

INSPECTION REPORT

PARK LANE PRIMARY SCHOOL

Tilehurst, Reading

LEA area: Reading

Unique reference number: 109790

Headteacher: Mr P. Sullivan

Reporting inspector: Julian Sorsby

14042

Dates of inspection: 4th – 7th February 2002

Inspection number: 194532

Full 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

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: School Road
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Berkshire

Postcode: RG31 5BD

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Appropriate authority: The Governing Body

Name of chair of governors: Mr M. Wall

Date of previous inspection: 6th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14042	J. Sorsby	Registered inspector		Information about the school The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed What the school should do to improve further?
8941	J. Fletcher	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
21501	J. Charlesworth	Team inspector		
22778	A. Shannon	Team inspector	Mathematics Information and communication technology Music Provision for pupils with special educational needs	
2200	J. Stirrup	Team inspector	English History Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
23010	L. Watson	Team inspector	Science Art and design Design and technology Geography Equality of opportunity	
22821	L. Wolstencroft	Team inspector	Areas of learning for children in the foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Park Lane Primary School is located in Tilehurst on the outskirts of Reading. This is an area of full employment, and only five per cent of pupils are eligible for free school meals, well below the national average of 18.6 per cent. The school is large, with 439 pupils on roll, compared to the national average of 226. Only nine pupils were born outside the United Kingdom, and only twenty-one pupils are not of white United Kingdom heritage, these being of African, Indian, Pakistani and Bangladeshi descent. Three pupils speak English as an additional language, two fluently. Eighteen and a half per cent of pupils have special educational needs, mostly relating to moderate learning difficulties and 1.8 per cent have statements of special educational needs, which is average. Seven and a half per cent of all pupils joined or left the school during the past year at a time other than the normal joining or leaving time. Pupils' attainment on entry to the school is average for their age.

HOW GOOD THE SCHOOL IS

This is a good school. Since the last inspection there have been significant improvements in its quality. Almost all pupils, including those with special educational needs are achieving well and many, very well. Pupils join the school with standards in line with those expected of children of their age. Pupils at the age of seven are attaining standards well above the national average in reading and above average in writing and mathematics. At the age of eleven, last year's cohort attained standards that were well above the national average in English, above average in science and average in mathematics. This year's Year 6 pupils are achieving better than last year's. Teaching throughout the school is good, often very good and sometimes excellent. The leadership and management of the school are very good. The cost per child is near the national average. Accordingly, the school continues to provide good value for money.

What the school does well

- The quality of teaching throughout the school is good as is the teaching and learning of literacy and numeracy and the support for pupils with special needs. Teachers motivate pupils well and pupils are very keen to learn.
- Assessment of what pupils know, understand and can do is good in all subjects in Years 1 to 6 and teachers make good use the information to plan their lessons.
- The school provides a well structured and stimulating curriculum, including personal, social and health education and provision for pupils' moral and social development and multicultural understanding.
- Teachers' care and concern for pupils and their relationships with pupils are very positive. There are very effective behaviour management procedures and procedures for the welfare and safety of pupils. Consequently, pupils behave very well, their attitudes are very positive, as are relationships.
- Leadership and management by the headteacher, senior management team and subject co-ordinators is very good and the governing body is exceptionally effective.

What could be improved

- The accommodation, which places limitations on the work of teachers and the delivery of the wider curriculum and causes discomfort to some pupils.
- Although planned, assessment procedures other than initial assessment on joining the school have not been introduced in the Reception classes.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Park Lane Primary School has made good progress since last inspected in May 1997. All issues identified at that time have been dealt with well. Additionally, there has been improvement in a range of areas all of which have impacted positively on pupils' achievements and the standards they attain. They are: pupils' attitudes to work, their behaviour and relationships and their rate of attendance; the quality of teaching throughout the school; standards in English, mathematics and science and in art and design throughout the school; standards in information and communication technology in Years 1 and 2; provision for pupils' spiritual and moral development and in procedures to promote good behaviour and attendance; teachers' marking of pupils' work. Limitations in design and technology at the time of the last inspection have been overcome. The school's partnership with parents has improved and many measures are now taken to fully involve parents in their children's learning. Finally, there has been marked improvement in the leadership and management provided by the headteacher, senior staff and governors, this having been the basis on which other improvements have been made, and resulting in the school's continued commitment and capability to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			similar schools	
	1999	2000	2001	2001	
English	A	B	A	B	well above average A above average B Average C below average D well below average E
mathematics	C	C	C	D	
science	B	C	B	C	

Children join Reception with levels of attainment expected for their age. By the time they enter Year 1, children have achieved well and their standards are above national expectations in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, their creative development and their physical development.

In reading at the end of Year 2, standards have fluctuated slightly year on year since the last inspection, and in 2001 they were the highest the school has achieved, being well above the national average. In writing, at the end of Year 2, pupils' standards have similarly fluctuated and are now above the national average. In mathematics there have been similar fluctuations, and in 2001 standards were above the national average. These results represent good achievement in reading and satisfactory achievement in writing and mathematics and were the consequence of good teaching.

In 2001, in English, mathematics and science in the tests at the end of Year 6, a higher than average proportion of pupils achieved Level 4 or above. In English and science the proportion achieving Level 5 was above average, but in mathematics it was not. Pupils' achievement in English and science was satisfactory, but in mathematics it was poor because pupils did not make sufficient progress in Years 3 to 6. In all three subjects evidence points to the school's

results having been depressed as a consequence of the quality of teaching higher attaining pupils encountered in Year 5. The combined evidence available through inspection concerning the current Year 6 pupils indicates that they are achieving better than last year's cohort and that their standards in English and mathematics are well above the national average and in science they are above the national average. Standards in English and science in the national tests at the end of Year 6 in 2001 have fluctuated slightly since the last inspection, and were at their highest in 2001. In mathematics, standards have been constant since the last inspection.

Throughout the school less able pupils achieve as well as all other pupils because of the good provision made for them. This includes pupils who have special educational needs. Although it was not the case for the 2001 Year 6 cohort, there is also evidence that suggests that higher attaining pupils are now being well provided for and are achieving as well as all other pupils in comparison to their prior attainment.

In English at the end of Year 6 in 2001 the school just exceeded its targets for the proportion of pupils who would achieve the expected Level 4 or above. In mathematics the school failed to meet its targets, by a substantial margin, for the reasons given previously. The school's targets for 2002 are realistic and are likely to be achieved.

It was not possible to make judgements about pupils' standards in design and technology in Years 2 or 6, or in music or geography in Year 2 due to a lack of evidence during the inspection. In art and design in Years 2 and 6 and in information and communication technology in Year 2 and music in Year 6 standards were judged to be good and pupils are achieving well. In all other subjects of the curriculum in Years 2 and 6, standards are satisfactory and pupils are achieving satisfactorily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school and learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and throughout the school. Their very good behaviour contributes significantly to their learning.
Personal development and relationships	Pupils' personal development is good and by the age of eleven they are ready for the next stage of their education. Relationships between pupils and with adults are very good.
Attendance	Good. The rate of attendance reflects pupils' eagerness to come to school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

There has been significant improvement in the quality of teaching since the last inspection. The teaching of English and literacy is good throughout the school. The teaching of

mathematics and numeracy is good in Years 1 and 2 and very good in Years 3 to 6. All aspects of teaching are good or very good, with the exception of the use of homework, which is satisfactory, and the lack of assessment procedures in Reception. Teachers manage pupils very well, ensuring that they are motivated and working hard. Particular strengths in Years 1 to 6 are the way teachers ask pupils questions, the way in which they explain things and demonstrate points and the care they take to ensure that all pupils are fully involved and they take account of the needs of all pupils. Teachers' expectations of pupils are high, resulting in appropriately challenging work being prepared for and done by pupils.

Apart from the introduction of assessment procedures in Reception, which is already planned but not yet implemented, there are no significant weaknesses in teaching. Such relative weaknesses that were seen related to individual lessons, and were not part of a wider problem. Pupils learn well throughout the school, reflecting the effort they make and their strong desire to learn. Teaching and learning are good in art and design, information and communication technology and physical education. Teaching is very good in science and music. Due to few lessons being seen, it was not possible to judge the quality of teaching in design technology, geography, history or religious education.

The school is particularly well skilled at ensuring that the needs of individual pupils are identified and incorporated in teachers' planning. Consequently all pupils learn well, including pupils with special educational needs, who are well supported throughout the school. More able pupils are well challenged by the work they are set. The school meets the needs of all its pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well enhanced by a range of additional support groups for pupils, visitors to school and visits to places of interest and by a range of popular extra-curricular activities.
Provision for pupils with special educational needs	Good support is provided to pupils with special needs following early and accurate identification. More able pupils are also well provided for.
Provision for pupils with English as an additional language	Only three pupils speak English as a second language, two fluently. Arrangements for supporting pupils for whom English is not their first language are in place and of good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for pupils' moral and social development and well for their spiritual and cultural development. Pupils are well prepared for life in a multi-cultural society.
How well the school cares for its pupils	Good. Pupils' well-being receives equal priority to their academic success. Assessment of pupils' needs is good and the information is well used.
How well the school works in partnership with parents	Very well. The school values very highly the involvement of parents in their children's learning and their views and suggestions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. For the headteacher, senior management team and subject coordinators, school improvement and the raising of pupils' standards are constant targets. All work very effectively and contribute significantly.
How well the governors fulfil their responsibilities	Excellent. The governing body is exceptionally well informed and involved. They are highly skilled and very committed.
The school's evaluation of its performance	Very good. The school collects and analyses all available relevant data and makes and implements appropriate decisions quickly and efficiently.
The strategic use of resources	Excellent. All resources are used exceptionally well to raise pupils' standards and achievement. The school obtains best value when purchasing its resources.
The adequacy of staffing, accommodation and learning resources	Unsatisfactory. While the school is well staffed by appropriately qualified and experienced teachers and support staff, there are significant deficiencies in the accommodation that cause pupils and staff discomfort and detract from the effectiveness of teaching and the enrichment of the curriculum. This detracts from pupils' ability to achieve better and for standards to rise further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school is very approachable with questions or problems • That teachers have high expectations of pupils • That the school helps pupils become mature and responsible • That behaviour is good • That the school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons • The amount of homework set • The information they receive on their children's progress • The extent to which the school works closely with parents

Inspectors agree with the positive views of parents but not with their criticisms. Inspectors feel that the school sets the correct amount of homework, that parents receive good information about their children's progress and that the school works closely with parents. Inspectors acknowledge the hard work of staff in providing frequent and regular extra-curricular activities and recognise that the range of clubs cannot be extended, particularly into additional sports, because of the limitations of the accommodation discussed elsewhere in this report.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children join Reception with levels of attainment expected for their age in speaking and listening, mathematics, personal social and physical development and knowledge and understanding of the world. Helped by good teaching, children learn well and achieve well. By the time they are ready to start Year 1, children reach standards above expectations for their age in their communication, language and literacy skills, personal, physical and emotional development, their knowledge and understanding of the world and their creative development. Attainment in children's mathematical and physical development is in line with those expected for their age.

2. In reading at the end of Year 2, standards have fluctuated since the last inspection, and in 2001 they were the highest the school has achieved, being well above the national average but in line with the average for similar schools. In writing, at the end of Year 2, pupils' standards have similarly fluctuated and are now above the national average but below the average for similar schools. This problem is overcome in Years 3 to 6 and by the age of eleven, pupils' standards in writing are well above the national average. In mathematics there have been similar fluctuations, and in 2001 standards at the end of Year 2 were above the national average and in line with those for similar schools. These results represent good achievement in reading and satisfactory achievement in writing and mathematics and were the consequence of good learning taking place and good teaching. In reading, writing and mathematics a higher than average proportion of pupils achieved Level 2A, which is a good indicator for future success in the test at the end of Year 6. Also a higher than average proportion of pupils reached the higher than expected Level 3 in reading and mathematics. This is a consequence of the much improved assessment procedures in the school and the much improved support given as a consequence to pupils recognised to be having difficulties with their learning.

3. In writing, however, a higher than average proportion of pupils reached Level 2B, the level below 2A, and a lower than average proportion reached Level 3. The reasons for pupils' achievement in writing not being as good as in reading are unclear, and are overcome well in Years 3 to 6. Nevertheless, at the end of Year 2 pupils' standards in writing are above the national average. One contributory factor regarding writing is that pupils are not consistently encouraged to correct their mistakes in work they have done, and therefore do not necessarily learn from their mistakes.

4. In all aspects of English at the end of Year 6 in 2001, standards were well above the national average and above the average for similar schools. This represents good achievement by pupils and is a consequence of consistently good and often very good teaching. Almost half the teaching of English in Years 3 to 6 is very good.

5. In mathematics, good teaching in Years 1 and 2 and very good teaching in Years 3 to 6, the implementation of the National Numeracy Strategy, the regular monitoring of work and of each group of pupils as they move through the school and the use of the information collected to influence what is being taught, is making a significant contribution to improving standards. By the time pupils reach the ages of seven they have achieved satisfactorily and their standards are above average. By eleven, they have achieved well and reached standards well above average. For eleven year olds this is a significant improvement on the standards achieved by last year's Year 6 pupils.

6. In science, teachers' assessment of pupils at the end of Year 2 in 2001 indicated standards above the national average and in line with the average for similar schools. However, the proportion of pupils reaching Level 3, was below the national average. This is because of pupils' less well developed investigation skills. Pupils at the end of Year 6 in 2001 achieved standards that were above the national average. The proportion of pupils that achieved the higher than expected Level 5 was also above the national average. Inspection evidence demonstrates that as a consequence of very good teaching and much improved assessment of what pupils know throughout the school, they continue to achieve well and that standards continue to be above the national average.

7. In English, mathematics and science, evidence points to the results achieved by last year's Year 6 pupils having been depressed as a consequence of the quality of teaching higher attainers received in Year 5. Evidence concerning the current Year 6 pupils indicates that they are achieving better than last year's cohort and that their standards English and mathematics are well above the national average and in science they are above the national average.

8. Timetable constraints resulted in it not being possible to make judgements about pupils' standards in design and technology in Years 2 or 6, or in music, geography or religious education in Year 2.

9. In art and design in Years 2 and 6 standards are good and pupils are achieving well. This is a consequence of good teaching throughout the school. The consistent use by pupils of sketch books, good organisation of the curriculum and scheme of work, good resources that enable pupils to look at and appreciate an array of artists' work and the annual Arts Week all help to make art and design popular among pupils and hence to encourage them to work hard and raise their standards.

10. Pupils' past work indicates that standards in geography at the end of Year 6 are in line with expectations. Because no evidence was available to judge pupils' standards at the end of Year 2, it is not possible to judge their achievement in Years 3 to 6. Because insufficient lessons were observed to judge the quality of teaching of geography, it is not possible to put forward reasons for the standards that are being achieved.

11. Satisfactory achievement by pupils throughout the school is resulting in satisfactory standards being achieved in history. Too few lessons were observed to be able to put forward reasons for the standards being as they are. Examination of pupils' past work indicates that there is an over-reliance on pupils using photocopied work sheets in history and only giving single word or short sentence answers to the questions raised. This is, however, compensated for by good cross-curricular writing in literacy lessons, where, for example, pupils write about life in past periods of history.

12. In information and communication technology the school has gone through a developmental stage during the past few years, with equipment being updated and staff being trained. Younger pupils have benefited most and their standards are above expectations. Older pupils have had less benefit from the developments and their standards are in line with expectations. Pupils throughout the school are achieving satisfactorily.

13. As a consequence of very good teaching, standards in music in Years 3 to 6 are above expectations. Because no judgement could be made on standards in Year 1 and 2, no judgement can be made concerning pupils' achievements. However, music plays an important part in the life of the school and pupils in Years 3 to 6 were seen to be enthusiastic and hard working.

14. In physical education, by the end of Years 2 and 6, standards are in line with expectations and pupils achieve satisfactorily. Although teaching and the curriculum are good, standards are depressed because of the limited opportunities pupils have to participate in a range of physical activities, particularly during lunch breaks and after school. This is a consequence of the limitations placed on the school by its accommodation.

15. In religious education, good teaching, a wide and interesting variety of approaches to the teaching of the subject, careful inclusion of the experiences of the wide range of cultures, the good use of visiting speakers to enhance the curriculum and excellent assemblies given by the headteacher, all result in pupils achieving standards in line with the expectations of the locally agreed syllabus.

16. Pupils on the special needs register make at least satisfactory progress and usually good progress and they achieve as well as all other pupils. This is because the school identifies special needs at a very early stage and makes appropriate provision. The school monitors the progress of pupils who are on the special needs register and from this data they can see that standards are rising. There is sufficient detail on pupils' individual education plans and their targets are clear. Pupils with special needs are well supported in the classroom by the school's own staff and by outside agencies. This enables these pupils to attain the targets on their individual education plans. It also enables them to be included fully in the life of the school. Pupils with severe behavioural problems achieve well because of the extra support they have and the school's strategies for managing disruptive behaviour.

Pupils' attitudes, values and personal development

17. Pupils' very good attitudes to the school and to their learning make a significant contribution to the standards they achieve. Parents are almost unanimous in saying that their children like school and discussions with pupils confirm they are happy to be at the school, and are very enthusiastic about their learning programmes. For example, a group of Year 6 pupils took great delight in explaining that in many lessons learning was "great fun." In lessons the vast majority of pupils show a real interest in their work and a genuine enthusiasm to extend their knowledge and understanding. They are very often excited by the learning, keen to respond and contribute, show high levels of perseverance with tasks and exhibit pride in their achievements.

18. Pupils' very good behaviour contributes to a safe and orderly environment which is conducive to learning. In the vast majority of lessons children act maturely, interact politely with their teacher and peers, maintain concentration well and make good progress. In a few lessons children's natural enthusiasm and exuberance can lead to increasing noise levels but teachers quickly restore purposeful working. Pupils understand and respect the behaviour code and respond positively to encouragement, praise and the recognition of their own and others' effort and achievement. Year 6 pupils explained that the rules covering behaviour are sensible and fair and that all teachers in the school expect the same standards. There have been no exclusions from school during the current year and only one exclusion last year. Overall children clearly feel safe and secure, are uninhibited and understand well the routines and expectations. The school has very clear procedures to deal with bullying and harassment and pupils and parents agree that isolated incidents are quickly and appropriately dealt with.

19. The very good relationships between pupils and with all adults are strength of the school and make a significant contribution to learning. The positive rapport between children and adults creates a high level of trust, which enables pupils to discuss problems and seek advice on both personal and academic issues. In many lessons there are very good examples of pupils working harmoniously in pairs or small groups; they share equipment happily, listen to others' views attentively, support each other well and show due respect for

others' views and feelings. For example, a Year 1 boy showed very caring and thoughtful reactions by retrieving a lunch box for a small girl who couldn't reach it and who was getting upset. Children's levels of personal and social development are good. They willingly and proudly take responsibility for aspects of day-to-day school life when these are given. A small number of Year 6 pupils enjoy the responsibilities associated with being a "Badger," and children relish the chance to take part in school productions. The school is looking to increase opportunities for pupils to enhance personal development by ensuring that their views are taken into account more and by providing more opportunities to take responsibilities within the organisation.

20. The overall attendance at Park Lane is good and reflects pupils' eagerness to be in school. Unauthorised absence is low in comparison to the national average. Absence is accounted for by the normal range of illnesses and colds. Punctuality to school at the start of the day and after breaks is good with children engaged quickly in their work. The good attendance and punctuality have a positive impact on the standards achieved in the school.

21. Pupils' attitudes to work, their behaviour and relationships and their rate of attendance have all improved since the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching has improved very significantly since the last inspection to the point that it is good throughout the school. Nine out of every ten lessons observed by inspectors were good or better and there was no unsatisfactory teaching.

23. Sixty per cent of teaching of children observed in reception was good or better. Staff have a very secure understanding of how young children learn and the importance of play and first hand experiences. This has a positive effect supporting children's progress towards the Early Learning Goals and provides a firm foundation for learning in Year 1 and beyond. Children learn well in reception, and this has a good effect on the standards they achieve.

24. In Years 1 to 6, the teaching of English and literacy was never less than good. In Years 1 and 2, almost a third of lessons was very good, while in Years 3 to 6, thirty-three per cent was very good and twenty-five per cent was excellent. Teaching has improved since the last inspection. Particular strengths were teachers' knowledge and understanding of the National Literacy Strategy and the imaginative lessons they prepared for pupils. Teachers plan together in year groups ensuring that there is consistency between the lessons taught to different classes. This ensures that all pupils have the same opportunities to achieve well. The needs of all pupils, including those with special educational needs and potentially higher attaining pupils were consistently met.

25. The quality of observed teaching in mathematics in Years 1 and 2 was good overall. Forty-three per cent of teaching was good and a similar proportion was very good. In Years 3 to 6, all teaching was good or better, and more than half of lessons seen were very good or excellent. The teachers' planning and the setting of objectives was good and they provided good demonstrations using their good subject knowledge to inform and motivate pupils. Teachers managed pupils well and the relationships in the classroom were also good. These factors create a good environment in which learning is purposeful and pupils achieve well throughout the school. As in other subjects, teachers are particularly skilled at using assessment data to ensure that the needs of individual pupils are met and all pupils are appropriately challenged by their lessons.

26. The teaching of science was never less than good and was very good overall. In Years 1 and 2 one lesson observed was good and another was very good. In Years 3 to 6

teaching in a majority of observed lessons was very good. Teachers planned their lessons carefully and used their very good subject knowledge to provide stimulating opportunities for pupils to deepen their understanding of the topics they study. They encouraged pupils to use their initiative when organising resources and to develop their ability to work well both independently and within groups. This enabled pupils to learn and to achieve well as a consequence. As with other subjects, very good attention was paid to ensuring that each individual pupil was enabled to participate fully in lessons and that all were suitably challenged, regardless of their prior attainment.

27. In Years 1 to 6, the quality of teaching in art and design was good overall. Teachers set clear lesson objectives and provided good demonstrations of techniques that pupils then followed. Resources were well prepared and organised and this had a good impact on the quality of learning. Teachers demonstrate a good knowledge of the subject and challenge pupils to perform well. They make very good use of praise and encouragement and always provide additional support for less confident pupils. This positive approach enables all pupils to achieve well.

28. Insufficient evidence was available to judge the quality of teaching or learning in design and technology, geography or history.

29. Teaching and learning in information and communication technology were good throughout the school. Teachers are growing in confidence and subject expertise. They use learning resources well in the new ICT Suites, to explain and demonstrate new techniques. Lessons are a good mix of whole class teaching and practical pupil work. Most lessons are taken at a brisk pace. Teachers ensure that all pupils are engaged well in activities, and appropriate demand is placed on all, including lower attaining pupils. Pupils' high levels of motivation and interest make class management easy, and contribute well to the busy, purposeful lessons seen. All pupils achieve at least well, regardless of their prior attainment or special needs.

30. The quality of teaching and learning in music is good. Good knowledge of the curriculum, good planning by teachers and the introduction of a good scheme of work have resulted in purposeful, enjoyable lessons in which pupils are keen to participate and succeed.

31. The quality of teaching in the limited number of physical education lessons observed in Years 1 to 6 was good. However, because of timetable limitations, these lessons covered only a limited range of activities from the physical education curriculum. Lessons were well planned, organised and resourced. Teachers are secure in their subject knowledge and impart it well to pupils. This results in lessons being enjoyable and pupils achieving well.

32. Insufficient evidence was available to judge the quality of teaching or learning in religious education.

33. Very good teaching by the special needs teacher was observed during the inspection where she was teaching small groups in the learning support room. This enables good learning to take place and for the pupils to make progress at a pace that is appropriate to their needs. In other lessons, where there is no extra support for pupils with special needs, work is usually planned to take account of this by providing different tasks for them or, when the class is engaged on individual work, the class teacher will work with these pupils. Classes in Years 3 to 6 are set according to ability for English and mathematics. This means that pupils with learning difficulties can be taught in smaller groups and make appropriate progress. A few pupils have been identified as being gifted or talented but as yet no register is kept of these pupils. This is an area the school has targeted for development. Pupils with special educational needs are identified by general classroom assessments and set individual

targets within the general classroom context. All members of staff are concerned with the educational needs of the pupils and plan work accordingly. Tasks and activities are chosen to enable pupils to experience success. Teachers have copies of the individual education plans and these are shared with the learning support assistants so that they can work effectively with the pupils. The special educational needs co-ordinator and teachers liaise regularly with the learning support assistants with regard to pupils' targets and objectives on the individual education plans.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

34. Throughout the school, the curriculum has improved since the last inspection. It now provides well for the needs of all pupils, challenging them appropriately.

35. The school provides a broad, balanced and relevant curriculum that meets all statutory requirements and reflects the aims of the school. The curriculum provided for pupils covers all areas of the National Curriculum and the Agreed Syllabus for religious education used by the school. The school week is of an appropriate length with a good balance of time devoted to all subjects.

36. The curriculum provided for pupils in the reception class is good and enables them to work successfully towards their early learning goals.

37. The good training and planning for the National Literacy and Numeracy Strategies has ensured good implementation and practice in these important areas of the curriculum.

38. The school has satisfactory links with its local nursery and secondary school. This ensures the smooth transition between all stages of education.

39. Personal, social and health education is actively promoted throughout the school, with pupils having discrete personal, social and health education lessons. The school governors have suitable policies for sex education and drugs awareness, with these two areas of the curriculum being addressed in personal, social and health education lessons, with support from the school nurse and a member of the local police service. Personal, social and health education is also well promoted in assembly time.

40. Good strategies to ensure that all pupils have equality of access to the planned curriculum and extra-curricular activities are securely in place. The school fully responds to the Code of Practice for pupils with special educational needs. Individual education plans are good with pupils being provided with an appropriate curriculum that enables them to work towards identified targets for improvement. Their requirements are carefully considered and the necessary support provided. There is full inclusion in the school.

41. The school provides a satisfactory range of extra-curricular activities, though there is currently only one extra-curricular sporting activity, netball. This was commented on at the parents' evening and in the parents' questionnaire. The school is aware of this issue and is addressing it in its School Development Plan. The school has benefited from a number of coaches from local sporting clubs and organisations but is restricted in the range of sport activities it can provide by the limitations of its accommodation.

42. The curriculum is enriched by a number of visits from local clergy, the police and other local organisations, and the opportunities pupils have to take part in a range of visits to local museums and places of historic and educational interest. All Year 6 pupils are given the opportunity to take part in a one-week residential educational visit. The school has also

hosted visiting theatre companies and musicians. All of these visits and visitors make a valuable contribution to the extended curriculum provided by the school.

43. The planned provision for spiritual development is good, though much of it is provided within assembly time and religious education lessons. A real sense of awe and expectation was displayed in an assembly as the pupils listened with wrapt attention to the headteacher's telling of the story of Thomas Carlyle and the accidental destruction of his first draft of 'The French Revolution' and his determination to start all over again. Pupils came to a clear understanding of the theme of 'perseverance' and how it applied to their own lives. A real spiritual dimension was also observed in a Year 3 lesson as pupils re-enacted the Jewish Shabbat evening meal with pupils appreciating the special and symbolic nature of the lighting of the candles, the drinking of the wine and the breaking of the bread.

44. The school fulfils all requirements for a daily act of worship, with prayers being said at year and key stage assemblies. Though not specifically planned for, moments of awe and wonder were observed in individual lessons and in individual subjects of the curriculum. Opportunities are provided for pupils to contribute to assemblies, usually through the presentation of short performances.

45. The planned provision for pupils' moral development is very good. A sense of morality underpins the aims and ethos of the school, with pupils having a clear understanding of right and wrong. Pupils are well aware of the responsibility they have for their own actions, and show a concern for the well-being of others. This is reflected in the class rules drawn up by and signed by pupils in individual classrooms. It is also reinforced by the school's own rewards and sanctions system, with the focus being on the rewarding of positive behaviour, rather than the penalising of bad. Opportunities for pupils to reflect upon a number of moral issues are provided within personal, social and health education lessons as well as individual areas of the timetable and assemblies.

46. Whilst there is currently no school council, Year 6 pupils meet with members of staff each week to voice their opinions about school and to make suggestions. Pupils in Year 6 are also nominated as 'Badgers' and help teachers and contribute to the good running of the school. The school provides many opportunities for pupils to develop socially, such as working in pairs and in small groups, participating in charitable endeavours and taking part in whole school activities such as an annual music production, and overall this provision is very good.

47. The large majority of pupils share a common cultural background. The school therefore tries to ensure that pupils come to appreciate other cultures and traditions. In geography pupils explore their local environment as well as looking at various countries and cultures around the world. In history pupils come to an understanding of the changing nature of English society as well as considering other societies and cultures in the past. Opportunities are also provided for pupils to become familiar with the works of great artists and musicians. In religious education pupils come to appreciate a number of world religions within their cultural setting, whilst assemblies are used to celebrate the diverse nature of people. There are limited opportunities in English for pupils to study and celebrate their literary heritage, including the plays of Shakespeare. Overall, provision for pupils' cultural development is good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. Park Lane provides very effective personal support and guidance for pupils, which has a significant impact on the standards they achieve and the progress they make. Teaching and support staff know pupils very well, have their well-being uppermost in their

minds at all times and effectively and consistently help pupils to develop in a caring and understanding way. Children feel safe and secure and there is good evidence to show that the vast majority are enjoying and benefiting from the education provided at the school. The procedures to deal with Child Protection issues are very good and meet statutory requirements. The school is vigilant and sensitive in exercising its responsibilities. The school enjoys good working relationships with the Educational Welfare Service, Educational Psychologists and Speech and Language therapists and meets well the statutory requirements of provision for those pupils with a statement of special educational need.

49. The school has very clear procedures to ensure pupils' health and safety. The site controller, governors, and all staff are conscientious in ensuring that any identified health and safety concerns are reported and quickly dealt with. In lessons observed during the inspection great care was taken to ensure that children followed safe procedures and practices. Year 6 pupils based in the annexe to the upper school know they must be seen across the road to the main building by an adult and requested this supervision from inspectors on a number of occasions.

50. The school has good procedures in place for monitoring and promoting attendance, an improvement since the last inspection. Any unauthorised absence is followed up rigorously and there is good evidence of the school working effectively, in cooperation with the Educational Welfare Service, to improve the overall attendance levels. The key issue from the last inspection relating to registration has been dealt with and all statutory requirements for the completion of registers are now met.

51. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good, an improvement since the last inspection. They make a significant contribution to pupils' progress by ensuring an orderly learning environment. Pupils understand and value the behaviour code and take pride in the recognition of their achievements and efforts given through the reward programmes. Teachers and support staff throughout the school are good role models and consistently promote good behaviour through the excellent use of praise and encouragement and by using reward schemes to publicly recognise good and caring behaviour. Year 6 pupils were keen to reinforce the parents' view that there is very little or no bullying in the school and that any anti-social behaviour is quickly eliminated. Teachers monitor pupils very closely, are immediately aware of any deterioration in individual behaviour standards and effectively intervene with agreed improvement programmes.

52. As at the time of the last inspection, procedures for monitoring and supporting pupils' personal and social development are good. In lessons, teachers consistently promote high standards of social interaction in terms of listening to others without interrupting, showing respect for others' views and opinions and working together amicably and supportively. From an early age children are given good opportunities to organise and work in small groups. Teachers and support staff observe and monitor children's responses carefully and intervene whenever necessary to ensure good personal and social skill development.

53. Assessment and recording procedures in the school are good, an improvement since the last inspection. The strategies and practices used by the school allow teachers to develop a clear understanding of pupils' abilities, set pupils in ability groups and provide targets for improvement.

54. Pupils are assessed on entry into the Foundation Stage using an appropriate baseline test. The results of this test enable the school to identify pupils' needs and set targets for their early learning goals. Day to day assessment in Reception is currently under-developed and does not inform on-going planning.

55. The school also uses a number of other assessment procedures to inform practice and the assessment of pupils' abilities. These include the NFER Group reading test, and the Edinburgh Reading test in English and the Bristol Achievement test in mathematics.

56. The school uses the optional and statutory National Curriculum tests in an effective manner to check on pupils' progress and to identify any necessary changes in the setting of pupils. Results are also used to check on the delivery of the core subjects, and any necessary changes in practice.

57. Assessment and recording in the core subjects is good, an improvement since the last inspection. Pupils have individual targets for improvement in Literacy and Numeracy. These are on display on the inside covers of pupils' books.

58. In English pupils engage in termly pieces of work which are graded according to their national curriculum level of attainment and placed in pupils' individual portfolios. A similar system takes place in mathematics and science with pupils engaging in assessment tasks at the end of each unit of work or module, with pupils' pieces of work being placed in their individual portfolios.

59. Particularly commendable is that there are assessment and recording procedures for all of the foundation subjects, with teachers assessing pupils as to whether they have achieved the learning objectives for the unit or module of work, whether they have exceeded them or whether they have yet to achieve them. Teachers also apply comments to these record sheets for each pupil. These also constitute an improvement since the last inspection.

60. All pupils have a yearly summative sheet, which records all assessment results in all subjects. These are passed on to the following year teacher.

61. Teachers also use good marking procedures, an improvement since the last inspection. Work is regularly corrected and marked. Teachers make constructive comments in pupils' books and suggest how work can be improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The school's partnership with parents has improved significantly since the last inspection. The vast majority of parents are very supportive and hold positive views of the school and its work. The good and effective links that exist with parents contribute positively to pupils' learning and development.

63. A small number of parents raised concerns over homework, about how closely the school works with parents and about the information provided on pupils' progress. Inspectors find that homework is set in accordance with the timetable, is appropriate to consolidate classroom learning and is regularly marked. A discussion with the main receiving secondary school confirms that children from Park Lane are as well, if not better, prepared for the homework routines of secondary education than other pupils.

64. Inspectors judge that the school does work closely with parents and that the information provided for parents on pupils' progress is good overall but agree that annual reports could be further improved. Since the last inspection reports have improved and they now provide clear statements of what pupils know, understand and can do in all subjects. 65.

However attainment grades are not linked to National Curriculum levels and targets for improvement are often vague and not measurable. The school is planning to review annual reports.

66. A significant number of parents raised concerns over the range of extra curricular activities available whilst a number of parents were pleased that the range of activities had increased over the last two years. In practice the school does run a range of clubs. The majority of these meet at lunchtimes and are well attended. Parents do run some of the clubs and support others. The range of activities is varied and includes one sports activity. In the summer term, additional sports are offered.

67. The quantity and quality of information made available to parents about the school, its organisation and about the learning programmes is good and effective in encouraging involvement in the life of the school. All the required information is contained in the formal school publications. A significant number of parents make a positive contribution to the education provided by helping in the school, on trips and with extra curricular clubs. The Friends Association is an active body and makes a contribution to enhancing the learning environment through work in the grounds and by raising large sums of money, which are used effectively to supplement resources in the school. Parents mentioned that the special literacy and numeracy evenings together with advance notice of teaching programmes were valuable in helping them to support their children's learning at home. Indeed some parents would like more instruction on literacy and numeracy teaching.

68. The school involves all the necessary outside agencies for those pupils identified as having special educational needs. Parents are alerted early to concerns the teachers may have about their child and are kept informed and involved. Parental information is used as part of the assessment process. Parents of pupils with statements of special educational needs are invited to annual and termly reviews and have copies of all relevant documents. Additional support is also given to pupils in literacy and numeracy through Additional Literacy Support, Booster classes and Springboard.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. All aspects of leadership and management by the headteacher, senior staff and governors have improved substantially since the last inspection. This is a school where very strong leadership and management by the headteacher coupled with very effective and meaningful delegation of authority and responsibility to his senior management colleagues and subject co-ordinators has had, and continues to have, a significant impact on raising pupils' standards.

70. At the time of the inspection the school was without a deputy headteacher, and three senior members of staff were sharing the role of acting deputy headteacher. It is typical of the exemplary attitude of the headteacher towards staff development and the trust he has in his staff that he saw this as an opportunity for development of the three staff concerned, and that each was given the chance to play a key role in the inspection process in ways often reserved by headteachers for themselves.

71. Subject co-ordinators play a significant role in the management of the school. Through their monitoring of teachers' planning and in some subjects, their monitoring of teaching, they strongly influence the teaching of their specialist subjects and hence pupils' achievements. Their respect for each other and the manner in which they seek and receive each other's support and guidance is very good. This is an exceptionally strong and cohesive team of middle managers. With the exception of design and technology all subjects have a co-ordinator, with joint key stage co-ordinators in the core subjects. There are policies, guidelines and schemes of work for all subjects. Planning for all subjects is good with teachers' long, medium and short-term plans providing sound guidance for the development of pupils' knowledge skills and understanding. The curriculum provided for pupils

successfully promotes their intellectual, physical and personal development and prepares them for the next stage of their education. Teachers in year groups plan well together and ensure inclusion for all pupils.

72. The core curriculum is monitored by subject co-ordinators and the headteacher. Foundation subjects are monitored on a rolling programme, with three foundation subjects being monitored each year.

73. There is a governors' curriculum committee with linked governors for the core subjects, physical education, ICT and special educational needs.

74. The school is particularly successful in using all available data in evaluating its own performance. Characteristically, the school takes effective and prompt action to deal with areas of relative weakness. It is worthy of note that with the exception of making pupils' targets in their annual reports more precise and measurable, every area for development identified in this report had already been identified by the school and incorporated into its planning documents.

75. The school is very clear about its educational priorities, and the senior management set a very clear and appropriate educational direction. This is reinforced and consolidated by the very precise targeting of funds to support areas in need of improvement. Throughout all its work, the management team clearly reflect the school's aims and values, in particular the valuing of every pupil and the inclusion of all. The school development plan, the budget and planning in general are excellent, resulting in purposeful hard work by all, and the raising of standards.

76. Acting not just as a critical friend but also as the management team's strongest partner is the chairman of the governing body, and through him, his colleagues on the governing body. The Chairman provides excellent leadership and the depth of knowledge and involvement of the governing body as a whole is exemplary. While never losing sight of matters such as the care of pupils and the inclusion of all, governors focus unstintingly on the use of resources to raise standards. For example, a standing procedure is that every committee has to periodically review all its spending decisions in terms of their cost effectiveness and the benefit that has been derived. With regard to the issue of the effect of the unsatisfactory accommodation on the delivery of the curriculum, governors initiated a process to try to have the school re-housed and continue to make strenuous efforts in this regard.

77. The school's educational priorities are exceptionally well supported through meticulous financial planning. The headteacher, governors and administrative staff have an excellent understanding of school finance, and work well together bringing their complementary skills to bear on the financial planning and management aspects of the school's work. The school very effectively achieves best value in the purchase and deployment of all its resources. In this regard, and in many other aspects of school administration, the headteacher and governors receive exemplary support from the school bursar.

78. The work of the school is very strongly supported by the administrative and secretarial staff. There are good, effective systems for communicating information and ensuring the smooth running of the school. Other non-teaching staff make an important contribution. Among these are the mid-day assistants, canteen staff and the school site controller. The contribution made by all non-teaching staff enables teachers to use their time most effectively to support pupils' learning and enhance the standards they achieve.

79. Financial planning is excellent, an improvement since the last inspection. The school development plan sets out very clearly the school's priorities for development. These are very well focused on raising standards in all aspects of the school's work. Financial planning is intimately linked to the development plan and similarly targeted at raising standards. The school makes good use of all the additional funds it receives, for example, to fund staff training. This investment is having a good impact on the quality and standards of pupils' work by improving teachers' skills in areas identified for development.

80. There have been a number of staff changes in the last two years due to promotions and retirements but the school is now well staffed with a team of dedicated and enthusiastic teachers and support assistants who are appropriately qualified to meet the needs of all pupils and to effectively deliver the National Curriculum. Support staff and parent volunteers are very well briefed on their roles in the classroom, are very well used and make a positive contribution to learning. A comprehensive and well-planned induction programme enables all new staff to quickly become familiar with the school's aims and practices. Newly qualified teachers speak very positively about their induction programme that includes the opportunity to observe experienced teachers, ensures that their lessons are observed and provides appropriate advice and guidance from appointed mentors.

81. The procedures for monitoring and evaluating the quality of teaching are very good and closely followed in the core subjects. They have made a significant contribution to the improved quality of teaching and to the higher standards pupils are achieving since the last inspection. The principles of performance management are well embedded in the school and the programme of lesson observations and appraisal interviews ensures individual training needs are identified and matched with improvements outlined in the school development plan.

82. The overall quality, quantity and accessibility of learning resources is satisfactory. They are good in science, information and communication technology and in design and technology. There has been significant expenditure on resources for literacy and numeracy over the last few years. Good use of the available resources is made to support curriculum teaching.

83. The available accommodation and the split facility operation is unsatisfactory, inherently inefficient and restricts delivery of the full curriculum. Having the school accommodated on three separate sites does mean that services are duplicated on two sites, that organisation and administration become more complicated and that there is significant time wasted by senior staff having to move between locations. Standards achieved by pupils are adversely affected by the deficiencies of the accommodation. The standards being achieved are a reflection of the hard work and perseverance of teachers and pupils in an effort to overcome the limitations with which they are faced on a daily basis.

84. There are many opportunities missed for enhancing personal development through the social interaction of pupils at the two sites as they only see each other at end of term gatherings.

85. In the infant department the facilities are well maintained and some of the classrooms provide good teaching and learning environments but there are two serious weaknesses. The information and communication technology room is well equipped but only large enough to accommodate half a class at any one time. The hall is an excellent facility but due to the lack of other space has to be used to house a class after the summer intake of Reception children. The junior department facilities, including the annexe, are well maintained but old and inflexible and the playground area is too small for pupils to enjoy ball games. This prevents the holding of any sport clubs during lunchtime. Many of the classrooms are too

small for the numbers of pupils and there are no appropriate rooms where small groups can follow additional learning programmes and one to one support takes place at desks in the main corridor. There is no dedicated library in the junior department which directly inhibits delivery of the English curriculum and stops pupils from following up personal investigations and learning in other subjects. The school sports field is 200 metres from the junior department, and is water logged for much of the year with the result that it is only used in the summer term and delivery of a balanced physical education programme is restricted.

86. The school makes use of the Code of Practice and takes advantage of special needs in-service training opportunities. The whole staff is to have training to raise awareness for the New Code of Practice. There is a named governor with responsibility for special needs. He has the responsibility to monitor the whole aspect of implementing the New Code of Practice. The special needs policy has been accepted by the governing body and special needs is a regular feature of their meetings. Special needs has a high priority with the governing body. All staff meetings begin with input from the coordinator. The special needs coordinator is a very effective and committed teacher. She is very well qualified and has seen that special needs has high priority in the school. She has appropriate status in the school and is very well supported by the headteacher and staff.

87. All funds allocated for special needs are used for that purpose and the school monitors the effectiveness of their use.

88. The unsatisfactory accommodation affects the ease with which special needs can be met. Accommodation for small groups, for example, the additional literacy support group, is often a problem, as the school has no surplus space for such activities and these groups often have to work in unsuitable areas. The learning support room used by the special needs teacher is attractive and bright and creates a secure atmosphere in which good learning can take place. Resources for supporting the work of pupils with special educational needs are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

89. In order to further improve the quality of education and build on the many strengths of the school identified in the inspection the headteacher, governors and staff should:

- (1) continue their strenuous efforts to overcome the limitations and discomforts caused by the unsatisfactory accommodation, as described in the school development plan (see paragraphs 14,41,76,83,88,98,115,145,147,149 and 168)
- (2) carry out the planned introduction of ongoing assessment procedures in reception classes as described in the school development plan (see paragraphs 54 and 98)

90. Further areas identified in this report which should be considered by the school are as follows:

- continue its programme to further improve pupils' writing in Years 1 and 2 (see paragraphs 3 and 144)
- improve the targets set in pupils' annual reports so that their success is measurable (see paragraph 64)
- improve opportunities for pupils, particularly those with higher ability, to explore pre-twentieth century English literature (see paragraph 108)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	28	39	6	0	0	0
Percentage	6	36	50	8	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	439
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.8
National comparative data	5.6

School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	40	34	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	37	38
	Girls	32	32	34
	Total	69	69	72
Percentage of pupils at NC level 2 or above	School	93 (89)	93 (92)	97 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	39	39	39
	Girls	34	34	34
	Total	73	73	73
Percentage of pupils at NC level 2 or above	School	99 (88)	99 (95)	99 (95)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	38	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	31
	Girls	36	31	36
	Total	61	56	67
Percentage of pupils at NC level 4 or above	School	86 (85)	79 (69)	94 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	26
	Girls	34	33	36
	Total	59	58	62
Percentage of pupils at NC level 4 or above	School	83 (85)	82 (75)	87 (85)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	2
Pakistani	4
Bangladeshi	1
Chinese	0
White	395
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20.2
Number of pupils per qualified teacher	21.7
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	239

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	12.4
Number of teachers appointed to the school during the last two years	12.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
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	£
Total income	883 034
Total expenditure	823 317
Expenditure per pupil	1 830
Balance brought forward from previous year	24 191
Balance carried forward to next year	83 909

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	439
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	2	2	1
My child is making good progress in school.	38	58	1	0	1
Behaviour in the school is good.	38	59	1	0	1
My child gets the right amount of work to do at home.	28	50	10	7	5
The teaching is good.	47	49	2	1	1
I am kept well informed about how my child is getting on.	24	60	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	62	37	0	1	0
The school expects my child to work hard and achieve his or her best.	53	45	0	0	1
The school works closely with parents.	28	56	12	1	3
The school is well led and managed.	59	38	2	0	0
The school is helping my child become mature and responsible.	45	53	0	1	0
The school provides an interesting range of activities outside lessons.	16	30	35	12	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

91. At the time of the last inspection no observations were made of children in the reception class. From analysis of the documentation the provision was judged to be satisfactory. Evidence now shows that teaching and learning are good. Children enter the reception class in the term following their fifth birthday. Only children whose birthdays fall either in the autumn or spring terms attend the reception class. At the time of the inspection there was only one class and the children had been attending for only a few weeks. Children's skills in all areas of learning are in line with those expected nationally for children of the same age. This is supported by the outcomes of the Baseline Assessment tests carried out in the children's first few weeks at school. Children make good progress in the reception class and are in line to achieve or exceed the early learning goals by the end of this stage in their education.

Personal, social and emotional development

92. This area of development is emphasised throughout the children's time in the reception class. By the time they move on to begin their National Curriculum studies many children have exceeded the early learning goal in this area. This reflects the good teaching and the high expectations of adults who work in the reception class. The everyday routines and organisation encourage children to be independent and to make choices. Many opportunities are planned each day to encourage children to come together as a group. Activities are used well to develop polite responses and to share one another's success. In one activity children had made glasses and masks using coloured film after reading a story about a little girl's magic glasses. The children modelled their handiwork and the others admired what they had done. In physical education everyone watched carefully whilst individuals demonstrated how they could move around the room on their hands and feet. Children learn to look after their environment and are encouraged to tidy up after they have finished. Opportunities to do this were observed during the inspection when children worked together happily to put away toys before the next session.

Communication, language and literacy

93. Children in the reception class are encouraged to develop good listening skills and they learn to listen with interest and concentration to stories and to instructions. Adults show that they value their efforts at communicating by listening to what they say and ensuring that all the children's contributions are valued. By the end of reception many have exceeded the early learning goal in this area. Children are developing as confident speakers. They are keen to talk about what they are doing and enjoy talking to the adults who work with them. They enjoy looking at books and many will choose a book to look at during unstructured time. In one literacy session observed the whole class enjoyed sharing the story of Anna's Multicoloured Glasses. They knew that the text and the pictures contributed to the story and enjoyed guessing what colour the objects on the next page would be. The good teaching in this activity ensured that children began to develop the skills of prediction. Focus on the words which appeared regularly in the story or which were written in appropriate colours helped the children to identify and read new words. Children with well-developed reading skills have opportunities to read aloud to the group and to contribute by identifying new words. Focused activities with the teacher support children's developing literacy skills at an appropriate level. Overall, the quality of teaching in this area of learning is good.

Mathematical development

94. Teaching in this area is satisfactory overall. Children build on and consolidate their mathematical knowledge through a range of regular activities that are planned for them throughout the week. Children make good progress in this area and achieve the early learning goal. Many children exceed this by the end of their time in the reception class. They practise counting through number rhymes and songs. Opportunities are taken by adults to show how mathematics is used in everyday life. Children count how many are present each day and add in those who have been undertaking errands. Regular planned activities focus on particular areas of mathematics. In one group activity children showed that they could count to six and could identify which number was missing from a number line. All could write the number and some knew that one away from seven also makes six. At the end of a physical education session the children who were ready quickly wrote their names on the board. The teacher asked the children who was first and together they worked out the word for second, third and so on.

Knowledge and understanding of the world

95. As a consequence of good teaching, children make good progress in this area. They have opportunities to use and develop their skills on the computer. They quickly learn to use the mouse and in one session observed were taught to make pictures using a paint programme. They watched carefully whilst they were shown how to move the cursor to the 'spray can' and then make pictures with different colours. Planned activities encourage the development of observational skills. Children working with a parent helper looked closely at flowers and at a peacock feather and then drew what they had seen. Other children looked at people and objects in the classroom through coloured filters and commented on what they saw. A group building models from junk selected and used different kinds of adhesive to join the boxes. They use scissors to shape the items for the model.

Creative development

96. As a consequence of good teaching, many children exceed the early learning goal in this area by the time they begin their National Curriculum studies. Well-planned activities ensure that they have opportunities to construct models from a wide range of material including bricks, interlocking construction toys and boxes and paper. They are keen to explore colour using paint and pens. In one activity observed children used blocks of paint to mix colours and to paint landscapes and people. They worked carefully and with concentration. Displays around the classroom show the range of children's work and the regard with which adults hold it. They use their imaginations to create pictures that relate to the stories they have heard. They enjoy singing familiar songs and making up new verses to extend them. During the very wet week of the inspection they sang Incy Wincy Spider with great enthusiasm especially where the sun dried up all the rain!

Physical development

97. As a consequence of good teaching, children achieve the early learning goal in this area soon after entering the reception class. Whilst the class has not had a safe play area dedicated to them until the week of the inspection they make good use of their allocated time in the hall and enjoy playtimes with the rest of the school. In a very good physical education lesson observed they all moved with confidence around the hall and listened carefully to what they were asked to do. They moved quickly without bumping into one another and climbed the apparatus safely. Most children could balance and move using hands and feet. Many could balance on an upturned bench, walking along using their arms to steady them. They watched one another's achievements and celebrated what each group had done. The

teacher's use of modelling to demonstrate ways of moving gave the children confidence to experiment with different actions.

98. Planning in the reception class is satisfactory and demonstrates an appropriate understanding of the agreed areas of learning for children before they begin work on the National Curriculum. Opportunities to promote children's learning in each of the areas are planned each week in relation to the chosen topic. Baseline assessment is undertaken according to the guidelines published by the local education authority but ongoing assessment including the assessment of small steps of progress is not yet in place. This is a focus in the school development plan. Teamwork is good and all adults have clear roles in children's learning. Parents are seen as partners and kept informed of their children's progress in line with the school's procedures. Adults are aware of the needs of different children and activities are planned to ensure that all children can participate. Whilst the current accommodation is adequate, indoor access is via another classroom. There is no available classroom space for the summer intake of reception children. The school has focused on the development of resources for this age group and these are satisfactory.

ENGLISH

99. A majority of pupils enter Year 1 with above average levels of ability in all areas of language and literacy. They then go on to make good progress in their reading skills and achieve very good standards by the time they are eleven. This is reflected in the end of Key Stage 1 National Curriculum tests where reading was well above average in comparison to national averages, though average when compared to schools with a similar intake.

100. Pupils' written work by the time they are seven is similarly good, with their written work being above average when compared to national figures, though below average when compared to schools with a similar intake. Attainment in English by the time pupils are seven is broadly the same as at the time of the last inspection.

101. Pupils' attainment in English by the time they are eleven is well above average, when compared to national averages, and good when compared to similar schools. Standards in English for pupils aged eleven has improved significantly since the time of the last inspection.

102. The scrutiny of pupils' written work indicates that pupils in the current Year 2 and 6 are likely to achieve standards similar to last year.

103. Pupils with special educational needs make good progress in both key stages relative to their prior learning and their identified targets for improvement.

104. Pupils display good speaking and listening skills by the time they are seven. Teachers use good open-ended questions to promote oral skills and provide regular opportunities for pupils to engage in class discussions about the work they are involved in. Pupils are good listeners, with many being able to respond to teachers' questions in clear, well-constructed sentences. Pupils in Years 2 and 3 displayed good oral skills as they engaged in a 'hot seating' activity, with a young pupil responding in character, from a book they had read, to questions from the rest of the class.

105. Pupils' reading is good by the time they are seven, with a number of pupils having high order reading skills relative to their age. Pupils develop good phonic skills and use them in an effective manner in the books they read. They engage in regular guided reading activities that enhance their reading comprehension skills. By the time they are seven the majority of pupils read fluently and with expression. Pupils have good library skills and are able to retrieve information from factual books.

106. Most pupils enter Year 1 with satisfactory writing skills. They have an understanding that capital letter and full stops demarcate sentences, and can already put together short pieces of written work. The large majority of pupils make good progress as they move through Key Stage 1 and achieve well in relation to their prior learning. They develop a clear understanding of simple spelling patterns and punctuation skills relative to their age. Pupils are able to write in a confident manner about events in their daily lives and re-tell in a written form the stories read to them in class. Pupils also write their own poetry and produce some imaginative creative writing of their own. Pupils' written work by the time they are seven is good with a number of higher attaining pupils producing some very good extended pieces of work with few or no mistakes.

107. Pupils continue to make good progress in their speaking and listening skills as they move through Years 3 to 6. They pay attention to their teachers and listen to and respect each other's ideas. Many pupils are confident speakers and enjoy the opportunities to respond to teachers' demanding questions at the beginning and end of lessons. Pupils are also given the opportunity to engage in a number of discrete oral activities, with pupils in Year 4 for example talking in an articulate manner about their hobbies and interests to a class audience. Pupils' speaking and listening skills by the time they are eleven are good.

108. Pupils' reading skills by the time they are eleven are good and above average. The school provides pupils with a good range of reading opportunities, with pupils regularly reading both stories and factual materials. Regularly guided reading activities and the opportunity to engage in silent reading enhances pupils' reading skills. Many pupils display good reading habits, regularly read at home and are members of local public libraries. Pupils read with inflection and in a fluent manner. Many of the higher attaining pupils adopt a number of speaking voices when reading dialogue between characters, and can talk in a confident manner about the characters, storylines and issues in the books they read. Although pupils read poems and stories from different cultures and traditions, there are few opportunities for pupils to read pre-twentieth century English literature, including the plays of Shakespeare.

109. Pupils' written work by the time they are eleven is very good and well above average. The good reading activities provided for pupils are used to good effect as a stimulus for their written work. Pupils write for different purposes, in a number of styles and with a specific audience in mind. Pupils write diary entries, newspaper reports, character studies and produce a good range of formal and informal letters. Pupils also produce their own imaginative poetry and produce descriptive, instructional and creative essays. Literacy is well developed across the curriculum, particularly in history, with pupils writing in character about attending Queen Victoria's coronation, or being a soldier at the Battle of Bosworth Field. Pupils plan their work well and improve it through re-drafting. Regular opportunities are provided for pupils to word-process their work. There is some inconsistency over the use of ink-pens, with many pupils continuing to write in pencil right through to Year 6.

110. The good progress observed in virtually all lessons owed much to the pupils' good self-discipline, very good behaviour and their ability to work with sustained concentration.

111. The quality of teaching in Key Stage 1 is good and sometimes very good, whilst the quality of teaching in Key Stage 2 is good with nearly half of lessons being very good or excellent. Teachers in both key stages have responded well to the demands of the literacy hour and implement it in a very effective manner. Lessons are well planned and organised with appropriate focus on the development of basic English skills. Lesson objectives are shared with pupils and checked at the end of lessons to see if they have been achieved. Teachers use challenging questioning skills to develop pupils' knowledge and understanding, and ensure that work is matched to needs of pupils. Time and resources are used well, with

teachers and learning support assistants providing good individual support to pupils. The final part of lessons is used in an effective manner to share and celebrate pupils' achievement and to allow teachers to assess pupils' learning.

112. In addition to this where teaching is very good or excellent teachers demonstrate a real personal enthusiasm for the work in hand and have high expectations of pupils regardless of their ability. They provide challenging group and individual activities which evolve naturally from the shared reading or writing activity, and allow pupils to explore all aspects of English within a single lesson. Timed targets are given for each activity and very good resources are used to promote learning. All of this produces an active and rigorous working environment where pupils work willingly and hard to please their teachers.

113. There is a policy and guidelines for the subject with the school using National Literacy Strategy documentation for its scheme of work.

114. Work is regularly marked and corrected by teachers, though pupils do not always correct their own errors and opportunities are lost for pupils to learn by their own mistakes. This particularly applies to pupils in Years 1 and 2 where pupils are still developing their writing skills and tend to make the most mistakes.

115. The subject uses a good range of assessment and recording procedures, with all pupils having individual targets for improvement. Resources and classroom accommodation are adequate for the subject though the school suffers from the lack of a discrete library and study area. This impacts upon pupils' ability to engage in personal research and to become independent learners.

116. The subject is led by two well-informed co-ordinators. Year teachers plan their lessons together and ensure that all pupils have equality of access to the English curriculum.

MATHEMATICS

117. Standards being achieved by the current Year 2 pupils are above the national average. This is similar to the last inspection. Pupils in last year's Year 6 attained at average levels but inspection evidence now shows that current Year 6 pupils are attaining at levels above the national average. Pupils in Year 2 and Year 6 attain good standards for their age in numeracy and all areas of mathematics (number, algebra, shape, space and measure and data handling). At age seven, 97 per cent of pupils attained at least the expected level 2, with 34 per cent attaining the higher level 3. Of pupils aged eleven, 79 per cent attained at least the expected level 4 and 23 per cent attained the higher level 5. Trends in the school's results are better than the national trends. This inspection found that the school is maintaining attainment levels, which are above the national average at the age of seven and eleven. This represents overall good achievement by pupils.

118. No marked differences were noticed between boys and girls during the inspection, although of pupils aged eleven, more boys than girls attained the higher Level 5 in the national tests of 2001. Pupils with special educational needs are well supported and teachers are careful to ensure the full involvement of these pupils in mathematics lessons. They make good progress towards their mathematics targets identified on pupils' individual education plans. In order to help raise standards in mathematics for older pupils, the school groups pupils according to their ability. This ensures that work is matched carefully to all abilities. A good example of this was seen in Year 6, where a small group of pupils were working on angles of a triangle and, because of the individual support they were given, they made good progress during the lesson.

119. Pupils enter Year 1 with levels of attainment in mathematics that are above the average expected of their age. By the time they reach the age of seven, they are still attaining at levels above those expected. This represents satisfactory achievement. Very good procedures are in place to track pupils' progress and effective use is made of the information gained to ensure that in all lessons work is matched to pupils' levels of attainment. Pupils with special educational needs are well supported and make good progress. In lessons during the inspection, average attaining Year 6 pupils were seen to be attaining at level 5, which is an improvement on previous standards. This is largely due to the very good teaching which is a feature of the mathematics teaching in Years 3 to 6 and represents an improvement since the last inspection.

120. By the age of seven, pupils are secure in their knowledge and quick to recall number facts to 20 and above. Most understand that subtraction is the opposite of addition. Higher attaining pupils are able to work with numbers up to a hundred and undertake mathematical problem solving activities including money problems involving change. They also have a good understanding of negative numbers, which relates to their work in science. By the age of eleven, pupils can make mental calculations quickly. A good understanding of measures is achieved through practical activities involving estimation, approximate measures and accurate measures. Pupils are able to successfully use protractors and have a good knowledge and understanding of how to find the measurements of the angles of a triangle or the opposite angles of a bisected line when one or more angle measurements are known. They understand, and use correctly, the terms scalene, isosceles and equilateral when describing triangles and use the mathematical terms for different angles. They have a good understanding of fractions and percentages and can quickly calculate mentally such problems as 25 per cent of 48. They know the value of the digits in numbers with one or two decimal places.

121. The quality of teaching and learning in mathematics is good in Years 1 and 2 and very good in Years 3 to 6, giving rise to the very good overall achievement of pupils and the standards they attain. In very good lessons, pupils are given opportunities to describe and explain their thinking processes to each other. The beginning of lessons is always made interesting with a mental starter such as *Countdown* where pupils are given a number to make using addition, subtraction, multiplication and division and timed to the music from the television programme. In these lessons the pace is brisk and the pupils respond with enthusiasm and enjoyment. The teachers are secure in their knowledge of the National Numeracy Strategy and apply this effectively. The three-part lesson structure is well established and planning is good. The end of the session is used well to assess what pupils have understood and to correct any misunderstandings. Aspects to be learned are clearly defined in teachers' planning, written on the board, shared with pupils at the beginning of each lesson and reviewed at the end. Expectations are high and good account is taken of the needs of all ability groups so that work is matched to the range of attainment within the group. This ensures that good progress takes place and all pupils, including higher achievers are sufficiently challenged.

122. Pupils with special educational needs are well provided for and make good progress. Pupils from the age of seven are grouped in mathematics lessons according to their ability. Classroom assistants make a valuable contribution to the good progress made.

123. Pupils enjoy mathematics. They behave well in lessons and work hard applying themselves to the tasks set. Work is well presented. These very good attitudes to work impact very positively on the standards the pupils achieve. They work well in pairs or in groups, often of mixed gender, discussing their work sensibly. Homework tasks support class work appropriately. Mathematics makes a good contribution to pupils' personal development because they learn to collaborate with one another. The lessons are planned to

help the pupils experience success and as a consequence self-esteem and self-confidence develop.

124. Teachers use a range of strategies to assess the pupils' attainment and achievement in mathematics. The results from the annual non-statutory tests are used to track individual pupil's progress from year to year and also used to guide the school's target setting.

125. The school has made good progress since the last inspection. The Numeracy Strategy has been adopted successfully and standards of attainment have risen alongside the standards of teaching. Two coordinators, who have a commitment to improving standards, manage mathematics very well. Future plans for the subject are good and focus on areas that have been identified to improve standards. All members of staff share a commitment to improving standards. The raising of standards in mathematics is a priority for the school. The school involves parents in their child's learning. Each term target sheets are sent to parents, listing their child's learning objectives, enabling parents to support their children's learning at home. As a result pupils learn well and make good progress.

SCIENCE

126. In the 2001 teachers' assessment of seven-year-old pupils, standards were above the national average. Pupils' knowledge and understanding of life processes was well above average. Their knowledge of other scientific elements was above average. The percentage of pupils reaching the higher than expected Level 3 was below the national average and below that for similar schools. This was due to pupils' less well-developed investigative skills. Teachers' planning has accordingly been revised in order to raise the proportion of pupils achieving Level 3. In the National Tests at the end of Year 6, eleven-year-old pupils' attainment was above the national average and in line with that in similar schools. The percentage of pupils achieving the higher than expected Level 5 was above the national average, with boys performing slightly better than girls. Inspection evidence indicates that the majority of pupils in Years 2 and 6 are achieving standards above the average for seven and eleven-year olds. The standards observed were higher than those reported at the time of the last inspection. Achievement in Years 1 and 2 is good. Achievement of pupils between the ages of seven and eleven is satisfactory. The school is now placing greater emphasis on pupils' achievements in science, but the improved teaching, assessment and planning have not yet had sufficient time to fully impact on the standards achieved by older pupils, in particular, higher attaining pupils. The trend in results achieved by seven and eleven –year olds is sharply rising. The introduction of very effective booster classes and target setting arrangements are appropriate measures to encourage further improvement.

127. By the age of seven, all pupils, including pupils with special educational needs have a sound understanding of how to carry out a scientific investigation and are beginning to recognise that the conditions they impose must be the same for all aspects of the experiment if the test is to be fair. For example, when investigating the effect of distance on the volume of sounds, higher attaining and average pupils understand that the listener must remain stationary as the source moves and that the sound produced must be constant. Lower attaining pupils have yet to fully grasp this concept. Pupils of all abilities know how to make simple electrical circuits and that care must be taken when using electrical appliances. They investigate the waterproof, elastic and magnetic properties of materials and make sensible predictions. Higher attaining and average pupils record their findings on simple charts. Pupils with special educational needs achieve this with support. Pupils enjoy their work and are very keen to learn. They listen very well and discuss their activities enthusiastically. All pupils participate fully and share resources sensibly. They learn quickly and achieve well.

128. By the age of eleven, pupils of all abilities consolidate their knowledge and understanding of fair testing. They investigate the absorbency of different types of rocks, the permeability of various soils and the effect of heat on different substances. They deepen their knowledge of the properties and uses of materials by completing projects set for homework. All pupils take pride in their work and record their findings carefully and neatly. Pupils of all abilities correctly describe the range of life forms to be found in habitats such as gardens, hedgerows and rock pools. Higher attaining pupils have a good understanding of the importance of food chains and the significance of the removal of a link within the chain. Below average pupils have yet to consolidate their knowledge and understanding of these concepts. Pupils are learning to classify life forms. Higher attaining and average pupils produce a very good range of questions with which to identify individual species. Below average pupils need support in order to do this. All pupils correctly use terms such as prey, predator, producer and consumer when designing their chains and keys. Pupils' participation in discussions, high levels of concentration throughout lessons and care in presentation reflect their keen interest in science and their determination to achieve.

129. The quality of teaching of science is very good throughout the school. The overall quality has improved since the last inspection. All teachers have a good understanding of the subject. When younger pupils are investigating the properties of materials, they are encouraged to use appropriate terms such as predict, control and result. Scientific vocabulary is reinforced throughout lessons, enabling pupils of all abilities to gain full understanding and confidence when using the words they have learnt. Older pupils are encouraged to broaden their knowledge of scientific methods and facts. Teachers' confidence in teaching the subject enables higher attaining pupils to make good progress in lessons. They consistently provide stimulating, challenging lessons in which pupils, including those with special educational needs, make good and sometimes very good progress. Resources are well organised and the range of activities and quality of support ensure that pupils of all abilities can participate fully. Pupils in Years 1 and 2 enjoy opportunities to use familiar objects when learning new concepts. This approach helps them to gain confidence and recall what they have learnt more readily. In Years 3 to 6, teachers carefully plan a range of activities within lessons, which challenge high attainers and which enable average and below average pupils to learn well and benefit from the additional support they receive. All pupils and especially the high attainers are beginning to benefit from the much-improved organisation of science lessons within Year 6. The quality of assessment has improved since the last inspection. Teachers now have a greater understanding of the needs of individual pupils and the areas of learning such as investigative skills that need the greatest attention. They are now planning more carefully and successfully to meet these needs.

130. There is now a broad and balanced scheme of work in place, which is supported by helpful guidelines. Information and communication technology is used effectively to further pupils' learning of this subject. Good use is made of the wild life area and nature trails, which are a strength of the school. Pupils also benefit significantly from the Year 6 residential week in the New Forest. Pupils are encouraged to participate in the care of their school environment. This contributes to pupils' spiritual, moral and social development. Discussions with pupils indicated that they are appreciative of the learning opportunities provided for them. The co-ordinator, teaching staff and support staff are working hard to raise standards and the work produced by current pupils reflects this commitment to improvement.

ART AND DESIGN

131. By the age of seven and eleven years, pupils' standards of attainment are above average. This is an improvement since the last inspection. By the age of seven, pupils' achievement is good. All pupils make good progress developing their design skills and their understanding of techniques. Achievement in Years 3 to 6 is satisfactory overall. Whilst

pupils make good progress in lessons, older pupils have only recently benefited from the new scheme of work developed since the last inspection and the improved quality of teaching.

132. By the age of seven, pupils skilfully use pencils, crayons and paintbrushes to create the effects they are trying to achieve. They confidently explain the reason for using the point or edge of their pencil leads. Pupils use appropriate terms such as swirls, lines and strokes to describe the techniques used by artists such as Van Gogh, Matisse and Klee. Higher attaining and average pupils very skilfully produce work that reflects the styles of these artists. Lower attaining pupils and pupils with special educational needs make satisfactory progress over time. All pupils demonstrate significant levels of concentration and persevere until they are satisfied with their work. They use and share resources very sensibly and appreciate each other's efforts. Opportunities to look carefully at the work of famous artists and that of other pupils contribute significantly to pupils' spiritual and cultural development. The large, striking African Plain mural displayed in the Infants' hall demonstrates pupils' good understanding and use of a wide range of materials such as fabric, textured paper, tissue and felt. With each year group contributing to the mural, this was a wonderful opportunity for pupils of all abilities to co-operate and share in each other's success and hence further their social development. The very positive attitude of the pupils and the good progress they all make in lessons are both improvements since the last inspection.

133. By the age of eleven, most pupils make good use of their observational skills and knowledge of colour to produce the "missing half" of landscape pictures they have studied. Pupils with special educational needs require significant support but persevere to produce work that reflects their individual ability. Pupils sketch quickly and accurately and skilfully mix colours to produce matching shades. Most use a range of brushes well, in order to achieve the desired textures within their paintings. When designing masks for a masked ball, pupils produce detailed plans with clearly written instructions indicating materials to be used and steps to be taken. When revisiting the work of Monet, older pupils of all abilities demonstrate their good knowledge and understanding of techniques such as sponging and mixing paint and glue. They use these well to produce their own impressions of subjects painted by the artist. Pupils make good use of their imagination. For example when using wax crayons and etching to create pictures of journeys to imaginary worlds, pupils share ideas when planning their pictures. Below average pupils benefit from working within mixed ability groups which enable all pupils to achieve well. They evaluate designs and discuss improvements they can make and produce a wide range of striking pictures that reflect significant thought and care. Most pupils have a good sense of proportion and perspective although a few pupils have yet to fully develop these. The work of those pupils is immature in comparison. All pupils enjoy their work and are very willing to learn. They listen attentively to instructions and take great care when using resources. They make good progress within lessons and achieve well.

134. Throughout Years 1 to 6 the quality of teaching is good overall and sometimes very good. Teachers have a good knowledge of the subject and provide stimulating and challenging lessons. As a result, all pupils are keen to learn and make good progress developing their knowledge and skills. They know their pupils very well and plan activities that enable all pupils to make good progress in lessons and increase their confidence and skills. Teachers guide their pupils well, making constructive suggestions and praising their efforts so that all pupils feel they can succeed. Pupils are given opportunities to use their skills in other areas of the curriculum. Whilst studying the Vikings in history, pupils carefully use a range of materials to produce an effective collage of a Viking long ship. They also make very good collages of Gods when studying the Aztecs. These opportunities enable all pupils to gain greater knowledge and understanding of the peoples they study. Pupils are encouraged to evaluate their own work and to appreciate each other's efforts. This approach contributes to pupils' spiritual and social development and their very positive attitude towards the subject. This is an improvement since the last inspection.

135. There is now a good scheme of work in place and teachers are well supported by the co-ordinator. The annual Arts Week and a visit to Reading Museum where pupils study the only copy of the Bayeux Tapestry enrich the curriculum. Pupils are given opportunities to explore their ideas and develop their skills using a range of software such as Colour Magic and Dazzle. Parents are encouraged to help in classes and share their talents with pupils. This has a significant impact on the learning of below average pupils and those with special educational needs. The introduction of sketchbooks throughout the school has helped teachers to determine pupils' progress. The co-ordinator has plans to introduce demonstration lessons in order to improve the quality of teaching further and hence continue the raising of standards. Teachers informally assess and record pupils' achievements and annual reports keep parents informed as to their child's capabilities and progress.

DESIGN AND TECHNOLOGY

136. No design and technology lessons were scheduled for the half term in which the inspection took place. Consequently, there is insufficient evidence available to make judgements on attainment, achievement or teaching.

137. While its impact on the standards being achieved could not be measured, aspects of the leadership and management of the subject are well organised and the school offers a wide range of resources. The design and technology curriculum is broad and teachers' planning is well supported by helpful guidelines. Scrutiny of planning reveals that the school has addressed weaknesses indicated in the last report. Pupils are now given more opportunities to select the materials they use, consider their designs in greater depth and evaluate their own work.

GEOGRAPHY

138. Insufficient evidence is available to make judgements concerning standards reached by seven-year-olds, teaching in either stage or overall achievement.

139. By the age of eleven pupils' attainment is in line with expectations. Standards have been maintained since the last inspection. By the age of eleven, higher attaining and average pupils have sound knowledge of their local area. They identify specific features such as the water tower, types of housing and forms of transport. Lower attaining pupils and pupils with special educational needs correctly locate their own homes and local shops but are less confident when identifying less significant features. All pupils correctly use co-ordinates to locate their school and where they live. They know the countries that make up the British Isles and recognise these countries' flags. Pupils learn about extremes of weather and produce attractive leaflets promoting holidays in European countries. These are based on their own experiences and research. The quality of leaflets produced by the majority of pupils is good. Pupils with special educational needs make satisfactory attempts which incorporate basic information such as climate and main attractions. Pupils study life in a village in India. They learn about the landscape surrounding the village and thoughtfully compare life styles, occupations and land use with those found in their local area. Most pupils cover these aspects satisfactorily. A few below average pupils need to develop their ideas further. These studies contribute significantly to pupils' spiritual, moral and cultural development. Older pupils have sound knowledge and understanding of the water cycle and of river systems and use appropriate terms when labelling diagrams.

140. The geography curriculum is broad and balanced with an emphasis on links with other subjects. For example pupils learn how their local area has changed over time. Pupils' studies also contribute to their multi-cultural development as they learn about the beliefs held

by people living in the countries they study. The subject is well resourced. Pupils are encouraged to regularly watch Newsround and make use of the Internet to broaden their knowledge and understanding of the world. Information and communication technology is used effectively to support pupils' learning in this subject. The Year 6 residential week provides additional opportunities for pupils to develop their skills.

HISTORY

141. It was only possible to observe two history lessons during the period of the inspection, one in the infant department and one in the junior. These lessons, however, plus a detailed examination of pupils' written work, and teachers' planning documents indicate that pupils make satisfactory progress in the subject and achieve standards in line with expectations for their age. Pupils with special educational needs make good progress in the subject and achieve well over time.

142. Pupils in Year 1 demonstrated a simple understanding of chronology and changes over time as they explored a range of Victorian artefacts, flat irons, candlesticks, stone hot water bottles etc., and considered them for their use and construction. Pupils were also able to compare them with their modern equivalents, and appreciate how construction techniques have changed and improved. The good progress made in a lesson on this topic was much influenced by the pupils' ability to share the artefacts and to work well together.

143. Pupils in Year 5 showed an understanding of the importance of primary and secondary sources as they explored Spanish pictures of the great Aztec cities, and came to understand their main features. Good links were made with other periods of history, with pupils considering the importance and main features of capital cities in the Aztec period and in Tudor England. The sound progress made in this lesson was enhanced by pupils' positive attitudes towards their work, and their ability to work with sustained concentration.

144. Whilst the school covers all areas and topics of the National Curriculum for history, the scrutiny of pupils' written work indicates that some of the history topics are explored in a superficial manner and lack depth. There is an over-reliance on photocopied materials. These often only give space for short answers for written work and fail to challenge some of the more able pupils. In contrast to this, pupils are given opportunities to write in an empathetic manner and at length, within English activities, with for example pupils in Years 1 and 2 producing some descriptive eyewitness accounts of The Great Fire of London, whilst pupils in Years 3 to 6 create some very imaginative diary entries from Anne Boleyn, prior to her execution.

145. It is not possible to make a secure judgment on the quality of teaching on the basis of two lesson observations. Those lessons observed however were well planned, organised and resourced. Teachers were secure in their subject knowledge and conveyed it to pupils in a meaningful and interesting manner. Whilst teachers provide pupils with a satisfactory range of information sheets to support them in their learning, there are limited opportunities for pupils to engage in personal research and to become independent learners. The situation is not helped by the lack of a discrete library and study area for pupils in Years 3 to 6.

146. There is a good policy for the subject, guidelines, and an effective scheme of work to support teachers in the planning of their lessons. Opportunities are provided for pupils to visit places of historical interest. This makes a positive impact on pupils' learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. In the last inspection standards in information and communication technology were broadly in line with national expectations for pupils aged seven and eleven. Inspection findings are that pupils by the age of seven are attaining above national expectations. Pupils at the age of eleven are still attaining at national expectations because the good progress the school has made in updating its provision since the last inspection has not had time raise the standards of older pupils. Pupils with special educational needs make satisfactory progress in relation to their prior achievement. Computer software has been bought to support pupils with special needs. Pupils now have access to well-equipped computer suites, although the computer suite in Key Stage 1 is too small to accommodate a whole class. Teachers have received training through the New Opportunities Fund. The staff training has raised confidence and the school is now in a position to improve and develop what is already in place. A further improvement is in the revision of the scheme of work. The school has adopted nationally published guidance for the subject and adapted it to suit the school's own needs. The impact of these improvements is beginning to be seen throughout the school and as a result standards are rising.

148. Pupils at the age of seven can select from the tool bars to give various effects. They know that 'flood fill' is better than 'paintbrush' to fill an area. They are competent users of the mouse and know what the desktop is and how to double click to open a file. With help they can use the text box to write a key word. By the age of seven pupils can use the mouse to drag and drop for example putting clothes on teddy and putting unwanted items in the bin. They can use different tools and correct their mistakes. Pupils can use the Windows operating system to load a program and gain access to a specific file. Throughout the school they develop word processing skills, which they use to present work for display. In Years 3 to 6 pupils write book reviews in English using different fonts and pictures from Clip Art. By the age of eleven pupils can change the print size, style and colour of text and know how to use the spell checker and print off their own work. Pupils throughout the school use data-handling programs at appropriate levels to enter and present data, which supports their work in mathematics, science and geography. Mouse skills and colour recognition are developed from an early age. They use information and communication technology to enhance their art and design work, for example looking at the work of famous artists and to design a Christmas card and wrapping paper. By the age of eleven they can send e-mails and have an understanding of how to access appropriate websites to gain information. They know how to use a search engine and how to enter specific information to produce a manageable search result. They can access a program quickly and easily using the tool bar and are confident typing in information. Older pupils have had the opportunity to create a multi-media presentation using the digital camera and inserting pictures in their text.

149. The computer suite for Years 1 and 2 is too small to accommodate the whole class so that some pupils have to remain in class with a learning support assistant doing related work. In the few lessons observed in Years 3 to 6, which took place in the computer suite which is large and well equipped, learning was usually good because the lessons were well planned with very clear learning objectives. Good classroom management and organisation allowed pupils to make good use of the time available to them to practise and develop skills. A good example of this was a Year 6 lesson where pupils were using a search engine to find information about the Olympic Games of 2000.

150. The teaching of information and communication technology is good throughout the school. The school's use of the New Opportunities Fund has had a significant impact on the quality of teaching and the progress the school is making in raising standards. The introduction of the nationally recommended scheme of work has been effective in ensuring clearly focused lessons and a structure for progression through the school. The coordinators work with teachers to develop their confidence and skills in areas that have been identified as

being a particular weakness. Good classroom management and clear learning objectives have ensured that teaching of the subject has improved and that good learning takes place.

151. The subject is well led and managed. There are assessment procedures in place, which are satisfactory, but the coordinators plan to improve on these in the immediate future. The timetable is well planned so that the new computer suite is in constant use not always by whole classes but also for special needs pupils with their learning support assistants. Software has been purchased specifically for the needs of pupils with special educational needs.

152. Information and communication technology is used well in Literacy and mathematics and is developing in other subjects. During the inspection it was seen being used in most areas of the curriculum. The school took part in The Natural History Museum research on woodlice. After identifying the species from using Woodlice Wizard they added their findings to a national Internet survey. Pupils were E-mailed by the museum thanking them for their contribution. Two pupils have also won five computers for the school by submitting the winning design for a leaflet for the London Irish Rugby Club, beating entries from secondary schools. The coordinators have designed a school website which it is planned will keep parents informed about school events and give them information about class topics and school news.

MUSIC

153. At the last inspection music was judged to be a strength of the school and this is still the situation. No lessons were observed in Years 1 or 2 so it is not possible to make a clear judgement on attainment and achievement. Attainment by the age of eleven is above national expectations.

154. Pupils in Year 3 know the instrument families using the terms wind, brass and string. They know that the long bars on a xylophone or glockenspiel are the low notes. They have a very good sense of rhythm and recognise waltz beat and a march. They listen very well to music and respond to the beat and mood of each section. When singing they take notice of *f* and *p* signs to vary the dynamics and they sing tunefully. By the age of eleven pupils are able to maintain a part following simple notations and are aware of how different parts fit together. An example of this was seen in a very good Year 6 lesson where pupils were asked to decide which pitched and un-pitched instruments to use when following a graphic score. There was good discussion in the groups about the appropriateness of various instruments and high levels of concentration when performing their score. Pupils also suggest ways that they can improve their compositions.

155. The whole of Year 5 were observed learning and practising for a performance of *The Spirit of Africa* a musical drama written especially for the school. The composer accompanies pupils on the piano, which gives them the added benefit of listening to a live performance by an accomplished musician. Year 5 pupils showed a considerable degree of concentration and musicality during this lesson. The music coordinator conducted the session. Some of the accompaniment for percussion had not been previously learned but the teacher explained before each piece what was needed and the musicians watched her carefully and performed to her signals. They exhibited a very good knowledge and understanding of tempo and texture. When singing, the pupils have clear diction and a good sense of musical expression. They sang tunefully in unison and in parts. They also demonstrated a good response to music through dance and movement when they were miming certain parts of the action. All the pupils were involved in the lesson and pupils with special educational needs made an equal contribution to the performance. This musical topic makes a very good contribution to the pupils' spiritual, moral, social and cultural development.

156. The quality of teaching of music is very good. Teachers know the curriculum very well and are well prepared with resources. They plan together in year groups, which ensures all pupils have the same range of experiences and that appropriate progression is achieved. The school benefits from having several members of staff who are well-qualified pianists. The coordinator has written a policy for the subject and a new scheme of work, which is based on the recommendations of the Qualifications and Curriculum Authority, has been successfully introduced. Monitoring of attainment and achievement is at an early stage of development but features in the school improvement plan for the current year.

157. Music plays a major role in the life of the school. Pupils sing well in assembly and listen thoughtfully to the music played at the start. There is a school choir made up of pupils from Year 6. They perform annually at the Reading Primary Schools Music Festival and visit local nursing homes at Christmas time to sing to the residents. There are several recorder groups some of which are supervised by a parent. These include not only the more familiar descant recorder but also treble and tenor recorder groups. These groups regularly perform in assembly and accompany the singing. Pupils also have the opportunity to benefit from instrumental lessons given by the peripatetic music teachers. There are also annual musical productions, which involve all the pupils whatever their musical ability. All of these activities increase pupils' enjoyment of music and their skills in performing, and lead to improvements in standards.

158. Pupils' behaviour in music lessons is very good. They show enthusiasm and enjoyment during lessons, putting a considerable amount of effort into their work. There is a high degree of cooperation between pupils and relationships between pupils and teachers are very good.

159. The coordinator gives good leadership in the subject. She has a clear view of what she wants to see developed in the school. Resources are sufficient and support the scheme of work.

PHYSICAL EDUCATION

160. Pupils in both key stages make satisfactory progress in their physical education skills and achieve standards in line with expectations for their age. All pupils, including those with special educational needs have equality of access to the subject, and make good progress in relation to their prior learning.

161. It was only possible to observe gymnastics and games skills during the period of the inspection. Teachers' planning documents however indicate that pupils have access to all areas of the National Curriculum for physical education. The large majority of pupils fulfil the national requirements for swimming by the time they are eleven. Pupils with specific disabilities, including autism are provided with an adapted curriculum where necessary. This ensures inclusion for all.

162. Pupils in Year 2 were able to work in pairs and sequence a number of simple gymnastic movements, including jumping, rocking and rolling, turns and twists into a fluid whole. The good progress observed in this lesson owed much to the pupils' positive attitudes towards their work, and their ability to work with a partner with good self-control.

163. Pupils in Year 6 likewise displayed good gymnastic skills combining these with moments of balance and stillness as they moved across medium level equipment and wall bars.

164. Pupils in Year 6 showed good ball control skills as they involved themselves in hockey activities. They know how to hold the hockey stick in order to strike and control the ball in different ways. They are able to pass and trap the ball when working in pairs and small groups. The good progress was helped by the pupils' good self-discipline and their ability to really focus on the skills to be developed.

165. Throughout the school pupils display real pleasure in their physical education activities. They listen with interest to teachers' coaching points and are eager to carry them out. Pupils work well together when working in pairs or small groups. Pupils are selfless, and recognise the need to work together as a team in order to gain success.

166. Whilst dance was not observed as part of a lesson, it was seen in the context of an extra-curricular activity, the Jellyroll Club. Here, pupils displayed good dance skills as they interpreted classical and modern music in an imaginative manner.

167. The quality of teaching in the limited number of lessons observed was good. Lessons are well planned, organised and resourced, with teachers sharing lesson objectives with pupils. Teachers use good personal demonstration to show pupils the skills to be developed, and allow pupils to display good practice. Lessons are well paced and active, with teachers giving pupils the opportunity to improve skills over time through repetition. An appropriate amount of time is spent on warm-up activities with teachers making pupils aware of health and safety issues. Teachers are secure in their subject knowledge and convey it to pupils in a well-informed and structured manner.

168. There is a policy for the subject and an effective scheme of work to guide teachers in their planning for the subject. There is a good hall in each of the main school premises, with resources being satisfactory overall. The junior department has two hard-surface areas and access to playing fields, though these are waterlogged for much of the year. The school currently provides a limited number of extra-curricular activities, principally netball. The school recognises that this is an area for development and is addressing the issue in its school development plan. Standards in physical education are adversely affected by the limitations of the accommodation. There are, for example, no opportunities for pupils to participate in lunch-time sport unless they walk to the school field and unless the field is dry. Sport therefore is restricted to a very short period of each year.

169. All Year 6 pupils are provided with the opportunity to attend an educational residential visit where they engage in orienteering, swimming and walking. With its emphasis on team building and inter-active learning the subject makes a valuable contribution to pupils' social development.

RELIGIOUS EDUCATION

170. It was only possible to observe three religious education lessons during the period of the inspection. All of them took place in the junior department. These lessons and an examination of pupils' written work and teachers' planning, indicate that pupils make satisfactory progress in the subject and achieve standards in line with the expectations and demands of the locally agreed syllabus. Pupils with special educational needs make good progress in relation to their prior learning.

171. Pupils in Year 3 were observed developing an effective understanding of the Jewish celebration of Shabbat or Sabbath as they re-enacted the Friday evening meal. There was a deep spiritual dimension to this lesson, with pupils coming to appreciate the symbolic nature of lighting the candles, drinking the wine and the breaking of bread. The success of this lesson owed much to the teacher's ability to create a reflective spiritual environment where good learning could take place.

172. Pupils' knowledge of the Jewish faith was extended in a Year 4 lesson, as they considered the importance of the Feast of the Passover. Artefacts were used to good effect in this lesson as the teacher shared with the pupils the symbolic nature of a Seder plate, which records and represents all the important events in the life of the Jewish people. Pupils displayed real enthusiasm for the ensuing activity as they created Seder plates of their own, depicting important events in their own lives.

173. A more contemporary approach to religion could be found in a Year 5 lesson as pupils explored the lives of people who tried to live their lives according to the teachings of Jesus, in this case the life of Martin Luther King. Much of this lesson was of an oral nature, with many pupils voicing their ideas and opinions in a confident and articulate manner. Pupils' knowledge and understanding were put to good effect at the end of the lesson as they planned some entries in Martin Luther King's diary about his thoughts and feelings immediately prior to one of his massed protest marches.

174. Much of pupils' work in religious education is carried out orally, with limited opportunities for pupils to write at length about the areas of work they study. Examination of pupils' written work and teachers' planning documents indicate that pupils are given the opportunity to explore and extend their knowledge and understanding of both Christianity and other world faiths. Pupils consider the prophets, festivals, celebrations and stories associated with different religions, and come to a simple yet effective understanding of the concerns and philosophies shared by these religions and how they impact on our daily lives.

175. School assemblies make a valuable contribution to the development of pupils' religious education, with for example pupils in the infant department developing their knowledge of faith in God and the battle between good and evil, through the re-telling of the story of David and Goliath.

176. All pupils approach their work in religious education in an interested and committed manner. Pupils listen to and respect each other's beliefs and are sensitive to the feelings of others.

177. Because only three religious education lessons were observed, it is not possible to make a judgement on the quality of teaching overall. Those lessons that were seen were well planned, organised and managed. Teachers created an appropriate working environment in which sensitive issues were openly discussed and explored. Teachers used good open-ended questions to extend pupils' knowledge and understanding, and encouraged all pupils to make an active oral contribution to lessons. This ensured inclusion for all.

178. There is a policy and guidelines for the subject, with teachers interpreting the agreed syllabus in an effective manner. There is a satisfactory range of artefacts to support the teaching of each individual religion studied. School assemblies, visits to places of worship and visitors to the school make a valuable contribution to the subject. The subject in turn makes a valuable contribution to pupils' spiritual, moral and cultural development.