed due to differences in emphasis given by teachers. At both key stages, pupils do not apply their writing skills to record their findings. Their writing is often unsatisfactory and this limits their opportunities to present their ideas or to share what they know in both history and geography. Although pupils are developing their vocabulary linked to these subjects, they often lack confidence in talking about what they know. The useful opportunities provided for drama as part of the Viking day are not yet planned as part of the history curriculum.

130 Pupils enjoy work in history and geography. They work well together as they seek information using books or computers. They are interested in their own area and in other peoples and places. Most pupils respond well when interrogating atlases and making maps. Pupils are enthusiastic and work well on field trips or visits to historic sites. They behave well in lessons and handle artefacts carefully. Relationships are very good; pupils listen well to others, for example when there are group presentations, and applaud their success.

131 No lessons were seen in history, but other evidence from teachers' planning and pupils work indicates that teaching in history is broadly satisfactory at both key stages, although there is evidence of some effective teaching in the top years of Key Stage 2. Teaching in geography is sound and sometimes good at

both key stages. Teachers' subject knowledge is secure and they are beginning to plan an interesting range of topics in geography and history, and to make links to subjects such as mathematics, art and design and technology. Pupils are managed well. Resources are mainly suitably matched to the tasks, but the uncritical use of worksheets limits the development of pupils' skills in ordering and presenting their ideas in some lessons. Some worksheets have sufficient challenge, but others are mainly colouring in tasks. With the exception of work using information technology, pupils do not always have sufficient opportunities to initiate their own research. The policy for geography has been reviewed by the co-ordinator to fit in with newly adopted national guidance. This is beginning to ensure a less fragmented approach, but does not yet indicate where things are best taught. The policy for history is unsatisfactory and does not contain sufficient guidance for teachers on how best to develop pupils' skills. Both subjects are not yet developing evenly and their time allocation and place within the whole curriculum has not yet been clearly established. There are no formal assessment procedures, although comments about progress are recorded in each child's Record of Achievement.

132 Resources are mainly satisfactory in both subjects, although there are insufficient up-to-date maps of the local area. There are useful boxes of resources and artefacts linked to each of the topics studied in history and geography. The curriculum is enhanced by the good range of visits that enable pupils to learn for first-hand experiences.

2 Information technology

133 Pupils' attainment in information technology is in line with national expectations at the end of each key stage. There is some good work in communicating and handling information, particularly at Key Stage 2. However, some parts of the curriculum, such as controlling, monitoring and modelling are less well developed. This follows the pattern of the last inspection. There has been an improvement since the last inspection in teacher expertise and the quality and availability of hardware and software. The very recent addition of a comprehensive information technology suite is a very positive step towards higher attainment levels.

134 By the end of Key Stage 1, pupils can use the mouse effectively to control a cursor on the screen. They use a small range of programmes effectively to help them with learning spellings and the properties of different shapes. They are becoming familiar with the keyboard layout and use the computer as a word processor to type in text. They use command keys accurately to backspace or move to different parts of the screen. Some can change the colour and the font size of text to produce interesting effects. Pupils learn how to control the movements of a small robot, but do not have sufficient direct experience for the principles to be learned thoroughly. Pupils operate tape recorders with confidence to listen to stories alone or in groups.

135 By the end of Key Stage 2, pupils use a range of software with confidence. They can log onto computers and save or print their work. Pupils have developed their skills in word processing so that they enter an uncorrected text and then amend and improve it so that they produce good quality finished writing. They use coloured fonts effectively, for example to indicate who is speaking when writing plays. Pupils sometimes use the keyboard hesitantly, but they are familiar with the use of icons. They enter and amend a range of text including extended stories, letters and posters and illustrate them well with clip-art. Pupils are learning how to use a digital camera and include their pictures in pieces of imaginative writing. For example a pupil wrote about a burglary and included a photograph of himself in the role of hero. Pupils enter data into the computer such as the colour of their eyes and draw graphs to make it more accessible. They do not re-organise this data into tables or interpret and analyse data sufficiently. Pupils learn to explore the Internet and successfully collect information which they are learning to use with increasing discrimination. They do not yet have experience, for example, of monitoring weather patterns using information technology. There is little evidence that pupils use the computers to answer questions such as, 'what would happen if...?'.

136 Key Stage 1 pupils, including those with special educational needs, make good progress. They learn how to operate a mouse and keyboard so that they can exercise increasing control over their learning. Pupils learn how to use an increasing range of programmes to help them with language and numeracy skills. They operate a range of tape recorders with developing confidence so that they take more responsibility for parts of

their learning. Some pupils learn how to control a small robot, but their learning is not secure over time because of limited experience.

137 In Key Stage 2, pupils also make good progress. They become adept at using the mouse to control an increasing number of functions such as scrolling the screen. Their keyboard skills develop, but many still have difficulty finding letters, even in Year 6, and are therefore slow when entering text or data. Pupils develop their ability to enter text and pictures and to rearrange them on a page to produce a pleasing layout. They learn to use the digital camera and the older pupils make good progress in loading their pictures onto the computer and pasting the pictures into documents. Across the key stage, pupils learn how to access the Internet for information and the older pupils are developing more discrimination in selecting data. Pupils learn more about the place of information technology in our lives and gain detailed knowledge of the hardware and software used in the school. Pupils with special educational needs make good progress and are well supported.

138 Pupils throughout the school enjoy learning about information technology. They are eager to join in lessons and do so with great enthusiasm. At times, this means that they do not listen carefully enough to instructions, and become lost and confused. They are keen to develop their skills and persevere with their tasks, showing good levels of concentration. They show responsibility when they handle equipment with great care. Pupils co-operate well when required and are ready to give and receive help. They enjoy good relationships with their teachers and the Information Technology Curriculum Development Officer which contributes well to their confident approach to information technology.

139 The teaching of information technology is satisfactory in Key Stage 1 and it is good in Key Stage 2. The better teaching in Key Stage 2 is mainly due to the rotation system which allows the information technology co-ordinator to teach all classes. This system will soon include pupils in Key Stage 1. All teachers are reasonably confident when teaching their own classes, but the specialist teaching available to Key Stage 2 pupils is exceptionally good. Planning is satisfactory in Key Stage 1 and good in Key Stage 2 where the co-ordinator has a detailed development programme for each class. Teaching methods are generally suitable, but are less effective when pupils in the information technology suite are all taught a difficult new skill at the same time. Lessons are sufficiently challenging to maintain pupils' interest and ensure good progress over time.

140 The newly written policy provides clear guidance to staff as to what needs to be covered in each year group. Information technology is not yet included in the policies of other subjects, except English and mathematics, and this reduces its positive impact on the curriculum as a whole. All staff have received recent training in word processing, data handling and control. Further planned in-service is closely linked to the introduction of new software such as that for monitoring so that full coverage of the information technology curriculum is achieved. There is a useful assessment pro-forma to check on most aspects of curriculum coverage and pupils' individual progress.

141 The curriculum co-ordinator is knowledgeable, enthusiastic and has a strong desire to develop information technology throughout the school. He has produced a very good development plan which clearly shows what has been achieved and indicates the essential steps which will be taken to improve teaching and learning in the subject. This systematic approach linked to the very high quality of hardware provision places the school in a very good position to secure the place of information technology in the curriculum.

2 Music

142 Throughout the school, pupils make good progress in their knowledge and understanding of music. In Key Stage 2, pupils make a good beginning on notation and can read and write down a simple short rhythm. Year 3 pupils, in the early stages of the year, can invent, read and play simple short rhythms. Pupils listen to music and can describe their feelings about it. In a Year 4 lesson, pupils had some good ideas about Danse Macabre. They are making good progress in listening to music intelligently. In the class recorder lesson pupils made less good progress. It was difficult for the teacher to hear the sound individual pupils made and helping such a large number proved to be too hard and limited their progress. However, almost all

the pupils could play some notes, reading them from staff notation with varying degrees of accuracy. Hymn practices also bring limited progress musically for the same reason. Pupils learn new songs and increased familiarity increases confidence but there is little real progress in singing skill since groups are too large. In both key stages, hymn practices showed pupils able to sing a large number of songs with a bold sound, but the older pupils strived to sing too loudly and the sound became rather harsh. A tape of last year's Christmas performance showed the same bold approach, but pupils produced a more pleasing sound. Pupils sang in two parts successfully and vigorously. Reception children sang the 'senses song' well and many of them have already developed a secure sense of pitch. The school has compiled a large file of examples showing some good work across the National Curriculum.

143 The previous report noted that pupils responded positively to music, that they were enthusiastic and co-operated well. This is still so. Attitudes to the subject are good and pupils are keen to make music. They work hard and concentrate well. For example, throughout the long session on notation they stayed well on task. There was enormous enthusiasm for a dictation exercise, pupils being very keen to score well. With the exception of the recorder lesson, pupils behave very well.

144 Again, as previously reported, teaching is good. Almost all the lessons seen were at least satisfactory and two-thirds of them were good. Three teachers have specific subject skill and all piano accompaniments heard through the week were very well done. The school uses this specialist skill to operate a rotation system for Key Stage 2 pupils, using the specialist skills of staff and this enables pupils to work with teachers with specialist music skills. Teachers manage pupils very well. The large hymn singing gatherings were well organised and handled and class lessons run smoothly. Lessons are well paced although, despite the enjoyment of pupils, the 'theory' sessions are too long and more variety is needed in these lessons. Many tasks are open-ended and allow all pupils, including those with special educational needs, to participate profitably. Teachers question skilfully, in the Year 4 lesson, for example, where pupils were led to listen carefully to the piece of music.

145 The curriculum leader manages the subject well. The rotation of activities for Key Stage 2 is well organised and uses the teacher skills available. The music scheme of work is detailed and helpful with guidance on how, as well as what, to teach to realise the National Curriculum. The curriculum is a broad and balanced one. It leans a little too heavily on music theory at Key Stage 2, but pupils also get a good diet of practical music. Accommodation for music is good. The school hall and gymnasium are resonant and encourage and help singing.

2 **Physical education**

146 Pupils make mainly sound, and often good progress as they move up through the key stages. By Year 6, progress is often very good and pupils' work is often of high quality. Throughout the school, pupils build well upon their earlier learning to improve their skills across the programmes of study. Many make gains in their physical skills within the session. All pupils work at their own level and are involved in all activities; those with special educational needs work at their own level of physical development, are well supported and make sound and sometimes good progress. Progress was only unsatisfactory in Year 4/5 where work was not well planned and there was insufficient instruction and monitoring of work on forward and backward rolls to enable pupils to improve their performance.

147 Pupils in Year 1 move swiftly and lightly, changing the movement, direction and speed as they respond to a tambourine signal. In dance, they show good balance as they tap out a rhythm on heel and toe. They move with sound co-ordination as they interpret the rhythm of the music and maintain a balance as the music stops. Many pupils can repeat their different dance movements and link them together to form a sequence. Year 2 pupils make good progress in developing ball skills and throw and catch a ball with reasonable accuracy for their age. They direct the ball well as they throw over increasing distances. Most pupils demonstrate good hand and eye co-ordination. Almost all pupils can catch a ball while standing in one position and about half the class are able to catch a ball as they move around the hall.

148 In Key Stage 2, most pupils consolidate and build on their earlier work in gymnastics as they work

on ropes and other climbing apparatus. Many Year 5 pupils show good climbing skills as they find ways of travelling on trestles and wall-bars. The lowest attainers make good progress and all find different ways of moving across the apparatus, using their arms to take their weight as they swing across to the next wall-bars.

Pupils improve control and a few make very good gains in their co-ordination as they climb ropes and bars. By Year 6, pupils sustain vigorous activity well and have a good understanding of the positive effect of physical activity on their health. They work well in warm-up activities and show good co-ordination as they jump, hop and skip through a 'slalom' course of cones. In gymnastics, they focus on different jumps and turns and many demonstrate well controlled landings. Pupils watch each other's performance and evaluate and improve their own work. Most pupils show very competent launches and landings as they practise a range of jumps from different heights. In a Year 4/5 class, pupils made some progress as they practised forward and backward rolls to create a sequence. Many moved carelessly and lacked control, banging into each other as they tried to create a group shape. The school places a high priority upon pupils learning to swim and, by the time they are eleven, many swim at least 25 metres.

149 Pupils' attitudes to physical activities are often good. Most pupils listen carefully and respond well to teachers' directions. They are eager to take part in the activities presented and relate well to their teachers and each other. They are keen to demonstrate their skills to the rest of the class. They watch others carefully and are quick to applaud their success. Pupils use space confidently and in most lessons co-operate sensibly to put out and return apparatus. In many lessons, pupils work well in groups and learn from each other by watching demonstrations of good work. They then work hard to practise and refine their own performance. Behaviour is mainly very good and most pupils handle equipment safely and sensibly. By the top years of the key stage, pupils are very enthusiastic and this reflects the effective teaching. They change quickly and are eager to begin.

150 The quality of teaching is at least sound in Key Stage 1 and mainly sound in Key Stage 2, with very good teaching in lessons with Years 5/6 and Year 6. In only one lesson with a middle Key Stage 2 class, teaching was unsatisfactory; work was not well planned, the teacher made few safety points and the class was not well managed. This resulted in high levels of noise and the teacher's directions could not be heard. In this lesson, there was little expectation of high quality in pupils' performance.

151 In most lessons, teachers' planning is good and is based on a well-structured scheme of work that ensures increasing challenge as pupils move up through the school. In a good dance lesson with Year 1/2 pupils, the teacher planned the lesson well. The warm-up was vigorous and the music was well chosen. The teacher motivated the pupils well and joined in the dance activities. There were good opportunities for the pupils to learn from the teacher's demonstration and that of each other. The teacher had evaluated what pupils could do and work was well matched to their earlier learning. Most teachers have high expectations of their pupils and make clear the need for quality in performance. In a very good lesson with Year 6 pupils, the teacher's high level of subject expertise resulted in a very well planned session. The pace of the lesson was brisk, and there was a good balance between direct teaching and opportunities for pupils to practise and refine their skills. The teaching effectively reinforced pupils' self-esteem through useful, evaluative feedback. The teacher's methods and organisation were excellent and the teaching resulted in very good progress in gymnastics for the pupils.

152 Teachers' subject knowledge is sound overall and very good in the top years of Key Stage 2. Most teachers provide effective guidance to pupils on how to improve their skills. Safety points are reinforced in most lessons and in many lessons pupils are encouraged to think about the importance of exercise and keeping fit. Most teachers provide supportive feedback and praise to enable pupils to improve their work. Good use is made of pupil demonstration to reinforce good practice. Class control is mainly good. The pace of lessons is brisk and time is used well in most lessons.

153 Although only dance, games, gymnastics and swimming were taught during the week of inspection, teachers ensure that the programme for physical education provides a range of activities based on the National Curriculum programmes of study. Different games are played according to the season. The curriculum provides an increasing level of challenge as pupils move up through the school. The curriculum is enhanced by an extra-curricular football club which is open to boys and girls and is well supported. The club reflects

the commitment of staff and pupils. Teams that include both boys and girls play against other schools in a local football league. A sports day is held at the school each year and provides opportunities for pupils to take part in a wide range of events. There is good support from parents and the community. There is equal access to the curriculum for all pupils. A useful policy is in place based on a published scheme. Each week, Key Stage 2 teachers spend a half day using their specialist skills with other classes. This enables the co-ordinator to work effectively with other classes and has a positive impact on pupils' progress. There are no formal assessment procedures, although individual teachers record pupils' progress in order to reinforce skills in the next lesson.

154 Resources are of satisfactory quality and are sufficient to meet the requirements of the curriculum. The school benefits from having a hall of reasonable size and a gymnasium on site. This enables all classes to have a reasonable allocation of hall time. The school has sufficient hard surfaced areas and access to a local sports centre.

Religious education

155 During the inspection, there were very few examples of pupils' previous work available to show their progress and attainment in religious education. There was no previous work for upper Key Stage 2. However, scrutiny of teachers' planning, and talking to teachers and pupils enables judgements about attainment to be made. By the end of Year 2, pupils' attainment in religious education matches the expectations of the locally Agreed Syllabus. By the end of Year 6, pupils' attainment is below these expectations.

156 In Key Stage 1, pupils make steady progress. In Year 1, pupils are developing an awareness of how people celebrate some special occasions such as weddings. They are aware that Hindu women decorate their hands with mendhi patterns on special occasions. They describe a routine from their own experience. For example, they know some events are constant in their school day, and others are 'working things' such as lessons, which change. In Year 2, pupils are aware that Christians celebrate harvest and give thanks to God. They know the school prayer, and that praying is how people communicate with God.

157 Pupils' progress throughout Key Stage 2 is unsatisfactory overall. In Year 3, pupils know the events in the story of David and Goliath, and they are developing an understanding of the value of friendship through simple role-play activities. They have expressed their own ideas about deity; for example, drawing pictures and writing about their own ideas of God. They are aware of the Christian ideas about creation. In Year 4, pupils know the story of Abraham and Isaac, but, in discussion they suggest the story is from the 'olden days' and not from the Bible. They are confused about the meaning of sacrifice. Other pupils know some stories Jesus told, such as the 'Good Samaritan'. In discussion, they can relate this story to experiences in their own lives. Pupils in Years 5 and 6 are aware that Muhammed is the most important prophet to Muslims. They know that Muslims pray five times a day. However, they are confused about world faith places of worship. In discussion, two Year 6 pupils talked about Muslims praying in churches. Pupils know the Christian festivals of Christmas and Easter are important to Christians, and that Christianity is a worldwide faith. They suggest that religious education lessons 'tell you about God'. Pupils have little awareness of how belief and faith is expressed through commitment. In discussion, they do not show an understanding of the commonality between faiths belief in One God. They cannot suggest a ritual used in Christian worship and have little awareness of symbols used in Christianity. They are aware of some stories, and festivals, from the world faiths, but are confused. For example, pupils confused Advent and Hannukah, and could not name the religions to which these festivals belong.

158 Teaching is at least satisfactory at Key Stage 1, but is unsatisfactory overall at Key Stage 2. Where teaching is effective, lessons include a variety of activities. For example in one lesson pupils were engaged in role-play which reinforces well their understanding of the importance and value of friendship. In lessons where teaching is at least satisfactory, resources are used well to reinforce pupils' learning. In Key Stage 2 the teaching is variable, and often unsatisfactory. Some teachers have insufficient knowledge and understanding of two of the attainment targets of the Agreed Syllabus, the 'Basic themes of Religions' and the 'Belief into Practice'. Other teachers link teaching from the Agreed Syllabus to circle time. In these

sessions there is some good questioning that encourages pupils to reflect on their own experiences and to share them with others. However, there is insufficient time given to religious education, particularly in the top years of Key Stage 2 and this impacts on the overall quality of teaching and on pupils progress and attainment. Most pupils are interested in the work presented and are gaining confidence in sharing ideas and feelings. They listen well to teachers and each other. However, they are sometimes slow to settle to writing tasks and the presentation of work is often careless.

159 Religious education meets statutory requirements. Planning follows the locally Agreed Syllabus, and identifies the attainment targets to be taught. However, long termly planning is variable. It is appropriate in Key Stage 1, where it is planned around a two year rolling programme of topics for reception, Years 1 and 2. Planning is inconsistent in Key Stage 2. It is for three classes in Years 3 and 4, and for year groups 5 and 6. No assessment is undertaken at the end of each key stage, against the statements of attainment identified in the Agreed Syllabus. As a result, the school cannot guarantee pupils are making progressive gains in knowledge and understanding, and annual reports to parents lack information about the attainment and progress pupils make. At present, there is no named co-ordinator for religious education. The school has recently received a revision of the locally Agreed Syllabus. Planning will need to be reviewed to ensure that the requirements of this revision are met. There are displays of current religious education work in most classrooms, which enrich the curriculum well.

160 Religious education makes good provision for pupils' spiritual, moral and social development. In most lessons, pupils are encouraged to share their personal feelings and to respect those of classmates. Moral development is promoted very well through discussion when stories from the Bible are read. Social development is promoted well where pupils are learning to respect each others' feelings. Provision for pupils' cultural development is unsatisfactory. Pupils have fragmentary knowledge and understanding about the leaders, beliefs, festivals and places of worship of the major world faiths.

2 **PART C: INSPECTION DATA**

2 **SUMMARY OF INSPECTION EVIDENCE**

161 A team of five inspectors plus a lay inspector spent, in total, 19 inspector-days in the school. During the inspection the team analysed a range of pupils' work in books and folders, on display in classrooms and in the corridor. Work from the last school year was also analysed. Children from across the range of attainment in each year group were heard reading from their current reading or library books.

162 The team observed 80 lessons or parts of lessons. Interviews were held with all members of staff, teachers and other trained professionals. An interview was held with the chair of governors, as the appropriate authority for the school and interviews also held with vice chair of governors and parent governors.

163 A questionnaire and agenda were sent out to all parents seeking their views on aspects of the life and work of the school. A meeting was held with parents and their views were sought on a range of issues relating to the life and work of the school. A number of parents also talked to the inspectors during the week of the inspection. The inspectors talked to the children about their work and the children were observed at indoor and outdoor play and at lunch time.

164 The inspection team analysed a wide range of school documentation including: the school development plan, teachers' planning sheets, pupils' records, reports to parents, reports to governors, the school brochure, teachers' records, curriculum documents and assessment records. Members of the team attended extra-curricular activities, registration and assemblies.

2 **DATA AND INDICATORS**

2 **165 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	289	5	43	89

2 **166 Teachers and classes**

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

Total number of qualified teachers (full-time equivalent):

11

Number of pupils per qualified teacher:

24

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

Total number of education support staff:

6

Total aggregate hours worked each week:

122

Average class size:

26

Financial year:	1998-1999
	£
Total Income	428,175
Total Expenditure	436,289
Expenditure per pupil	1,385
Balance brought forward from previous year	55,575
Balance carried forward to next year	47,461

PARENTAL SURVEY

Number of questionnaires sent out:	220
Number of questionnaires returned:	110

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	20	69	6	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	52	3	4	1
The school handles complaints from parents well	17	55	18	9	1
The school gives me a clear understanding of what is taught	15	70	10	4	1
The school keeps me well informed about my child(ren)'s progress	26	57	9	5	3
The school enables my child(ren) to achieve a good standard of work	29	66	5	0	0
The school encourages children to get involved in more than just their daily lessons	22	57	16	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	63	4	9	2
The school's values and attitudes have a positive effect on my child(ren)	28	58	11	2	1
The school achieves high standards of good behaviour	26	60	11	2	1
My child(ren) like(s) school	48	47	3	1	1