

INSPECTION REPORT

ST MARY'S CATHOLIC PRIMARY SCHOOL

Portslade, East Sussex

LEA area: Brighton and Hove

Unique reference number: 114570

Headteacher: Mrs J Jones

Reporting inspector: Mrs Janet Gill
18706

Dates of inspection: 12th to 15th March 2001

Inspection number: 225370

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:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church Road Portslade East Sussex
Postcode:	BN41 1LB
Telephone number:	01273 418416
Fax number:	01273 418416
Appropriate authority:	Governing Body
Name of Chair of Governors:	Dr Cathy Ota
Date of previous inspection:	17 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Mrs Janet Gill	Registered inspector	English	What sort of school is it?
			Music	The school's results and pupils' achievements
			Foundation	How well are pupils taught?
			English as an additional language	What should the school do to improve further?
9334	Mrs Jenny Mynett	Lay inspector		Pupils' attitudes, values and personal development?
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
6169	Dr Melvyn Bradshaw	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
			Art	
			Geography	
			Physical Education	
			Equal opportunities	
			Special educational needs	
11772	Dr Michael Yates	Team inspector	Mathematics	How well is the school led and managed?
			Information and communication technology	
			Design and technology	
			History	

The inspection contractor was:

Dr Melvyn J Bradshaw, LSU Associates
 185 Wilton Road
 Upper Shirley
 Southampton
 Hants SO15 5HY

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Voluntary Aided Catholic School and is situated in Portslade, near Brighton and Hove. It has 199 full-time pupils in seven classes from Reception to Year 6, with a further nine children who are part-time in Reception. Most of the pupils come from the surrounding area. The school has increased since the last inspection and is an average sized school. There are significantly fewer girls (45 per cent) than boys. Children are admitted at the start of the year of their fifth birthday. They initially come to school part-time then attend full-time in the term in which they are five. Attainment on entry to the Reception class is broadly average for the LEA, which is slightly below the national average. It is weakest in the areas of communication, language and literacy. Fifteen per cent of the pupils are entitled to a school meal, which is around average. Eight per cent of pupils speak English as an additional language, of these ten (five per cent) receive support. There are just over 30 per cent of pupils with special educational needs, which is above average and has increased since the last inspection. One child has a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

St Mary's Catholic School is an effective school. The headteacher, supported by the newly appointed deputy headteacher, staff and governors, is providing the school with good leadership. She has already achieved positive improvements. The quality of teaching is good and, as a result, standards are improving. Pupils achieve standards that are average at the end of Year 6 in English, mathematics and science. Children are enthusiastic, enjoy their learning and make good progress. The school provides good value for money. This is an improvement from the previous inspection.

What the school does well

- The headteacher provides good leadership, directed at improving the quality of education and raising levels of achievement. She is well supported by all staff and governors.
- The quality of teaching is good. Support staff make a very good contribution to pupils' learning.
- The school is very effective in promoting pupils' spiritual, moral, social and cultural development reflecting the school's aims and values; this results in a harmonious ethos where there are very good relationships.
- Children are very well behaved, mature, friendly with very positive attitudes to all aspects of school life.
- The Foundation Stage is a strength of the school. The children have a positive start to their school and make good progress.
- The partnership with parents is very good. They are extremely well informed.

What could be improved

- The organisation of the curriculum, and time devoted to it.
- Satisfactory teaching needs to be improved, to the very best in the school.
- Whilst the short-term management plan is effective, there is no long-term written, strategic management plan for the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in March 1997 has been good. Under the clear direction of the newly appointed headteacher, strongly supported by the governing body and staff, the school has taken positive steps to address the key issues raised in the previous report. There have been significant improvements in the percentage of high quality teaching. Very good or excellent teaching is a feature of 30 per cent of lessons. This is helping pupils make good progress and subsequently standards are rising, particularly in Key Stage 2. There is systematic monitoring of teaching and learning, including classroom observations by the headteacher and subject co-ordinators. The National Literacy Strategy has been effectively implemented and the Numeracy Strategy satisfactorily. The national guidance from the Qualifications and Curriculum Authority (QCA) is providing coverage and progression in what to

teach. However, the curriculum needs reviewing to ensure there is sufficient time allocated, and that topics are carried out with regard for other subject areas. Assessment is better, especially in English, mathematics, science, special educational needs and English as an additional language. There have been improvements in some subjects, whilst standards have mostly been maintained in others. The Foundation Stage has improved and is now a strength of the school. The school is in a strong position to continue to tackle its priorities.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	D	B	E	E*
Mathematics	E	A	E	E
Science	D	B	D	E

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

In the 2000 Key Stage 2 National Curriculum tests, pupils' results were well below the national average in English and mathematics, and below average in science. Compared with similar schools, results were well below average in mathematics and science, and those for English were very low, being in the bottom five per cent of schools. The overall trend for the three subjects has been below the national trend. However, the results year on year are erratic. This is due to very different abilities in each year group. In 2000, there was a particularly low attaining group of pupils, with poorer attitudes to learning, than is usually expected in the school. This is reflected in very few pupils attaining the higher levels in the tests. A considerable number moved into the class during the key stage, many with special educational needs. These factors depressed the overall results. There are clear signs of an improvement in attainment throughout the school. Attainment in mathematics and science is currently average by Year 2 and Year 6. In English, attainment is still below average by Year 2, but average by the end of Year 6. This reflects the lower starting point in English when children enter the school. Overall pupils are achieving well, particularly throughout Key Stage 2.

In the recent Key Stage 1 National Curriculum tests, in reading and writing, results were below the national average, and that of similar schools. In mathematics, results were in line with the national average and for similar schools. Standards are rising and now average in reading. In writing they are below average, because there were too few pupils attaining the higher levels. In other subjects, standards are mostly satisfactory, although they are higher in Key Stage 2 in music and physical education. History in Key Stage 1 is below average, because insufficient time is spent on the subject. Children enter the Reception class with attainment generally below that expected; they make good progress and are likely to reach the expected standard in all areas of learning, except English. Pupils with special educational needs and English as an additional language make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They are enthusiastic, well motivated showing very positive attitudes to their work and activities. They co-operate with one another very well, work hard and give of their best.
Behaviour, in and out of classrooms	Pupils are very well behaved in and around the school. There is an absence of oppressive behaviour, and a high degree of racial harmony

	exists between pupils. There are occasional lapses in behaviour. This is mainly restlessness and inattention when the pace of lessons slows.
Personal development and relationships	The personal development of pupils is very good. Pupils undertake roles of responsibility conscientiously. There are very harmonious relationships amongst pupils and very good rapport between staff and pupils.
Attendance	Attendance levels are good and well above the national average with no unauthorised absences. Pupils are generally prompt into school and lessons start on time.

Pupils' very good behaviour and positive attitudes help them to learn well.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
50 Lessons seen overall	Very good	Satisfactory	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

The quality of teaching is good overall. The percentage of high quality teaching has improved significantly. Virtually all teaching is satisfactory, with 60 per cent being good or better. Very good or excellent teaching is a feature of 30 per cent of lessons; previously it was eight per cent. This is helping pupils make better progress and subsequently standards are rising. The good teaching is helping pupils acquire skills, knowledge and understanding well. They show interest and enthusiasm for school and most have a positive attitude to learning. Children are very well taught when they start school. Teaching in the Reception class is consistently of a very high quality. Teaching in Key Stage 1 is sound overall. It is good in Key Stage 2, where there are significant strengths in teaching. Pupils with special educational needs and English as an additional language are taught well. Strengths of teaching include good teaching of basic skills, effective planning, good questioning and pupil management, and effective use of all staff. Occasional weaknesses, most evident in Key Stage 1, include a slower pace in lessons resulting in pupils becoming inattentive and restless, and time wasted at the start and end of lessons. The use of marking is inconsistent throughout the school. Work to extend the higher attaining pupils and opportunities for independent learning are limited. Teaching of English is generally effective, with good teaching of basic skills. Teachers often use other subjects to support learning of literacy well. In mathematics, teaching is satisfactory overall. There were some good examples of mathematics teaching at Key Stage 2. Extensive training is taking place to ensure teachers have the necessary expertise.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum which covers all subjects. Literacy and numeracy are promoted effectively. Time allocated to the curriculum is below the recommended minimum. The curriculum for the Foundation Stage is good, but opportunities for outside activities are limited.
Provision for pupils with special educational needs	The management and provision for pupils with special educational needs are good. They are well supported by teachers and other adults, and make good progress.
Provision for pupils with English as an additional language	The school makes good provision for these pupils; consequently they make good progress and achieve results comparable with their peers.
Provision for pupils' personal, including	Pupils' personal development is promoted very well. Spiritual development is excellent. Pupils are regularly encouraged to reflect on

spiritual, moral, social and cultural development	what they have done and the beauty of God's world. They are very well prepared for life in a multi-cultural society.
How well the school cares for its pupils	There is a very caring, supportive, and happy family environment where children are happy. Health and safety and child protection procedures are very good. Assessment procedures have improved and are now good, although the use of them is sound because they have not been implemented for long enough.

Provision for pupils' personal development is especially good. The curriculum is satisfactory; however, it is not organised effectively to make the best use of time and resources available.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher has set a clear vision and direction for the school with a strong emphasis on team building. The subject co-ordinators have a clear understanding of their responsibilities and time is allocated to carry out their roles. There is a strong commitment from everyone to continue to raise standards.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties. They are very supportive of the headteacher. They know the school well and are committed to its future development.
The school's evaluation of its performance	The school is aware of its overall performance. Good monitoring and evaluation of English, mathematics, special educational needs and English as an additional language help to raise standards. The school has taken good action and is an effective school.
The strategic use of resources	Resources are currently used strategically in the short term. However, there is a lack of detailed strategic planning for the long-term future. Financial planning is good and day-to-day procedures efficient. Specific funds are used satisfactorily. The school now offers good value for money.

There is an adequate number of suitably qualified and experienced teachers and a good number of learning support assistants. Training is currently taking place to raise the expertise of teachers in information and communication technology and mathematics. The quality and quantity of learning resources are satisfactory, although their deployment is not totally effective. This is due to unsatisfactory accommodation, which limits the development of certain subjects, namely ICT, physical education and the use of the library. The principles of best value are satisfactorily understood and implemented by the headteacher and the governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well led and managed Teachers have high expectations of the pupils and the quality of teaching is good. They like the 'open door' philosophy of the school and feel happy about approaching the school with comments and suggestions. Children like to come to school and behave very well. 	<ul style="list-style-type: none"> Some parents wanted more information about their children's progress. A few were concerned about the amount of homework given. The range of activities outside lessons.

Inspection evidence supports all parents' positive views. The quality of information, particularly about pupils' progress is very good. Teachers provide appropriate opportunities for homework, although there is some variability between classes. It is relevant to the lesson and consolidates and extends learning well, especially in English and mathematics. A few parents thought that the school did not provide sufficient out of school activities, inspectors judged the wide range of extra-curricular opportunities to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children start in the Reception class at the beginning of the year in which they are five. Their attainment is generally below that expected for children of their age, particularly in communication, language and literacy, although there are a few children with higher attainment. At the time of the previous inspection attainment was broadly average. There are now more children entering the school with special educational needs (SEN) and English as an additional language (EAL). Children's needs are assessed and identified and, with early intervention by skilled staff, children make good progress through the Reception class. By the end of the Foundation Stage, it is likely that children will achieve the Early Learning Goals in mathematical development, knowledge and understanding of the world, physical and creative development. It is also likely that some children will reach the Early Learning Goals in communication, language and literacy development, but it is unlikely for the majority. The staff put a very high emphasis on personal, social and emotional development, which reflects the ethos of the school, consequently children are likely to exceed the Early Learning Goals in this area; this is similar to the previous inspection.
- 2 In the 2000 Key Stage 1 National Curriculum tests, the standards in reading and writing were below average, but in mathematics they were in line with the national average. Results were similar when compared to schools with a similar proportion of pupils entitled to free school meals. Too few pupils achieved the higher levels in reading and no pupils achieved them in writing. There were significant differences between the attainment of boys and girls in reading and writing. Boys performed better than the girls in the tests; this is against the national trend. Pupils who speak English as an additional language achieved at least similar standards. Teacher assessments, at the end of Key Stage 1 in 2000, indicated that about 75 per cent of pupils achieved the expected Level 2 or above, below the national average, and 26 per cent attained the higher Level 3, above the average.
- 3 The school sets targets in reading, writing and mathematics on the information from the baseline assessment, prior attainment in Year 1 and present work. Work is then planned to raise the attainment of particular groups of pupils. In the current year, the focus is to improve writing. However, there will still be too few pupils attaining higher levels to raise the overall standard in writing for the 2001 National Curriculum tests. Targets have been set for reading and mathematics at just below the national average, however inspection evidence indicates that attainment is broadly in line with the national average.
- 4 Inspection evidence shows that, in English, pupils reach the national expectation in speaking and listening. Pupils are confident speakers and mostly attentive listeners. In Year 1, pupils learn a poem and, with confidence, recite their poem with appropriate actions. Year 2 pupils discuss key words in their science topic, using appropriate terminology to explain meanings. In reading by Year 2, standards are in line with those expected, most pupils have a good understanding of the role of the author and illustrator and the contents page and index, confidently find words using up to the third letter in dictionaries. Pupils read texts with increasing fluency and show in discussion that they understand them. The school's analysis of pupils' work has led to a greater focus on extended writing and most of the higher attaining group are likely to reach the higher level. However, there will still be too few pupils to raise the overall standard in

writing in the 2001 National Curriculum tests. Pupils do not reach the higher levels in writing, because they do not always use lively and interesting vocabulary, extended sentences or more advanced punctuation. Handwriting is not in a joined script. Various strategies, including daily literacy ancillary support, coupled with the positive impact of the National Literacy Strategy ensure that pupils make satisfactory progress. Consequently standards are gradually rising.

- 5 Inspection evidence indicates that the present Year 6 are working at average levels in English. Teachers challenge pupils to explain their work, this helps them to make good progress in speaking and listening. Particularly good examples were observed when Year 3 pupils discussed their ideas about instructional text and pupils in Year 6 expressed their views in an environmental debate. By the end of Key Stage 2, standards in reading are in line with the national average. Pupils make satisfactory progress. The able and average readers demonstrate fluency and reading with good awareness of punctuation, thus expression is improving steadily. Year 5 pupils refer to the text well to explain the concept of first, second and third person in stories, with one child giving the example of 'Adrian Mole' as a story written in the first person. Year 6 pupils access and select information in non-fiction books, and know the functions of the glossary, contents and index, although opportunities to use the library for research purposes are limited. Attainment in writing is in line with the national average, by the time the pupils leave the school, at eleven. Teachers offer their pupils challenge and good opportunities to write in a variety of forms. Evidence found included: letters, poems, instructions, book reviews, play scripts, historical accounts and science reports. Year 5 pupils effectively and correctly use the Haiku style when writing poems about the Chinese New Year and Year 6 pupils use the correct format to write play scripts. The quality of handwriting has improved tremendously since September, when a new scheme was introduced by the English co-ordinator. Literacy skills are developed effectively across the curriculum. Many of the pupils listen well and respond confidently to questions. Pupils clearly describe their work using appropriate subject vocabulary. There are good examples of reference books being used in other subjects, such as science. Pupils record their work in science, history and geography using appropriate format and terminology.

- 6 Inspection evidence indicates that pupils are achieving well in mathematics and standards are rising. In the scrutiny of work, discussion with pupils and the observation of lessons, it is evident that standards are average when compared nationally. Most make satisfactory progress, including those with SEN; EAL pupils make good progress. The pupils achieve best in their number work, partly because the school places much emphasis on these skills in lessons and oral mental work. Most round up or down numbers as high as 100, and sequence numbers involving hundreds, tens and units. They solve simple money problems mentally, but do not always remember to include tens produced in the units column when finding the total. By the end of Key Stage 2, the majority of pupils are working within Level 4. Most Year 6 pupils handle numbers confidently. They use the four rules of number competently, use standard and informal methods to solve problems and have a good understanding of place value. They add and subtract decimals to three places, find fractions of a given number and understand the connections between simple fractions, decimals and percentages. The majority of pupils describe the properties of two- and three-dimensional shapes, using correct mathematical terminology and distinguish between area and perimeter correctly. About a fifth of pupils are confident to use and apply negative numbers and solve ratio and probability problems in context. Numeracy skills are used satisfactorily in other subjects, such as geography and science.

- 7 An analysis of pupils' work in science shows that they make satisfactory progress by the end of Key Stage 1, and achieve well throughout Key Stage 2. Standards in the current Year 2 and Year 6 are in line with the national average. During Key Stage 1, pupils acquire satisfactory knowledge and skills. Pupils in Year 1 identify the root, flower and leaf of a plant correctly and show a good understanding of different materials and their uses. By the end of the key stage, pupils know that forces can be push or pull, and that they can cause a change of shape. They investigate the effect of the angle of slope on the distance travelled by a car, and produce suitable bar charts of their results. During Key Stage 2, teachers generally build effectively on the secure base achieved by Year 2; in Year 3 there is a rapid improvement, which is linked to particularly good teaching, correct use of scientific vocabulary, effective use of questions and clear explanations. Pupils' scientific knowledge develops satisfactorily and, by the end of Year 6, attainment is about average or a little above. However, in Year 6, insufficient attention is given to challenging higher attaining pupils enough. Pupils have a good understanding of how to tackle a scientific investigation, especially in ensuring the test is fair. Results from investigations are recorded accurately. However, teachers sometimes control investigations and the resources available too tightly, limiting opportunities for independent learning. In Year 3, pupils know that some materials are magnetic, and others not. In Year 4, pupils generalise well that metals are conductors of electricity, and that non-metals are insulators. However, the amount of work completed indicates that learning has slowed compared with that in Year 3. By Year 5, pupils have a good understanding of solids, liquids and gases and use their knowledge to describe changes, such as evaporation, well.
- 8 By the time they are seven and eleven, pupils reach satisfactory standards in information and communication technology (ICT). This was the case at the time of the last inspection. National planning guidance has been adopted to ensure that pupils learn skills in a systematic way. Overall, they make satisfactory progress at school in relation to their prior attainment. However, there are not enough up-to-date computers to ensure that pupils get access to them as frequently as they should, and inspection evidence shows that the existing equipment is underused. These factors reduce the amount of progress that the majority of pupils make.
- 9 Standards have been maintained or improved in other subjects in the school. Pupils make at least satisfactory progress in all other subjects, apart from history at Key Stage 1. At Key Stage 1, standards are satisfactory and have been maintained in design and technology, geography, music and physical education. However, in history standards at the end of the key stage are below average. This is because too little time is spent actually teaching history, consequently pupils do not have the enquiry skills nor the knowledge required. In art and design, there are now better resources and standards have risen. Standards are particularly high in pupils' skills in the range of media used in two-dimensional work, including collage.
- 10 At the end of Key Stage 2, standards are in line with national expectations in art and design, geography and history. In geography, pupils have a particularly good awareness of environmental issues. Visits, such as the recent one to the Isle of Wight, enhance the curriculum. Standards in design and technology now meet national expectations. In physical education (PE) and music pupils achievements are higher than the national expectations. A very positive feature observed in PE lessons in Key Stage 2 was that pupils were rarely inactive, and very good use was made of the time available. As a result, their learning is good. The very good range of extra-curricular activities has a positive impact on the standards reached in PE. Music is linked to the spiritual life of the school and gives pupils very good opportunities to perform both within school and in the local community. These opportunities

significantly enhance the quality of singing in the school and contribute towards the positive attitudes pupils have towards music and performing.

- 11 Most pupils with SEN make good progress. They generally achieve satisfactorily or well for their abilities. In terms of test data, SEN pupils achieve well, none failed to achieve Level 1 in reading, writing or mathematics by Year 2. Similarly none failed to achieve Level 3 by Year 6 in mathematics and science, and most achieved at least Level 3 in English. This is due to good use of support staff, particularly during literacy and numeracy, and work that is well matched to pupils' ability.
- 12 The number of children with EAL entering the school has risen. On entry to school, the attainment of children is often below average, particularly in English. Sixteen (eight per cent) pupils have EAL and of these, ten are at an early stage of language acquisition. Overall, these pupils make good progress. This is due to effective specialist teaching support and close liaison with class teachers to ensure pupils have equal access to the curriculum. Detailed monitoring and assessment of the pupils' progress help to set appropriate work and the next steps in learning. The pupils with good levels of English make equal progress as the other pupils, as noted in the recent National Curriculum tests. In the 2000 National Curriculum tests, out of the three pupils in Key Stage 2, one achieved the national average, another was below and the third achieved the higher level in English. In mathematics two pupils achieved the average grade and one below average. However, for those at an early stage of English language acquisition, progress in Key Stage 1 is often slower, particularly in literacy. However, two pupils did achieve the average grade in mathematics. In the Reception class, good support is being given by a bilingual assistant and this is helping two children make good progress and to access the full curriculum well.

Pupils' attitudes, values and personal development

- 13 Pupils demonstrate very positive attitudes to school and to their learning. Pupils enjoy school. They are highly motivated, enthusiastic, eager to contribute, and keen to participate both in lessons and other activities in and around school. Parents are particularly pleased by the way the school promotes pupils' personal development, and helps their children to become mature and responsible. They value the good teaching and commitment of staff. However, in the small minority of lessons, which are not effectively managed, some pupils show less positive attitudes to lessons and become disruptive.
- 14 Children in the Reception class show a very confident and mature approach, both to work and within their relationships with each other. The children listen attentively, concentrate well and respond promptly to instructions. During a music lesson with percussion instruments, the children managed to resist the temptation to rattle their instruments when not playing them. The children are developing good social skills and exploring new learning opportunities as they engage in their tasks and activities. They work and play very well together, happily sharing their resources.
- 15 The standards of behaviour in and around the school are very good. Parents commented on the very positive behaviour strategy, that pupils are very polite and they behave well out of school. The school has an orderly atmosphere and pupils are well aware of the school's rules and ways of going on. Pupils respond positively to the house points and reward system, recognising and appreciating successes with spontaneous applause during the sharing assemblies. Pupils are very friendly, happy to talk about what they are doing and very willing to show their work to visitors. Pupils felt that the school was a happy and secure place with few incidents of bullying. If there were problems, they knew who to go to, and were confident they would be dealt

with properly. There is an absence of oppressive behaviour, and a high degree of racial harmony exists between pupils. There have been three incidents of fixed term exclusions this year relating to one individual pupil who joined the school recently. These relate to serious incidents. However, the school has been working hard to establish a re-integration programme to successfully retain this individual. There were no exclusions in the last school year.

- 16 Relationships in the school are very good, both between staff and pupils, and amongst the pupils themselves. The school works hard to promote tolerance and kindness and ensure pupils do not feel excluded. Pupils with SEN and those with EAL are particularly well integrated into school activities. Pupils work well together in both pairs and groups. This harmonious atmosphere promotes a good working environment and makes a positive impact on learning. In a geography lesson, pupils were observed working co-operatively to plan holidays using travel brochures; and groups worked well together practising their skills in physical education lessons.
- 17 Although no lessons were observed, the new programme of EPR studies, (Education for Personal Relationships) identifies many opportunities for pupils to talk about important issues. This promotes a good moral code, enabling pupils to share their views and feelings, values and beliefs. The care and encouragement shown by pupils with special educational needs and those with English as an additional language are excellent. The clear Christian aims and ethos of the school promote value and respect for each other, and are reinforced by the good role models of the staff.
- 18 Opportunities to develop pupils' personal development are good and have improved since the last inspection. Strategies have been developed to offer pupils more choice and involvement in decision making, as well as being given the chance to find out through first hand experience. In the Reception class, pupils are given a choice of activities, which helps them to take responsibility for their own learning and develop their initiative. In other years, where opportunities to promote pupils' independent learning and develop their investigative skills are offered, pupils respond well. Pupils willingly undertake roles of responsibility around the school. This is mostly limited to acting as class monitors, however Year 6 pupils have wider responsibilities. They help with the chairs and music in assemblies, have shared reading partners in the Reception class, and help out during wet lunch and play times. The recently established School Council is providing a valuable opportunity for pupils to air their views and become involved in the decision-making processes of the school. Classes are currently identifying playground equipment they would like, which will be bought by money raised through the Parent Teacher Association (PTA).
- 19 Attendance levels in the school are good. The attendance figure of 95.8 per cent for the last academic year was above the national average with no unauthorised absences. However, this year attendance levels have currently fallen due to a number of out-breaks of influenza and the significant number of parents who are taking pupils on holiday in term time. Punctuality in the mornings is generally good, however there is a small minority of parents who regularly bring their children to school late in the mornings.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 20 At the time of the last inspection, in 1997, the quality of teaching was considered good overall. This is still the case, although the percentage of very good teaching has

improved considerably. Virtually all teaching is satisfactory or better, with over 60 per cent being at least good. Very good or excellent teaching is a feature of 30 per cent of lessons; previously it was eight per cent. This is helping pupils make better progress and subsequently standards are rising, particularly at the end of Key Stage 2. The improvement has largely been associated with staff changes, in-service training and systematic monitoring of teaching and learning, including classroom observations by the headteacher and subject co-ordinators. The National Literacy and Numeracy Strategies and schemes of work based on the Qualifications and Curriculum Authority's (QCA) national guidance, together with better planning and improved assessment procedures in English, mathematics and science, have also contributed towards the improvement.

- 21 Children are very well taught when they start school. Teaching in the Reception class is consistently of a very high quality. Very good teamwork helps to create a safe, secure and stimulating environment where effective learning takes place and all the children make good progress. Good attention is given to all areas of learning and the children are being well prepared for entering Year 1. Consequently, most children are likely to achieve the Early Learning Goals in mathematics, knowledge and understanding of the world, creative and physical development. Children's personal, social and emotional development is given a very high priority to good effect and many are likely to exceed the Early Learning Goals by the time they leave the Reception class. Classroom organisation and the management of children are extremely effective. These have a very positive impact, consequently behaviour and attitudes to learning are very good and children respond well to instructions. They are confident, friendly and form very good relationships with the staff. Planning is very good and a good range of activities is provided, which effectively promotes learning in language and mathematical development. The use of resources is good, they are well organised and accessible to all children. The provision for planned outdoor play, including physical development is, however, limited. Children concentrate well and show increasing independence, especially when making choices from a range of activities on offer. They are interested in the activities offered, enjoy what they do and increasingly co-operate well. Procedures are being developed for assessment, but what information is available is used well to help plan work appropriate for differing abilities. This helps children with SEN and EAL make equally good progress.
- 22 The quality of teaching in the remainder of the school is good overall, satisfactory in Key Stage 1, and often very good or excellent in Key Stage 2. In the last inspection teaching was better in Key Stage 2 than Key Stage 1 and this remains the case. Teaching of pupils with SEN and EAL is good. Teaching of English is good and having a significant impact on raising standards. The most significant increase in the rate of progress is in Year 3. Pupils started the year with below average attainment and, with inspirational teaching, they have made very good progress and standards are beginning to rise. The teachers have worked hard to implement the National Literacy Strategy which they teach well. Basic skills, including letter sounds, are taught well. In several lessons, such as in Year 1, the teacher helped pupils to be aware of particular sounds and rhyming words, which meant they could successfully identify them in the shared text. The shared text and review sessions are usually good or very good, because teachers give their pupils good opportunities to participate. Literacy skills are developed well across the curriculum. Teachers promote the use of specific vocabulary in other subjects well, such as in science and music. This helps pupils to understand and use correct terminology when discussing and explaining their work.
- 23 The National Numeracy Strategy and in-service training are assisting teachers in planning and teaching mathematics. The quality of mathematics teaching in the

school overall is satisfactory, though in Key Stage 2, there are examples of good teaching. This has helped pupils to make satisfactory progress. All teachers introduce the lesson with mental sessions, but insufficient use is made of teacher demonstration, materials or resources. Similarly, learning within main activity group work is not as effective as it could be, for instance, insufficient use is made by of structural apparatus and resource materials. Learning support assistants are deployed effectively in all classes; they question and assist pupils well. They contribute significantly to the progress made by pupils who are less able and for those for whom English is an additional language. Effective cross-curricular links are used to develop numeracy skills in context, for example in geography, when studying the climate of mountainous regions producing line graphs and working with negative numbers.

- 24 The quality of teaching in science is good overall. It is never less than satisfactory in Key Stage 1 but, although good overall, it is more variable in Key Stage 2, ranging from very good to unsatisfactory. Teaching helps to promote learning by pupils because of the interest generated and effective use of questions and vocabulary. The best teaching allows pupils to develop their own ideas, within the context of the key scientific objectives planned. This was well demonstrated in a very good Year 3 lesson, where pupils were recording their results of an investigation of the power of a range of magnets. The best lessons, in both key stages, demonstrate good subject knowledge, the effective use of questions and correct use of scientific vocabulary. Teachers throughout the school often make good use of pupils' literacy, numeracy and ICT skills to promote learning in science.
- 25 In the previous inspection report, no judgement is made about the quality of teaching in ICT. Inspection evidence shows that in both key stages, teaching is satisfactory. In Key Stage 2, the practice of introducing programs and skills to the whole class gathered around one desktop computer is unsatisfactory. Not all pupils are able to see the screen sufficiently well, as peers demonstrate and follow the teacher's instructions. Furthermore, no permanent record is made at the time when the oral instructions are provided. Teaching of ICT is used satisfactorily to promote learning in literacy and numeracy, as well as in other subjects. Good use is made of ICT in lessons particularly for representing data in a variety of forms, using spreadsheets and for consolidating number skills. By the end of Key Stage 1, pupils know the different parts of the computer and are confident to save and retrieve information. They use painting programs confidently, assemble text, use databases to produce bar charts and control a programmable toy. By Year 6, pupils are competent in producing multimedia presentations and use spreadsheets to enter, sort and classify data and to present findings, using a variety of graphical representations. They use the Internet confidently and are taught to send e-mail.
- 26 The quality and provision for the teaching of pupils with SEN are good. There is good use of support staff during lessons, mainly in literacy and numeracy. This has a positive impact on the progress pupils make. In Year 6, particularly effective support enabled pupils to take part in a debate. The learning support assistant helped the pupils write down the points for discussion ready for the debate. There were good examples of tasks matched well to pupils' ability in other subjects, especially where writing was necessary. Learning is at least satisfactory, and often good.
- 27 The quality of teaching pupils with EAL is good. The teacher works in partnership with class teachers for the benefit of the pupils. In Year 5, the EAL teacher taught a small group of pupils about myths, fables and legends at a level more suited to their needs. In this way, they could access the same curriculum as the rest of the class.

Assessment and record keeping are good, which help the teacher set work, so that it is matched well to pupils' ability and appropriate to their level of English. The organisation and use of the specialist teacher are good and meet the needs of particular pupils effectively. As a result, pupils learn well and make at least good progress in their acquisition of English language and in other subjects. This was evident in the National Curriculum tests in 2000 when two of the three pupils who took the tests achieved at least Level 4 in both mathematics and English.

- 28 At the time of the last inspection, weaknesses in teaching included insecure subject knowledge in history in Key Stage 1, and in design and technology and ICT in both key stages. This is still the case in some subjects. For example, in an unsatisfactory lesson in science, dealing with electrical circuits and light bulbs, insecure subject knowledge and lack of clear explanations limited pupils' learning. Teaching in all subjects is usually at least satisfactory, and often good. In Key Stage 1, teaching is good in art and design, design and technology and PE, in other subjects it is satisfactory. In Key Stage 2, teaching is good in science, music and very good in PE. Pupils' learning in the vast majority of lessons is at least satisfactory. It is satisfactory in Key Stage 1, but good in Key Stage 2. In 60 per cent of lessons learning is good or better.
- 29 Overall planning is good, although it is better in Key Stage 2 than Key Stage 1. Learning objectives are identified in teachers' planning, but these are not always shared with the pupils at the beginning of the lessons. At the end of the best lessons, the teacher and pupils together assess what they have achieved and what new learning has taken place; this is very good practice. In both key stages in mathematics, teachers use the review session to review learning, rectify pupils' mistakes, and consolidate learning objectives and mathematical vocabulary. Work is set for several ability groups, for instance in literacy and numeracy, but rarely is there specific mention of extension work and how to reach higher levels of achievement. Planning does not always state how the higher attaining pupils are likely to be further challenged in the class. In some science lessons at Key Stage 2, there is insufficient challenge for higher attaining pupils, as they do not have the opportunity to study the topic in further depth. Consequently pupils do not achieve the highest levels of attainment for their ages and abilities in many subjects.
- 30 Teachers in Key Stage 2 manage pupils very well in lessons, and satisfactorily in Key Stage 1. Their expectations of behaviour are usually high. All staff have established a positive rapport with the pupils and this results in a good ethos for learning across the school. Teachers manage class discussions well and younger pupils who call out answers are gently reminded of the correct procedure in order that all pupils can take part. The pace of lessons is usually good and pupils complete a good amount of work, although, in some lessons, more could be expected. On these occasions, specific targets, to raise the pace, are not employed and pupils become inattentive and restless. In the best lessons, in Year 3 and 5, pupils are usually given a very clear indication of the time available. Resources are used effectively to support learning. Day-to-day assessment procedures are sound, lessons are evaluated and outcomes are used to plan subsequent lessons. Teachers know their pupils well and there are many examples of the satisfactory use of assessment during lessons. The quality of marking is sound, but variable. At times, in science, errors in pupils' work, such as incorrect electrical circuits, are not noted, and errors in spelling scientific terms are uncorrected. The best marking includes clear guidance to help pupils to understand how they can improve. Often marking does not relate to the subject content, but rather to English, especially spelling. In some books, some work is unmarked. Teachers provide appropriate opportunities for homework, although there is some

variation between classes. It is relevant to the lesson and consolidates and extends learning well, especially in English and mathematics.

- 31 From the time they enter the school, children are effectively encouraged to work together and, where appropriate, to work independently. Pupils show interest and enthusiasm, work hard and present their work well.

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

- 32 The previous report suggested that pupils were offered a broadly balanced curriculum, which met National Curriculum requirements, except for ICT and design and technology. The time allocated to some subjects was rather low. Children in Reception did not have sufficient opportunities for developing role-play and experimental play, either indoors or outdoors. Statutory requirements are now met for all areas of the National Curriculum. The time allocated to some subjects remains low, and the problem is exacerbated by the fact that the time allocated to the teaching of the curriculum is below the recommended minimum in both key stages. In addition, there are too many occasions when time available is cut short, because the lesson starts late or ends too soon. Although there has been a good improvement in Reception, insufficient use is still made of the outdoor environment.
- 33 The school provides a satisfactory curriculum for all its pupils, including those with SEN and EAL. Strengths of the curriculum are the use made of visits and visitors, the use of literacy, numeracy and ICT, and the attention given to pupils' personal development. The curriculum gives appropriate emphasis to literacy and numeracy. Good attention has been paid to meeting national requirements, but the published schemes of work have not yet been fully adapted to meet the school's needs.
- 34 There is a good curriculum in place for children in Reception, which covers all areas of learning. The well-planned activities enable children to make good progress in all areas. In particular, children's personal development is given an important focus. The range of activities to promote the development of language and mathematical skills, and to raise awareness of the world around them, is well thought out. A good range of indoor activities encourages learning through play, such as role-play in 'The Vets' or when using sand or water. The outdoor environment is not used sufficiently well.
- 35 The curriculum for pupils in the remainder of the school provides a wide range of activities, which helps prepare them satisfactorily for secondary school. Statutory requirements are met. There is an imbalance of time allocated to subjects, in particular for art and design, geography, history and design and technology. The overall time is also below the recommended minimum for each key stage. The school is now basing its work on the National Literacy and Numeracy Strategies and the Qualifications and Curriculum Authority's (QCA) schemes of work. These help to ensure adequate coverage. However, the school has not yet fully adapted these schemes to meet its particular needs and the order of units of work within different subjects has not been carefully thought out. This is well exemplified by the fact that electrical circuits are being studied in both science and design and technology in Years 4 and 6 at the same time. The quality of what can be attempted by pupils is therefore limited by the resources available. Many subjects, such as art and design, geography, history and design and technology, are blocked within terms or half years; because of the time gap, this affects continuity in the development of pupils' skills. Although particularly good use is made of visits and the local environment, this does not compensate fully for the shortages of time.

- 36 The National Literacy and Numeracy Strategies have been successfully introduced and are helping to improve achievement. Owing to the fact that more time has elapsed since the introduction of the strategy, and because one of the teachers is a recognised literacy expert, the effectiveness of teaching literacy skills is more effective than for numeracy. Numeracy is developed satisfactorily, but the school has recognised that there is no well-qualified mathematics expert and, therefore, many staff have undertaken numeracy training recently. A strength of the provision for both literacy and numeracy, together with ICT, is the use of them to promote learning in other subjects. This, in turn, enhances provision for these areas.
- 37 The school has a very good programme for developing pupils' personal, social and health education. This work is supported by a detailed 'Education for Personal Relationships' programme which provides clear guidance for teachers. The programme includes coverage of sex education and drugs awareness, which are supplemented by the relevant sections of the science National Curriculum. Good attention is given to pupils' personal development in their learning in other subjects, except that there are too few opportunities for pupils to show independence within their learning.
- 38 Pupils with special educational needs are supported well within their work. In particular, learning support assistants give high quality help, particularly in English. In many lessons, when pupils are required to record their work, particularly in science and geography, good thought is given to making the task manageable for them. Pupils for whom English is an additional language are also well supported, especially by the specialist teacher who is in the school every Monday. However, at other times, there is not always a clear distinction between pupils with SEN and EAL. All pupils have full access to the curriculum but, currently, not enough thought is given in all classes to ensuring that they have the opportunity to achieve their maximum potential. The school now has an able pupils policy, but it is in the early days of implementation.
- 39 The school maintains very good links with the community, and a strength of the school is the way the curriculum is enhanced through visits, visitors and the use of the local environment. They motivate pupils and help to enhance learning in art and design, geography, history and music. The school often enters competitions, and achieves considerable success, in areas such as art and geography. A good programme of residential visits supports learning across a wide area of the curriculum, and there are plans to modify and extend this provision. Pupils in Years 2 to 6 benefit from swimming lessons. The school provides a very good range of extra-curricular activities, which pupils enjoy. These include yoga, netball, football, running, cricket, athletics, choir, recorders, Internet and mathematics. Close links with other primary schools help support pupils' learning because they are able to share costs of, for instance, visiting artists. Good links also exist between the school and the Roman Catholic secondary school to which most pupils transfer.
- 40 The school's provision for pupils' spiritual, moral, social and cultural development was described as very good in the previous inspection. This high standard has been maintained. The school's organisation for spiritual development is excellent. The Catholic ethos permeates the whole school and is an integral part of all of the school day. Pupils are encouraged to reflect on their own experiences in assemblies and at other times. Reflection is incorporated into many lessons, as well as at the end of the day. The school's emphasis on listening to others and reflecting about what they hear make very positive contributions. In virtually all classes, as well as assemblies, moments of calm and reflection are created by the staff. Many opportunities during

the school day are used effectively to encourage reflection, for instance, in art and design pupils wrote about why they liked a particular painting by a famous artist.

- 41 The provision for both moral and social development is very good. Many activities support both of these areas of personal development. The 'Education for Personal Relationships' programme gives a clear picture of how the school promotes both moral and social development. Virtually all staff consistently follow the school's very good behaviour policy. In their dealings with the children, staff emphasise the positive and treat pupils with respect. Through this route, pupils, in turn, learn to treat others with respect. Pupils are taught the difference between right and wrong. Teachers develop good discussions which help pupils gain a very good understanding of the impact of their own, and others', actions. In geography, pupils in Year 6 consider important environmental issues of the day, such as pollution, global warming, fox hunting and animal conservation. Pupils collect for a range of charities, and often initiate their own ideas, such as for 'Red Nose Day'. In Reception, there is very good emphasis on developing social skills, especially sharing and co-operation. During discussions, pupils throughout the school are encouraged to listen to others. The School Council is also helping to develop the early skills of citizenship. Year 6 pupils, in particular, have many opportunities to take on various roles of responsibility around the school. They partner and take care of Reception children, and monitor classrooms throughout the school during wet playtimes. The extensive programme of visits, including residential trips, and visitors play an important role in developing social skills. The only weakness evident is that pupils have too few opportunities to take on responsibility for aspects of their own learning.
- 42 Provision for pupils' cultural development is very good. In Reception, children's dressing-up clothes contain items from a wide range of cultural backgrounds. The artefacts in the 'home corner', when it is set up, include cooking utensils from different cultures, such as a wok or pizza dish. In art and design, pupils are introduced to the work of many famous artists from the past and modern times; they also study art from countries such as Africa or Japan. In music, there are many opportunities to listen to music from many backgrounds and in physical education pupils learn dancing, including English country dancing. In science, pupils learn about famous scientists, such as Isaac Newton. The religious education programme also provides many opportunities to appreciate the range of religious faiths in this country and around the world, including Judaism, Islam and Hinduism. During the period of the inspection, there were very good displays related to Judaism and the 'Chinese New Year'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 43 The school provides a very caring and supportive environment. Its provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development. Parents spoke very highly of the school. They find it very friendly, and feel that pupils are well supported and encouraged to develop their individuality. Teachers and their support staff know the pupils very well. They effectively monitor pupils' personal development and will act quickly when they see a need. The school seeks to ensure that pupils have equal opportunities. There are good systems in place to support the academic and personal development needs of pupils with SEN and EAL, and both groups make good progress. The entry process into the school, and the later transition to the secondary schools, are well planned for and handled sensitively.

- 44 Procedures for monitoring and promoting discipline and good behaviour, and eliminating any oppressive behaviour are very good. This is reflected in the good behaviour and orderly atmosphere in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour, and dealing with any disruptive pupils or incidents of bullying. It clearly highlights the school's expectations and identifies the responsibilities of pupils, staff and parents. There is a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Pupils are involved in devising the rules and boundaries, and know what is expected of them.
- 45 Procedures for monitoring and improving attendance are good and are reflected in the high levels of attendance in the school. Parents are often informed about their responsibilities regarding the need to ensure their children attend school regularly and promptly. They call in promptly to inform the school when their children are away ill. Appropriate links have been established with the education welfare officer who gets involved in following up cases where necessary.
- 46 The school has very good systems for child protection and ensuring pupils' health, safety and welfare. Appropriate procedures and guidelines exist for child protection. The headteacher and her deputy are the staff with designated responsibilities for child protection, and both are well aware of the process involved. The headteacher has undertaken recent updating training, and staff are similarly updated on changes to the legislation, and receive appropriate in-service training. Well-established systems are in place to take care of pupils who may fall ill during the day, and there are effective procedures to meet the medical needs of pupils. A sufficient number of staff are qualified to provide first aid.
- 47 The health and safety policy is comprehensive, and there are appropriate procedures to address the issues of safety and security of pupils in the school. The caretaker and staff representative undertake regular health and safety checks and risk assessments. The governors take an active role in fulfilling their responsibilities for health and safety, with the health and safety governor conducting termly inspections.
- 48 The overall quality of the procedures for assessment, recording and reporting is good. The teachers' use of assessment information to inform their planning and to monitor and support pupils' academic progress is satisfactory and still in the developmental stage in many subjects. The procedures for monitoring and supporting pupils' personal development are good and contribute to the caring approach of the school. The arrangements for assessing the pupil with a statement of special educational needs are good and used well to target their learning needs.
- 49 Most teachers keep detailed and regular records of their assessments of pupils' progress. In the Reception class, the teacher assesses the children's attainments on entry to the school in September. In Years 2 and 6, teachers' assessments of pupils' work for national results are compared to the pupils' test results and the results used for target setting. The school recognises that, although setting challenging targets for improvement, in some subject areas these could be higher.
- 50 Assessment procedures in the core subjects are effective. They are good for English, mathematics and science. However, they are still in the process of development for other subjects. Previously introduced procedures were found to be unworkable, so a staged introduction was planned. Assessment is accurate, consistent and well used

in English. Literacy targets are completed regularly with careful analysis of strengths and weaknesses. Tick lists and 'traffic light' systems help to inform long- and medium-term planning. In mathematics appropriate assessments associated with the National Numeracy Strategy have been introduced. There are procedures for tracking and target setting for year groups and individual pupils, but these have not been in place long enough to impact positively upon standards. However, the analysis of the National Curriculum tests has helped staff to identify those not achieving sufficiently in this subject and to target those pupils for booster classes to increase their understanding, and raise their levels of attainment. In science, the assessment procedures are stronger in the areas of identifying pupils' knowledge and understanding and their skills, and this information is used increasingly by teachers to guide their planning. There is an ICT policy, however, there are currently no consistent systems used for assessing pupils' work. In all other subjects, there are assessment procedures in some stage of development or usage. In geography these are used effectively in end of unit tests. In swimming, the detailed assessment systems are used well to move pupils through ability groups, as their achievements are noted and recorded. Although the use of the procedures is in an early stage, teachers know the capabilities of pupils in their classes well and adapt their planning to take account of this knowledge. Teachers keep records, such as individual education plans for pupils receiving extra help with their education. These records are useful, relevant and easily available. They are used effectively to target improvement.

- 51 The school has introduced some good methods for pupils to assess their own progress, such as in class discussions, and through paired work, group reading and feedback sessions. In some classes, pupils effectively evaluate what they have learnt by the end of the lesson. These are good methods of adding further information to the school's knowledge of what it does and what it needs to do to improve. Pupils are involved in identifying and reviewing their own targets both at an academic and personal level. They select a piece of work each term to create good work folders, which enables them to take increasing ownership of their work as they progress through the school. Personal targets are evaluated through the 'Here I am' programme in religious education and through such areas as the Lenten and Advent promises. Celebration assemblies recognise the achievements of the whole child and record this in the celebration book.
- 52 Assessment procedures for the foundation stage are sound. The teacher assesses children's skills thoroughly on entry to Reception and during everyday observations, recording their progress towards meeting the Early Learning Goals. The results of assessments and the baseline tests are well used to group children, monitor progress and to plan lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 53 The school's partnership with parents is very good. The quality of information provided for parents is very comprehensive. Information regarding the school and its activities is detailed in the school prospectus and governors' annual report to parents. Regular contact is maintained through updating letters, and in Key Stage 2 through pupils' homework diaries, where parents are able to write notes to teachers. Year 6 pupils produce a newsletter each year. Teachers hold informal meetings at the start of each year to introduce themselves to parents and share with them what will be covered during the year. Curricular information, including details of projects and topics, is circulated to parents each term. The school is now correctly reporting the National Curriculum test results in the school prospectus and the governors' annual report to parents.

- 54 Parents feel that there are very good links with the school. They appreciate the open door policy and the fact that the school encourages suggestions, and takes any concerns they have seriously, dealing with them promptly. Some parents wanted more information about their children's progress. However, inspection evidence confirms that parents are kept well informed about the progress their children are making. A few were concerned about the amount of homework given. Teachers provide appropriate opportunities for homework, although there is some variability between classes. They also expressed concern about the limited range of extra-curricular activities, although this was not supported by inspectors
- 55 Consultation evenings are held regularly, providing opportunities for parents to review their child's progress and achievements. The pupils' annual reports are detailed and identify targets for improvement. Both parents and pupils can add comments to the reports. Parents are regularly consulted regarding issues, such as the home/school agreement. Details concerning the National Numeracy and Literacy Strategies have been made clear through successful workshop sessions for parents, enabling them to understand some of the activities their children would undertake. Parents of pupils with special educational needs are kept well informed and are involved in the review processes.
- 56 The significant contribution of parents to their children's learning is having a positive impact on pupils' progress. The school warmly encourages parents to become involved in their children's learning by helping out in the school. A small number of committed adults are volunteering to help in the classroom, with various group activities around the school or helping out on school trips. Good use is made of parental skills in such areas as art classes, cookery and extra curricular activities. A handbook for parent helpers ensures that they are well briefed for their tasks. Parents receive details regarding the homework policy and how they can help their children at home. Where parents are regularly able to listen to their children read, this is contributing to raising standards.
- 57 The PTA is very effectively run by a committed group of parents and staff. A large number of fund-raising and social events are successfully held each year. These are well attended, and generate significant additional funds to help purchase resources for the whole school. These have included a computer for the library, camera, a parachute for physical education classes in Key Stage 1; as well as sponsoring crackers for the Christmas parties and a magician. The PTA is also very active and supportive at other events such as helping out at meetings for new parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 58 The overall quality of leadership and management of the school is good. There is a clear educational direction and set of Catholic values that pervade all aspects of school life, and are lived out by staff and pupils in the daily routines. The recently appointed headteacher was previously the deputy headteacher and acting head. She provides effective leadership for the staff and governing body, and has invested in team building to foster commitment to shared responsibility for school improvement. The governing body and headteacher have established a good structure of delegation to involve the senior management team and staff in school development. The strength of middle management is the good quality of the subject co-ordinators who have clear understanding of their responsibilities. They are provided with appropriate release time to fulfil their roles effectively. Statutory policies are in place; these are structured and well organised. A school improvement plan, with clear targets and success

criteria, resulted from a whole school evaluation and this has enabled responsibility for short-term targets to be allocated and costed. The involvement of the local education authority (LEA) in setting school targets and the investment made in staff training, notably in literacy, numeracy and ICT, provide a good platform for improvement.

- 59 Since the last inspection, there have been periods of change and uncertainty, but despite this, good improvement has been maintained. The action plan following dealt systematically with issues identified and the new headteacher has ensured that deficiencies in design and technology and ICT have been rectified. The budget is appropriately prioritised and curricular development is now evaluated within the school improvement plan. Staff use the National Literacy and Numeracy Strategies and QCA national guidance to plan the curricular content and balance. The local education authority numeracy adviser has provided five days intensive support to the co-ordinator and teaching staff to improve teaching and learning. Assessment procedures have been strengthened in the core subjects to enable clearer tracking of pupils and targeted teaching. These improvements are now being extended to the foundation subjects. The result of all these developments has been that the school's targets for improvement are appropriate and there has been a satisfactory rise in standards in many subjects. However, in the core areas of English, mathematics and science in particular there has been insufficient time for the improvements to be reflected in standards achieved in the end of key stage tests. The use by management of ICT is satisfactory and is being used increasingly to track and monitor individual pupils' progress.
- 60 The governing body is effective, has clear committee structures and meets regularly. It is properly constituted and fulfils its statutory duties. The governing body makes a good contribution to the school. Recent changes mean a number of governors, including the chair, are either new to the governing body or their role, and there is a commitment to LEA training to optimise their contributions. Governors involve themselves in many aspects of school life and the governing body is well placed to act as a critical friend to the headteacher. Structures are in place for financial monitoring and to fulfil accountability roles. There is a good basis for future school improvement. As a result of the investment made in team building at all levels within the school, there is an open, working relationship with the headteacher, and governors are well informed. They have a good understanding of the curriculum and resource needs for the school and have been proactive in pressing for building work to improve accommodation. However, although both the governors and the headteacher have a vision for the school, this has not been recorded and shared as a longer term strategic plan for development and this is a weakness. The current school improvement plan addresses relevant areas but at present only on a one-year cycle.
- 61 The monitoring and evaluation of teaching are good. Co-ordinators monitor teachers' planning, evaluations and children's work, as well as observing teaching. In addition, they report at staff and governors' meetings as part of a planned programme. Co-ordinators contribute to the annual school improvement plan producing costed, subject action plans, with success criteria. The headteacher has developed good systems to appraise staff and a performance management policy is in place with senior staff designated as team leaders. Furthermore, she monitors the performance of all teaching staff against clear, agreed criteria and the effectiveness of co-ordinators in fulfilling their responsibilities. Professional development is regarded as fundamental for increasing teachers' expertise. The headteacher sets a clear example having recently completed the new headteachers' training (NPQH). A

supportive environment with good teamwork characterises the school. This ethos is evident in the induction arrangements provided for all new staff and, in the particular case of newly qualified teachers, national procedures and recommendations are followed.

- 62 The school has an appropriate number of teaching staff and in-service training has ensured that teachers' subject knowledge is at least adequate in all curricular areas. There is a good blend in subject expertise and staff experience. Co-ordinators are active in developing their subjects school-wide and assist colleagues in implementing programmes of work and improving subject knowledge. The newly appointed deputy headteacher has been allocated a significant teaching commitment and responsibility for curricular co-ordination of subjects, including science. This workload is onerous and there is insufficient release time for her to assist with raising academic standards across the school.
- 63 The quality of financial management, administration and control is good. The headteacher and governors' finance committee monitor spending closely, ensuring that resources are targeted at the areas of most need and that budget spending commitments match expenditure. The bursar has developed transparent, effective systems and technology is used satisfactorily to service financial planning and administration. Resources are used strategically and the bursar ensures specific grants and funding are used appropriately for designated purposes. Good decisions have been made regarding the employment of a high number of classroom assistants who support pupils' learning well. They are conscientious and the school optimises the use of their skills. Minor issues raised in the last auditor's report have been dealt with. Governors and the headteacher have a good understanding of ways to ensure value for money and cost effectiveness.
- 64 The management of SEN is good. The interim special needs co-ordinator (SENCO) is well organised, providing good management. The previous SENCO produced a good policy and robust systems that identify pupils' needs well. This helps them to make good progress. The provision for SEN is supported well by the headteacher. Governors are very involved, having good links with the SENCO. The governors' report for SEN is of high quality.
- 65 The management of EAL is well organised and efficient. The co-ordinator is well qualified and experienced; she offers good support and advice to the school. Good monitoring systems help to identify the next steps in learning. These contribute towards the good progress the pupils make, and helps them to achieve equally as well as their peers in National Curriculum tests.
- 66 The last inspection report outlined plans to improve the inadequate facilities for the Reception children and extensions to the building. Investment in the Reception provision has taken place, but the current school accommodation is unsatisfactory for the increased number of pupils on roll and the demands of Curriculum 2000. Three classes are located in temporary accommodation outside of the main building. The library, which is located within the temporary classrooms, is poorly situated and cramped. The provision restricts opportunities for independent learning and research by pupils. The hall, which serves as a gymnasium and dining area, is restricted for space. Limitations in the current accommodation and resources constrain the future development and improvement to the teaching and learning in particular subjects. ICT especially would benefit from specialist provision. Whole class demonstration in the subject is ineffective because of inadequate resource provision and the space restrictions, especially in the temporary classrooms. The school does well to achieve

satisfactory standards in ICT with current resource deployment whereby there are few opportunities for 'hands on' experience for half or whole class groups. The school is acutely aware of the limitations of the building, and recently applied for a DFEE capital bid. Unfortunately this was unsuccessful, but the school will apply again to improve the accommodation. The outdoor facilities are restricted, particularly the playground area, but are adequate for physical education and as recreational facilities. There is a tranquil haven of tables and benches where pupils can play board games at lunch and break times. The existing buildings and grounds are generally well maintained.

- 67 Overall, the number and quality of resources in the school are satisfactory. There are sufficient numbers of computers, but consideration should be given to their deployment. The school has an adequate range of library books. Resource investment is carefully planned to improve teaching and learning and inadequacies in design and technology, and in ICT provision, identified in the last inspection, have been addressed. With the introduction of the QCA subject programmes it is evident that further resource materials will enhance the quality of teaching and learning of specific topics, for example in history. The headteacher and governors have put in place a good framework to manage resources and achieve aims. It has an excellent ethos where all are valued and very good relationships exist. Taking these factors into account the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 68 In order to improve standards further, the headteacher, staff and governors should:
- (1) Review the curricular time in the school day to:
 - Ensure the time allocated to the teaching of the curriculum meets the recommended minimum in both key stages;
 - Review the organisation of the whole curriculum to ensure all subjects are given sufficient time and are compatible with one another;
 - Review the timing of particular units of work in order that subjects are taught regularly to ensure the continuity in the development of pupils' skills; (Paragraphs: 9, 32, 35, 104, 108, 115, 119 and 121)

 - (2) Improve the satisfactory teaching to the very best in the school, by sharing best practice already in the school to:
 - Ensure lessons start on time in order that time is used effectively within and between lessons and time is not wasted;
 - Improve subject knowledge of some teachers in some subjects, but particularly in mathematics and science;
 - Provide appropriate challenges in all subjects which enable higher attaining pupils to achieve consistently high standards by building upon and using their skills, knowledge and understanding;
 - Ensure that all staff are consistent in their marking of pupils' work;
 - Increase the range of opportunities for pupils to develop skills to enable them to become more independent in their learning, particularly in investigation and research based activities; (Paragraphs: 5, 7, 9, 28, 29, 30, 37, 38, 41, 49, 66, 81, 87, 96, 101, 102, 103, 104, 107, 118, 122 and 138)

- (3) Develop an effective written long-term strategic management plan for the school in order to plan future priorities.
(Paragraph 60)

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

- (1) Enhance the accommodation for ICT, PE and the library in order that pupils' skills and knowledge in these subjects may be developed to the full.
(Paragraphs: 25, 127, 129, 137 and 138)
- (2) The use of the outside area for Reception children to develop physical skills.
(Paragraphs 32 and 75)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

50

Number of discussions with staff, governors, other adults and pupils

34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	22	30	38	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	199
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199

Number of full-time pupils known to be eligible for free school meals	29
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29

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
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1

Number of pupils on the school's special educational needs register	60
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60

English as an additional language

No of pupils

Number of pupils with English as an additional language	16
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Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	11	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	20
	Girls	10	11	11
	Total	27	27	31
Percentage of pupils at NC level 2 or above	School	87 (77)	87 (90)	100 (77)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	15
	Girls	9	10	9
	Total	26	29	24
Percentage of pupils at NC level 2 or above	School	84 (77)	94 (70)	77 (73)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	9
	Girls	8	9	10
	Total	14	14	19
Percentage of pupils at NC level 4 or above	School	56 (81)	56 (88)	76 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	8	9	8
	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	52 (69)	56 (63)	56 (81)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	14
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	152
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Total: 169

NOR: 199

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	0	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	29.3
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	145

Financial information

Financial year	1999/2000
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	£
Total income	340536
Total expenditure	345913
Expenditure per pupil	1696
Balance brought forward from previous year	14762
Balance carried forward to next year	9385

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
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.	64	33	2	1	0
My child is making good progress in school.	56	43	1	0	0
Behaviour in the school is good.	64	30	2	0	3
My child gets the right amount of work to do at home.	36	44	15	3	1
The teaching is good.	64	34	0	0	2
I am kept well informed about how my child is getting on.	48	35	14	2	1
I would feel comfortable about approaching the school with questions or a problem.	71	22	6	0	1
The school expects my child to work hard and achieve his or her best.	74	24	0	0	1
The school works closely with parents.	58	33	7	2	0
The school is well led and managed.	69	24	0	0	7
The school is helping my child become mature and responsible.	62	33	2	0	3
The school provides an interesting range of activities outside lessons.	52	30	10	3	3

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

- 69 The Foundation Stage is a strength of the school because teaching is consistently very good. There are thirty children in the Reception class. Twenty-one attend full-time, with the youngest nine children attending part-time until after Easter. Positive links are established with the parents through daily contact. Children are very soon settled and get used to school routines. Many have had some pre-school experience prior to starting school. When children enter the Reception class, their attainment is generally below that expected for children of their age, particularly in communication, language and literacy. This is similar to the previous inspection, although the number of pupils entering the school with special educational needs and speaking English as an additional language has risen. The entry testing data confirm this attainment profile. Children make good progress and, by the end of the Foundation Stage, most children are likely to attain the Early Learning Goals in mathematical development, knowledge and understanding of the world, physical and creative development. Overall, attainment is below average in communication, language and literacy, although some children are likely to achieve the Early Learning Goals, with a few achieving more highly. In personal, social and emotional development, children often exceed the expectations for the age; this is similar to the previous inspection.
- 70 There is a good curriculum in place for the children in the Reception class. It is well structured to ensure coverage of each area of learning. However, the arrangements for outdoor activities, including those for physical development, are at present limited. Positive links are established with the parents through daily contact. Children are very soon settled and get used to school routines. This helps all children, including those with special educational needs and English as an additional language, make good progress. Very good teamwork between the class teacher and the LSA helps to create a safe, secure and stimulating environment, where effective learning takes place. The arrangements for teaching literacy and numeracy are good, when they are taught in small groups following a whole class introduction. Assessment arrangements are sound. They are currently being developed to take into account the new Foundation Stage. However, the information available, such as the entry data, is used well to ensure children are set appropriate work and identify those that need extra support. Consequently, children with SEN and EAL are supported well, which greatly enhances their learning.

Personal, social and emotional development

- 71 Children's personal, social and emotional development in the Reception class is given a high priority to good effect. Teaching is very good in this area which helps most children make very good progress and, as a result, many are likely to exceed the Early Learning Goals by the time they leave the Reception class. Classroom organisation and the management of children are extremely effective. This has a positive impact, consequently behaviour and attitudes to learning are very good and children respond positively to instructions. They are confident, friendly and form very good relationships with adults and one another. Adults encourage the children to be independent, including undressing and dressing after PE. They take opportunities to use their initiative, work independently and make choices about their activities. Good opportunities exist for the children to play together, particularly in the role-play areas, where they share toys and co-operate, for example, when they play in the 'vets' area. A small group of children concentrated on their game for a good time and took turns

looking after their pets, and describing how to make them better. They played together and talked to each other well using resources constructively, such as using the telephones to make an appointment to see the vet. Children are encouraged to tidy up at the end of sessions; this helps them learn routines that will help them when they join the main school.

Communication, language and literacy

- 72 On entry to the Reception class, children's communication, language and literacy skills are below those seen in children of a similar age. The quality of teaching and learning in this area is very good; this helps children make good progress. By the end of the Foundation Stage, some still have attainment that is below average, although a few do reach higher levels. Children enjoy looking at books and understand how books are organised. They are beginning to understand that print conveys meaning. More able children read the title of a familiar book, pointing to each word accurately, and they read simple sentences. They are making very good progress learning letter sounds. This is because teaching of basic skills is very good. The teacher has a very good understanding of how young children learn and makes learning fun and appropriate. This helps all the children make very good progress, including those with SEN, who are supported by the LSA extremely well. The children for whom English is an additional language are supported well by a bilingual assistant, who reinforces the work, such as letter sounds, that takes place in the classroom, this helps the children acquire English language quickly. Good opportunities for mark making are given in the role-play area. Children 'write' instructions how to look after their ill pets and write down appointments to see the vet. They use a range of symbols and letters from their name, with a few of the higher attaining writing some words and short sentences. The higher attaining children identify many letters correctly. Children are encouraged to recognise and write their own name on their work.

Mathematical development

- 73 When children enter the Reception class, their attainment in mathematics is generally below that of children of a similar age. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are very good. The teacher has a very secure knowledge and understanding of mathematics, and sets appropriate and challenging targets for the class. The children make good progress and most are likely to achieve the Early Learning Goals by the end of the Foundation Stage. There is a good balance between practical activities and work that is recorded. The most able count and add using three numbers to at least fourteen, with the average child carrying out simple addition, using objects, to ten. Children sequence events during the day, know their colours and recognise and name basic shapes. The teacher promotes learning very well, for example, when she introduces the concept of repeating patterns. Children listen and contribute to the lesson well, including suggesting when an error has been made in the pattern. Activities and resources are used very effectively, so that by the end of the lesson, all children make repeating patterns using two colours of plastic blocks. About half the children extend their work and include patterns of more than two colours, or varying number of blocks.

Knowledge and understanding of the world

- 74 Provision and teaching for children to develop knowledge and understanding of the world around them are very good. Children's learning is promoted and they make good progress and, by the end of the Foundation Stage, many are likely to achieve the

Early Learning Goals. Very good attention is paid to developing children's literacy skills in science. These attributes help them to describe in detail the life cycle of the butterfly. Scientific concepts are developed further when the teacher encourages them to use appropriate language, such as cocoon. Through walks in the locality, children are gaining geographical skills, as well as scientific knowledge, as they look at different materials that are used for the buildings. Visits are used to support children's learning in history when they go to the Toy Museum to find out about old toys. There is good promotion of children assessing their own work, when they record their findings in design and technology, and evaluate their work. This they do through happy/sad face symbols. Children are given good opportunities to develop their skills in ICT. They gain knowledge of the computer keyboard, use the mouse to move the cursor around the screen, developing good hand-eye co-ordination, as they select shapes to complete their pattern. They work independently on a range of programs with very good concentration, which helps them to make good progress in ICT.

Physical development

- 75 Teaching is very good which helps children make good progress and many attain the Early Learning Goals by the end of the Foundation Stage. In PE lessons, children enter the hall appropriately, listen attentively and follow instructions. They show an increasing awareness of space, move confidently on the floor and apparatus and are well co-ordinated. Very good support from the teacher and the LSA, and attention to the acquisition of skills, help the children think about which part of their body to balance on, and how to jump off apparatus correctly. They are developing good habits as the teacher leads good warm-up and warm-down sessions. She trains the children to put away apparatus, with due regard to health and safety. However, the outside area is not used enough for planned activities for the children, particularly to promote physical activities, other than for a brief period each morning. There are large wheeled vehicles and an area designated just for the Reception children, but it is not effectively used. Dexterity is developed through the handling of objects, such as working in sand and water and shaping and cutting dough. Children handle scissors, glue, pencils and brushes successfully and, from the time they start school in September, their writing, cutting and sticking skills develop well.

Creative development

- 76 Children make good progress and many attain the Early Learning Goals by the end of the Foundation Stage. Teaching is very good and children learn about colour, pattern and texture in two- and three-dimensional representations. Children have good opportunities to create detailed observational drawings in pencil and charcoal, as they draw pictures of themselves, mini-beasts and teddy bears. They include most features in their self-portraits, mark the segments on the worms, and draw good representations of old teddy bears. During a lesson using string and paint to create butterfly pictures, children are careful when handling paint, concentrating well on their task. There is a great deal of enjoyment and children are pleased with their results, as various colours are put together which produce an effective picture. Opportunities for role-play are very good. Recently the children had an opportunity to play in the flower shop, café and 'Goldilocks and the Three Bears' house'. There are good resources to promote creativity and imaginative play which helps to develop the imagination as, in the 'vets' area and the home corner. The teacher successfully intervenes and helps to develop children's activities, providing some direction to their play. A very well planned music lesson helped children develop new skills very well. Children have learnt to hold and play percussion instruments with excellent control as well as keep in time with others. They recognise beats in words associated with their topic on mini-

beasts and then play the sound pattern for butterfly and beetle. Very good classroom management meant that children responded instantly to instructions, were very attentive and listened well to others playing their sound patterns.

ENGLISH

- 77 The previous report indicated that standards in English were in line with the national average at both key stages. Since 1996, standards have been variable in English, particularly in Key Stage 2. This is because more pupils are entering the school with SEN and speaking English as an additional language. There are also a significant number of pupils coming into the school during the key stage. These contributory factors mean that standards in English in recent years have been somewhat erratic. The overall trend has been lower than that seen nationally.
- 78 In 2000, when pupils left the school at the end of Key Stage 2, attainment recorded in the National Curriculum tests was well below average in English. Sixty-six per cent of pupils achieved the expected Level 4 or above and 12 per cent achieved the higher Level 5. There was no significant difference between the results of boys and girls. Compared with schools with a similar proportion of pupils eligible for free school meals, the results were low, in the lowest five per cent nationally. The 2000 cohort of pupils was a particularly low attaining group, but there were also other factors that contributed towards the results. There were 24 per cent of pupils with SEN and a number who had poor attitudes towards learning. Pupils with EAL, however, achieved better than their peers. The school identified the problems and targeted the year group with additional support, although this helped to raise the attainment of seven pupils, this still did not raise overall achievement.
- 79 Inspection evidence indicates that the present Year 6 are working at average levels. This agrees with the school targets set for the 2001 National Curriculum tests. The school has been determined to raise the standards in English and this is beginning to take effect throughout the school. The National Literacy Strategy has been implemented well. The co-ordinator has been involved in greater monitoring of planning, teaching and learning and assessment of pupils' attainment and progress. The information gathered is being used to set school, group and individual targets; these are reviewed each term. Booster groups and homework clubs are taking place. The English co-ordinator is one of the local education authority's 'expert' teachers. She has trained the LSAs to work with pupils with SEN which, from observations made during the inspection, is proving effective. The provision for pupils with SEN and EAL is good, this also has a significant impact upon the progress that pupils make. In September 2000, the school introduced a new handwriting scheme. The results have been impressive. Already, the majority of older pupils are using a joined script and presentation has improved throughout the school. With various strategies in place, there is every indication that the school will continue to improve.
- 80 The results of the National Curriculum tests carried out in 2000 show that seven-year-olds attained standards in reading and writing that were below the national average for all schools. In reading, the proportion of pupils attaining Level 2 was around average; an improvement on 1999. However, there were too few pupils attaining the higher Level 3, this meant overall results were below average. In writing, none of the pupils attained above average results. Compared with schools with a similar proportion of pupils eligible for free school meals, the results were also below average in both reading and writing. The boys outperformed the girls in both reading and writing, which is against the national trend. However, from the inspection evidence there were no significant differences in the attainment of boys and girls.

- 81 Inspection evidence from lessons, school monitoring and the scrutiny of work indicates that pupils in the present Year 2 are working at just below average standards, particularly in writing. There is a small group of pupils who are working within the higher level, but overall too few pupils. When writing, they do not use lively and interesting vocabulary, extended sentences and more advanced punctuation. Handwriting is not consistently used in a joined script. There are around a third of the pupils with SEN and quite high mobility, these factors have a significant effect on standards. Despite the data, the school is determined to raise the standards and has strategies in place, including more support for those pupils with SEN and EAL and daily ancillary support for literacy. Extended writing sessions have been introduced since the last inspection. These are held outside the literacy hour. However, the full time for writing is not always used effectively. Handwriting and library sessions are also held outside the literacy hour.
- 82 Overall standards of attainment in speaking and listening are broadly in line with the national average throughout the school. Teachers use questioning skilfully to promote speaking and listening and to elicit responses from pupils. Teachers have good understanding of the National Literacy Strategy and encourage pupils to use the correct terminology, not only in literacy, but also in other subjects. During a lesson, Year 1 pupils learnt a poem and, with confidence, recited their poem with appropriate actions. Year 2 pupils discussed key words in their science topic, using appropriate terminology to explain meanings. Teachers challenge pupils to explain their work, this helps them to make good progress in speaking and listening. There was a particularly good example in Year 3, when pupils had to explain their ideas about instructional text. In environmental debates, Year 6 pupils are taught to put their views across from different perspectives. Pupils worked together in small groups, in order to work out a convincing argument in favour of fox hunting or against it. The pupils put forward their ideas in a mature, convincing manner, able to use appropriate terminology and persuasive language.
- 83 By the end of Key Stage 1, standards in reading are just about average, although a few pupils reach higher levels. Satisfactory progress is made because pupils are benefiting from the introduction of the literacy hour and the increased focus on literacy. Teachers organise shared text sessions well and work effectively to maintain pupils' interest with a good range of suitable texts, both fiction and non-fiction. Higher attaining pupils have good dictionary skills and understand where letters come in the alphabet, and they confidently find words using up to the third letter. In Year 2, most pupils have a good understanding of the role of the author and illustrator and the contents page and index. Pupils read simple texts with increasing fluency and show in discussion that they understand them. A lower attaining pupil retold his story using graphics and text to illustrate his ideas. The higher attaining pupils read with confidence, accuracy and expression. They discuss the setting and characters in their book in some detail. Books are taken home on a regular basis, which helps pupils to practise their skills.
- 84 By the end of Key Stage 2, standards in reading are in line with the national average. Pupils make satisfactory progress. However, some do not have sufficient practice at home in reading. This hinders progress, particularly the use of expression and fluency for the below average readers. The able and average readers demonstrate fluency and read with good awareness of punctuation, thus expression is improving steadily. They make reference to the text when they explain their opinions about a book. A particularly good example is when Year 6 pupils record their opinions about the books they have read in their reading journals, and make reference to the text when they justify their views. Year 5 pupils refer to the text well to explain the concept of first,

second and third person in stories, with one child giving the example of 'Adrian Mole' as a story written in the first person. Pupils access and select information in non-fiction books, and know the functions of the glossary, contents and index. There are good examples of reference books being used in subjects such as science. In Year 3, pupils show good understanding of chronological writing in instructional text and appreciate the need to read and follow instructions carefully, when making a sandwich.

- 85 By the end of Key Stage 1, writing is below the national average, with too few pupils reaching the higher levels. Teachers offer their pupils a good range of work within literacy and across the curriculum. They encourage their pupils to write in a variety of forms. Pupils write instructions, labels in science and stories and poems using appropriate language and format. In Year 2, the teacher encourages her pupils to write longer stories with good attention to the setting, beginnings and conclusions. This is helping to raise standards, particularly for the more able group, as evident in their 'spooky stories', where their ideas are developing logically and there is some use of extended sentences. The style of handwriting is variable. Many use print, but form their letters satisfactorily, so that they are able to read back their own writing. They are learning a joined script, but this is not yet used consistently. Teachers remind pupils to use appropriate punctuation, full stops and capital letters but these are used inconsistently. Good teaching of letter sounds has helped to improve spelling, as seen in pupils' work since September; they use their knowledge gained in the literacy hour well.
- 86 Attainment in writing is in line with the national average by the time the pupils leave the school at eleven. This is a great improvement on last year's results. Teachers offer their pupils challenge and good opportunities to write in a variety of forms. Evidence found included: letters, poems, instructions, book reviews, play scripts, historical accounts and science reports. Year 5 pupils effectively and correctly use the Haiku style, such as when writing poems about the Chinese New Year. Pupils in Year 6 have a good understanding of the conventions of different forms of writing. They know the need to start a new line when different characters speak in a play. The quality of handwriting has improved tremendously since September, when a new scheme was introduced by the English co-ordinator. The majority of pupils use a fluent, joined script, and the use of ink pens helps the improved standards in presentation. Literacy is used appropriately in ICT when pupils exchange information via e-mail. ICT supports literacy satisfactorily in lessons, as when a program to reinforce the work on prefixes was used by lower ability Year 4 pupils. Good support from the LSA ensured these pupils had good access to the work the rest of the class were doing.
- 87 Overall, teaching is good and has a significant impact upon pupils' learning and the progress they make. This is an improvement since the previous inspection. The teachers have worked hard to implement the National Literacy Strategy, which they do with good understanding to the requirements of the strategy. They teach basic skills well with a secure knowledge of English, which is an improvement since the last inspection. Pupils enjoy literacy, and the majority of pupils' attitudes to the subject are very good. Planning is good; learning objectives are identified, but not always explicitly shared with the pupils at the beginning of lessons nor re-visited at the end. Teachers use good questioning skills, listening carefully and valuing the spoken contributions from their pupils, helping them to develop the confidence to speak in front of others. They challenge pupils to think carefully and extend their thoughts and ideas into words. Day-to-day assessment procedures are used satisfactorily in Key Stage 1, but better in Key Stage 2. There is inconsistent practice in teachers' records of the progress pupils make in reading. Work is not always marked, nor is marking helping

pupils know what they need to do next to improve. All pupils have literacy targets, which are reviewed regularly by class teachers. They are not yet shared with the pupils, but this is the next step the school intends to take. In some classes, pupils are aware of what it is they have learnt in the lesson and what they need to do to improve. This is good practice and effectively carried out in Years 3, 4 and 5. Many pupils meet the expectations of their teachers, work hard, concentrate and persevere, working within the time limits that are set. Lessons are less successful when the pace slows, which leads to a minority of older Key Stage 1 pupils who become restless and inattentive. There are occasions when the teacher does not step in quickly enough to stop minor disruptions, then pupils waste time and learning is affected. On occasions, there is too much time wasted between lessons, pupils take too long to settle and the teacher too long to start the lesson.

- 88 The subject is led by a highly motivated and knowledgeable co-ordinator. She is very committed to raising achievement in the school. The National Literacy Strategy has been successfully implemented and has begun to raise standards throughout the school. The co-ordinator has very good opportunities to monitor teaching and learning, which helps her to prioritise the next steps for development in the subject, such as the handwriting initiative. Assessment procedures in English are good. Tests to monitor progress are in place and, with the results of the teachers' assessments, the school is in a powerful position when setting targets. Individual targets have been set for every child, and reviewed each term; from these data school targets have been set for each year group. Homework is used satisfactorily to reinforce and extend work in lessons, although there is some inconsistency in different classes in both the quality and quantity. There is good use of homework in Year 3 where pupils have to follow instructional text to make a Chinese lantern. This was a follow up activity from the lesson in order to consolidate pupils' learning, which is very good practice. Most parents and carers support their children with reading at home. However, some children do not have as much practice as they should, this impedes progress.

MATHEMATICS

- 89 In 2000, at the end of Key Stage 2, attainment recorded by eleven-year-olds in National Curriculum tests was well below in both the national average and the average for schools with a similar proportion of free school meals. About 56 per cent of pupils gained the expected Level 4 or above and eight per cent gained the higher Level 5. Both statistics are well below the national average. However, inspection evidence found that there was an increase in the number of pupils with SEN and EAL within the year group and overall performance was in line with the school's predictions. Since the previous inspection, attainment in statutory tests has fluctuated considerably due to the particular characteristics of pupil groups. The school has agreed realistic targets for improvement in mathematics with the LEA for the next two years. Scrutiny of samples of work that pupils have completed this year, discussion with them, and the observation of lessons show that pupils in the current Year 6 are working towards the agreed target of 66 per cent achieving Level 4 in June 2001. In recent years, there has been little significant difference in the performance of girls and boys.
- 90 The results of Key Stage 1 National Curriculum tests carried out in 2000 show that seven-year-olds attained standards that were similar to the national average. Compared with schools with a similar proportion of pupils with free school meals, the results were also close to the average. The 100 per cent of pupils gaining Level 2 or above was very high in comparison with the national average. The percentage gaining Level 3 was close to the national average. There is fluctuation in the results at Key

Stage 1 over time, but the overall trend indicates a satisfactory improvement in standards. There is little significant difference in the attainment of boys and girls at Key Stage 1.

- 91 The previous inspection report found pupils' attainment below the national average at Key Stage 1 and in line at Key Stage 2. There has been satisfactory progress in the subject at both key stages. The adoption of the National Numeracy Strategy has helped to address the imbalance within the curriculum, and the time given to the individual Programmes of Study. The strategy and the associated training have also had positive effects, reflected in improved teacher subject knowledge and greater uniformity in planning, with due consideration given to match of work to pupils' ability and the structure of lessons. The school has a productive relationship with the LEA and the numeracy adviser has worked closely with the co-ordinator. This has included monitoring teaching, analysing end of year optional and statutory tests to identify teaching priorities for year and ability groups of pupils, and supporting individual staff to improve the quality of teaching.
- 92 During Key Stage 1, pupils make satisfactory progress in their learning. By the age of seven, Year 2 pupils are working at an appropriate level. They have a sound knowledge of place value to 100, and partition numbers into hundreds, tens and units. The majority have a good grasp of odd and even numbers, count forwards and backwards in twos, fives and tens, and recognise simple patterns. Pupils name and recognise some of the properties of two- and three-dimensional shapes and use vocabulary, such as symmetry, accurately. They demonstrate proficiency in mental recall of number facts to ten, solve simple addition and subtraction problems and recognise multiplication as repeated addition. Only higher attaining pupils are confident with fractions, time and division. In both Years 1 and 2, work is well presented and shows progression. In the best lessons, teachers share objectives with pupils and give priority to the development of conceptual understanding and mathematical vocabulary. In Year 2, multiplication was introduced as repeated addition and 'lots of' with links made to ongoing money work with coins. The language of 'multiply' was reinforced throughout and, as part of the main activity work, was matched well, requiring more able pupils to solve a real problem independently, establishing the total cost of a monthly newspaper bill. However, within the key stage, insufficient attention is given to the correction of numeral and digit reversals and providing pupils with sufficient feedback and practice to rectify these errors. The Key Stage 1 goal now is to improve attainment within Level 2 and increase the percentage of pupils achieving Level 3.
- 93 Overall, pupils' progress and teaching are satisfactory in Key Stage 2, but there are variations evident between classes. By the end of the key stage, the majority of pupils are working within the expected Level 4. By the end of Year 6, the majority of pupils handle numbers confidently. They use the four rules of number competently, use standard and informal methods to solve problems and have a good understanding of place value which they apply, for example when multiplying by a two digit number. They add and subtract decimals to three places, find fractions of a given number and understand the connections between simple fractions, decimals and percentages. All, but a minority, classify angles and describe the properties of two- and three-dimensional shapes, using correct mathematical terminology. Pupils distinguish between area and perimeter correctly and solve associated problems and apply simple formulae. About a fifth of pupils are confident to use and apply negative numbers and solve ratio and probability problems in context. Year 6 pupils, when using a calculator, show a basic understanding of mathematical concepts and accuracy of calculation at, or above, the expected level. However, a significant

number will not demonstrate this when completing National Curriculum tests. This is because their pace of working is too slow, they give insufficient attention to accuracy when recording and their knowledge is not yet sufficiently secure, when applied in the context of problem solving. A minority of Year 6 pupils cannot recall multiplication facts with the necessary precision and speed. In Year 5, the pace at which the teacher expects pupils to work is brisker. The tasks are matched appropriately for ability groups. In a money lesson, ability groups were required to work in the context of problem solving, extracting information and recording answers related to party bags, a car boot sale and the addition of priced items. Evidence in pupils' books indicates good progress over the year. In Year 4, where pupils make satisfactory progress, the class was observed consolidating work on multiplication. Place value aspects were emphasized well by using an extended recording method and approximation and estimation required prior to calculation. Very significant progress, attributable to excellent teaching, is evident in Year 3. Learning is helped by clear teacher exposition, well-structured lessons with timed targets to inject pace, and the teacher's enthusiasm and refined classroom management skills. All pupils, throughout the key stage, draw bar graphs with accuracy, although older pupils do not yet uniformly apply the same precision to their line graphs. At the end of Key Stage 2, the priority is to increase the percentage of pupils achieving Levels 4 and 5 in the statutory tests.

- 94 At both key stages, pupils with special educational needs make satisfactory progress. Pupils with EAL make good progress and achieve well in National Curriculum tests benefiting from weekly individual teaching sessions with a specialist. During the inspection, she was observed working with two Year 3 pupils, reinforcing work on basic number bonds to 20. Concepts were clearly explained, and mathematical terminology and symbolism used with precision. Pupils clearly benefited from good teaching that required them to explain their methodology and use the language modelled by the teacher in context. Booster classes in mathematics are being used to raise the attainment of a targeted group of Year 6 pupils in preparation for national tests.
- 95 Throughout the school, pupils enjoy mathematics and exhibit positive attitudes to learning. In Key Stage 1, pupils' attitudes and behaviour in lessons are good and in Key Stage 2 very good; illustrated by the interest and concentration sustained throughout the numeracy hour. In the majority of classes, pupils listen attentively and contribute sensibly to introductory and review sessions. Usually, pupils settle quickly to group tasks after whole class introductions. The majority work sensibly when independent tasks are set or when there is little direct teacher supervision. Pupils in all classes share equipment and resources well and help each other to clarify instructions.
- 96 The quality of mathematics teaching in the school overall is satisfactory, though, in Key Stage 2, there are examples of good teaching in Year 5 and excellent teaching in Year 3. Lessons for each week are well planned; in sessions objectives are shared with pupils. The most effective lessons are typified by good teacher subject knowledge, a calm, orderly working environment and brisk pace, with a variety of strategies used to challenge pupils to concentrate hard and work faster. All teachers introduce the lesson with mental sessions but insufficient use is made of teacher demonstration materials or resources. Similarly, learning within main activity group work is inhibited by limited use of structural apparatus and resource material. In both key stages, teachers use the end of the lesson session to review learning, rectify

pupils' mistakes and consolidate learning objectives and mathematical vocabulary. Learning support assistants are deployed effectively in all classes; they question and assist pupils well and contribute significantly to the progress made by pupils who are less able and for those for whom English is an additional language especially. Variations in the marking of pupils' work are evident between classes. The very best examples include evaluative commentary and help pupils understand mistakes or clarify difficulties. In some instances, there is little more than marking for accuracy and times when pupils' errors remain uncorrected. Effective cross-curricular links are used to develop mathematical skills in context, for example in geography when studying the climate of mountainous regions, producing line graphs and working with negative numbers. Homework is used to reinforce learning in mathematics. Good use is made of ICT in lessons, particularly for representing data in a variety of forms, using spreadsheets and for consolidating number skills.

- 97 The subject co-ordinator has been in post for three years; her leadership is good. There is a comprehensive mathematics policy document. She monitors planning, pupils' work and assessment effectively. This monitoring role and the observation of teaching have given her a clear picture of the strengths and weaknesses in the subject. A wide range of suitable assessment procedures has been introduced recently and includes, end of unit tests, noting achievement and tracking individual pupils' progress in the medium and longer term. The introduction and analysis of end of year optional tests, as well as statutory assessments have provided clear differentiated targets for year groups of pupils. The introduction of the numeracy hour and the associated developments are having a beneficial effect on teaching and learning but, as yet, have not been established sufficiently long to be reflected in the results in statutory end of key stage assessments.

SCIENCE

- 98 In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was below the national average and well below that of similar schools. A little over 75 per cent of pupils achieved the expected Level 4 or above, a figure well below the national average, and 20 per cent the higher Level 5, which was below average. Attainment in the National Curriculum tests has varied from year to year since 1995, reflecting variations in ability in each year group. In 1999, for instance, results were above average. Inspection evidence for the current Year 6 pupils indicates that attainment is about average. Over the last five years, the attainment of boys has consistently exceeded that of girls. No significant difference is evident this year, and no reasons for the differences were seen in provision or teaching. Teacher assessments, at the end of Key Stage 1 in 2000, indicated that about 75 per cent of pupils achieved the expected Level 2 or above, below the national average, and 26 per cent attained the higher Level 3, above the average.
- 99 The previous inspection found that attainment was about average in Key Stage 1 and above average in Key Stage 2. The National Curriculum test data for 1996 indicated above average standards, while in 1997 they were about average. The school has made satisfactory progress in science, maintaining broadly average results. The attainment of pupils currently in Year 6 is likely to be better than that of last year's pupils. Inspection evidence shows that attainment of current Year 2 pupils is about average.
- 100 During Key Stage 1, pupils acquire satisfactory knowledge and skills. Pupils in Year 2 know that forces can be push or pull, and that they can cause some materials to change shape. With the support of the teacher, they investigate the effect of the angle

of slope on the distance travelled by a car, and produce suitable bar charts of their results, satisfactorily. They identify a range of foods as 'healthy ones'. Pupils in Year 1 identify the root, flower and leaf of a plant correctly and show a good understanding of different materials and their uses.

- 101 During Key Stage 2, teachers generally build effectively on the secure base achieved by Year 2; in Year 3 there is a rapid improvement, which is linked to particularly good teaching, correct use of scientific vocabulary, effective use of questions and clear explanations. Pupils' scientific knowledge develops satisfactorily and, by the end of Year 6, attainment is about average or a little above. However, in Year 6, insufficient attention is given to challenging higher attaining pupils enough. The school gives good attention to developing pupils' skills systematically. Pupils have a good understanding of how to tackle a scientific investigation, especially in ensuring the test is fair. Year 6 pupils use force meters well to measure weight in 'Newtons' and show a good understanding of upthrust. They complete simple circuits correctly, and demonstrate well-developed skills when investigating whether the thickness of the wire affects how bright a bulb is in the circuit. Results from investigations are recorded accurately. However, teachers sometimes control investigations and the resources available too tightly, limiting opportunities for independent learning. Displays in Year 6 show errors in pupils' understanding of a basic circuit, and that they are not introduced to using symbols to draw the circuits sufficiently quickly. In Year 3, pupils know that some materials are magnetic, and others not. They investigate 'Which magnet is the strongest?' sensibly and hypothesise about the results they have obtained. The good use of scientific vocabulary, particularly related to magnetism, resulted in pupils learning well. In Year 4, pupils generalise well that metals are conductors of electricity, and that non-metals are insulators. However, the amount of work completed in science indicates that learning has slowed compared with that in Year 3. By Year 5, pupils have a good understanding of solids, liquids and gases and use their knowledge to describe changes, such as evaporation, well. Pupils with special educational needs make satisfactory progress. It is better when teachers give thought to how they can record their observations, often by using simple sentences and drawings. The few pupils for whom English is an additional language are well integrated into classes and make similar progress to other pupils.
- 102 Throughout the school, pupils enjoy science. They enjoy practical activities and the opportunities provided for them to discuss their findings and report back to the whole class. This is making a positive contribution to the development of speaking and listening skills. Their attitudes to science are very good; illustrated by the interest evident during practical work and by the quality of questions many pupils ask. Even where teaching is unsatisfactory or the pace of the lesson too slow, attitudes remain positive. Behaviour is also very good in both whole class and group activities. Pupils are keen to answer questions, make suggestions, carry out investigations and explain their predictions and observations. Teachers do not give sufficient opportunities for pupils to show initiative or to take responsibility, for instance by giving out all the materials required for an investigation, rather than allowing them to do this themselves or make choices.
- 103 The quality of teaching is good overall. It is never less than satisfactory in Key Stage 1; it is more variable in Key Stage 2, ranging from very good to unsatisfactory. Teaching helps to promote learning by pupils because of the interest generated and effective use of questions and vocabulary. The best teaching allows pupils to develop their own ideas, within the context of the key scientific objectives planned. This was well demonstrated in a very good Year 3 lesson where pupils were recording their results of an investigation of the power of a range of magnets. The teacher had

provided an appropriate range of equipment, organised the groups effectively and guided pupils to investigate logically. In the lesson, she allowed pupils to discuss their findings, record their results, explain why they thought the results were as they were, and consider why it may not have been a fair test. The best lessons, in both key stages, demonstrate good subject knowledge, the effective use of questions and correct use of scientific vocabulary. In Year 2, the teacher planned an interesting range of activities related to forces but, in the main practical activity, asked pupils to consider too many variables and covered too many aspects of scientific enquiry for the short time used. Teachers in Key Stage 1 use art well to reinforce learning in science. In Year 1, this was evident in a display about the properties of materials linked to the story of 'The Three Pigs' and, in Year 2, in one about healthy foods. In an unsatisfactory lesson, dealing with electrical circuits and light bulbs, insecure subject knowledge, lack of clear explanations, slow pace and insufficient resources all limited pupils' learning. The work of pupils with special educational needs is usually completed when teachers give careful thought to the way they should record their results. Teachers throughout the school often make good use of pupils' literacy, numeracy and ICT skills to promote learning in science. However, in an otherwise good Year 5 lesson, more thought could have been given to how to ensure pupils could obtain a range of data when investigating germination and growth. Pupils are managed well and suitable resources usually made available, although magnifying glasses would have helped pupils to produce better detail of soils drawn in their books. Marking does not always help pupils to understand how they can improve. At times, errors in pupils' work, such as incorrect electrical circuits, are not noted and errors in spelling scientific terms are uncorrected.

- 104 The pupils follow a broad curriculum, which helps to ensure a good balance between the development of pupils' knowledge and skills. The school bases its work appropriately on the QCA scheme of work. Good links are made with other areas of the curriculum, including art, literacy, numeracy, geography and ICT. However, insufficient thought has been given to the order of the study units and how these might link with design and technology. Thus, pupils in two classes were studying electrical circuits and, in the same classes, using circuits in design and technology. Insufficient resources are available for this and, in Year 4, pupils were expected to use switches in design and technology before having studied them in science. Assessment is good and better for knowledge than skills. Knowledge is assessed and recorded systematically during each topic. Planning is often informed by a simple, initial assessment to identify what pupils know and what they would like to find out. Science makes a good contribution to pupils' personal development. In particular, in the best lessons, they experience the excitement of finding out for themselves and they have to develop the social skills of working co-operatively and supporting each other. They also hear about some of the famous scientists from the past, such as Isaac Newton. The co-ordinator, who arrived in the school about 2 months ago, leads the subject well. She has already observed some teaching and has a clear picture of the subject's strengths and weaknesses. One area she wishes to improve is to provide more opportunities for pupils to investigate more open scientific questions. She thinks this will help to ensure girls attain as highly as boys by Year 6.

ART AND DESIGN

- 105 Owing to the organisation of the timetable, no art and design lessons were being taught during the period of the inspection. The subject is taught in blocks, which alternate with design and technology. The scrutiny of pupils' work, sketchbooks and displays around the school gave a clear picture of standards. The previous report indicated that standards were about average, and that pupils made satisfactory

progress in the development of skills. Art teaching was described as good, with well-planned art introducing pupils to the work of famous artists. The quality of art provision has been maintained, and standards of attainment in Key Stage 1 have risen.

- 106 All pupils, including those with SEN and EAL, make at least satisfactory progress and achieve appropriately. At Key Stage 1, progress is now better and pupils achieve well. Standards are particularly high in pupils' skills in the range of media used in two-dimensional work, including collage. The emphasis given to careful observation and the good use of paint mean that, from an early age, pupils demonstrate a good range of skills, for instance when drawing 'teddy' after a toy museum visit. Teachers help to make art and design work relevant to other areas of the curriculum. This was very evident in the displays in Year 1 related to science work on materials and the story of 'The Three Pigs' and in Year 2 in relation to healthy foods. Pupils use a wide range of materials, such as paint, chalk, pastel and wax resist, to good effect. Although none was observed, the quality of teaching is clearly good in Key Stage 1. The good subject knowledge of teachers helps to ensure the effective development of pupils' skills. This is also evident in the sketchbooks used by pupils in Years 1 and 2, which show good progress in the use of pencil, especially in observational drawing. Pupils also clearly enjoy their art and take considerable care in their work. The displays around the school, and in the portfolio being developed, show much good quality art.
- 107 In Key Stage 2, there is much more variation in the quality of pupils' art and design work, although there are examples of very good quality art in folders and the portfolio. This was illustrated by some of the work in Year 4, which showed good thought about the use of 'viewfinders' in planning a picture and good attention to proportion in portrait work. The use of sketchbooks is much less systematic in Key Stage 2, although good use was made in Year 6 when examining how the appearance of movement can be created in sketches of humans. The steady improvement evident in Key Stage 2 indicates generally satisfactory teaching. However, teachers' comments do not help pupils to consider sufficiently how they could improve their work. Pupils' work generally indicates good attitudes and interest.
- 108 The art and design curriculum is sufficiently broad, with attention being given to a suitable range of two- and three-dimensional media, although, apart from collage, the only three-dimensional work evident was the use of clay and dough in Year 5. The curriculum includes good batik and printing, using lino and polystyrene. The time allocated to art and design is low, and the blocking of time has the potential to limit resources available. Since many classes will have art and design lessons at the same time. Good use of art and design is made to enhance learning in other subjects. It also makes a very positive contribution to the personal development of pupils. They consider and reflect on the work of a wide range of famous artists, such as Mondrian, Van Gogh and Picasso. They consider why a picture is special to them and use art well to illustrate their reflections on help, friendship and 'red nose day'. Pupils are introduced to art from other cultures, such as African masks and Japanese origami. The co-ordinator, who is an art specialist, has led the improvement in Key Stage 1, and is aware that some aspects of art and design, such as the use of sketchbooks, are not so well developed in Key Stage 2.

DESIGN AND TECHNOLOGY

- 109 Lessons in the subject were observed in all classes during the inspection. Throughout the school, pupils complete their practical and written tasks to standards that are in line with those expected for their age and abilities. For pupils with SEN and EAL, progress is satisfactory. Since the last inspection, a co-ordinator has been appointed,

the QCA guidelines implemented and discrete subject teaching incorporated into the curriculum. The time allocated to the subject now meets national recommendations. The previous inspection found attainment at Key Stage 1 broadly in line with national expectations, but below by the end of Key Stage 2. Standards of attainment are now broadly in line with national expectations at the end of both key stages. At present, pupils have experience in all aspects of the designing and making process. They work with a wide range of suitable materials, including paper and paste, dowel rod, card, fabric, food and commercially produced construction materials. Therefore the school has made satisfactory progress in the development of the subject in the interim period.

- 110 In Year 1, pupils have successfully made moving pictures using 'sliders' in card designs. As part of a food project, the class was observed investigating different ways of preparing food; cutting, chopping, grating and slicing. The class teacher employed question and answer techniques effectively to review the previous lesson on healthy and unhealthy food and set the work in the context of the following lessons. Practical tasks were supervised well to ensure a good pace of work. The opportunity for the teacher to bring the whole class together to appreciate the marvels of the growth of a peach stone was managed effectively. A similar practical emphasis was observed in the Year 2 class where pupils investigated mechanisms and constructed their own models. Tasks were planned thoroughly and the teacher communicated expectations clearly, reinforcing key vocabulary appropriately. Groups of pupils worked effectively with construction materials, produced clearly annotated designs, made a permanent record on the computer using an art program or constructed models under adult supervision. By the end of Key Stage 1, pupils work with a range of different and suitable materials and learn successfully to join materials together to produce finished products.
- 111 Within Key Stage 2, pupils were observed successfully completing QCA recommended tasks that covered the range of subject process skills. In Year 3, analysis of 'breads and spreads' was undertaken well in preparation for sandwich making. Year 4 pupils had examined torches and produced detailed annotated drawings of components in a previous lesson and were consolidating work on circuits by incorporating a circuit within a lighthouse or clown's face. In previous lessons, pupils in Year 5 had analysed various types of biscuits, planned and made their own to an original recipe. They were observed working well in groups, sequencing correctly their recipe instructions, evaluating their results and icing their final products to a satisfactory standard. Pupils in Year 6 were enthusiastically completing a carousel of activities; planning designs and assembling components to make vehicles, incorporating electrical circuits, and using geared components and pulleys to control speed and direction.
- 112 Teaching in Key Stage 1 is uniformly good. In Key Stage 2 teaching is satisfactory overall but there is more variation. No lesson was judged to be unsatisfactory. Throughout the school, appropriate emphasis is given in lessons to health and safety issues. Learning support assistants and parent helpers supervise practical tasks effectively and ensure progress. The use of key stage 'design briefs', on which pupils record the process stages associated with their designs, has helped to ensure that due consideration is given to planning, recording with annotated drawings, sequencing ideas and evaluating products. In all lessons, teachers review previous experiences succinctly to place current learning in context, share learning objectives and challenge pupils to complete tasks within time targets. The very best teaching incorporates interactive questioning effectively, builds upon cross-curricular links,

reviews progress and reinforces teaching points at stages throughout the lesson, as well as at the end.

- 113 Pupils enjoy the practical and investigative nature of the subject. Their attitudes and behaviour are good in Key Stage 1 and very good in Key Stage 2. When working independently and at group tasks, pupils co-operate well and show respect and consideration for others. They remain on task, sustaining their interest and effort to complete work within time limits.
- 114 Management by the co-ordinator is good. Medium-term plans, teaching and evaluations are monitored well, as is pupils' work. A useful portfolio of work, including photographs, illustrative of the progress made in the subject as pupils move through the school has been compiled. These are useful first steps towards sharing best practice, monitoring standards and ensuring consistency in the 'levelling' of pupils' work. The incorporation of ICT within design and technology lessons is promoted successfully. New resource materials have been purchased to improve teaching and learning. It is now appropriate to give consideration to the timing of design and technology elements in relation to the whole curriculum. The current arrangements, where similar concepts and skills are being studied in different subjects simultaneously, place heavy demands on limited resources at specific times of the year. This is illustrated when electrical circuits are studied in design and technology and science by Year 4 and Year 6 classes in the second half of the spring term. The quality of what can be attempted by pupils is, therefore, limited by the resources available. Design and technology units of work are blocked within terms or half years; because of the time gap, this affects continuity in the development of pupils' skills.

GEOGRAPHY

- 115 The previous inspection report indicated that attainment at the end of Years 2 and 6 was about average, with strengths in pupils' knowledge of physical geography. The subject was well co-ordinated. The school has made good progress in many aspects of geography, although the time allocated to the subject is low. Good attention is given to environmental aspects of geography and the monitoring of planning, teaching and pupils' work is now firmly established. However, these improvements have not yet had time to help pupils' achieve higher standards in all aspects of geography. There is very good use of visits and the outside environment. Owing to the organisation of the school curriculum, no geography was being taught in Key Stage 1 during the period of the inspection and topics had only recently started in Key Stage 2.
- 116 By the time pupils leave the school, at the end of Year 6, attainment, as in the previous inspection, is about average. Suitably planned activities help them learn how the climate in mountainous regions differs from that around Brighton. They also explain that the climate of a mountain area depends on its height and how far it is from the equator. In Year 5, pupils know some of the similarities and differences between the resorts of Brighton and Llandudno. The satisfactory use of suitable resources enables pupils to use co-ordinates correctly to identify and locate features on a road map of the area around the school. In Year 3, they are encouraged to consider the features of different holiday locations to plan holidays for a variety of families. During Key Stage 1, pupils produce clear maps of the area around the school and teachers help them look at aspects of their own environment and being safe. This was well illustrated by the work about road safety and traffic calming features around the school. From past work, it is evident that pupils are reaching average standards in relation to map skills and thinking about safety around the school.

- 117 Pupils' attitudes and behaviour are good, which aid their learning. Pupils are interested and enjoy discussing the climate of mountains or how holiday destinations vary. They apply their knowledge well, suggesting, for instance, how safety in the area of the school could be improved.
- 118 Teaching of geography is satisfactory, although could be improved if lessons were conducted at a greater pace. Teachers use resources effectively to interest pupils and good use of questions helps pupils explain their ideas. Literacy and numeracy skills are often used well, especially speaking and listening and examining data about climate. However, this could be improved with more careful thought about how to compare the information with that from the local area. Tasks set for older pupils are not always sufficiently demanding. This was illustrated by the production of island maps linked with a story pupils had heard. These maps were simple and the opportunity was not used to develop confidence in using four or six figure map references. In this area, pupils' attainment does not seem as high as during the previous inspection, as the only map with co-ordinates used a simple letter and number system. At times, teachers talk for too long and this limits the amount of work pupils can complete.
- 119 The geography curriculum is satisfactory and enhanced significantly by visits and the use of the local area. The amount of time devoted to geography is low, and the current arrangement of study units means that there can be long gaps between geography topics. Effective use is being made of ICT and the Internet in the study of Llandudno and the surrounding area of North Wales. A strength of the curriculum is the coverage of environmental issues, such as pollution, the impact of fox hunting and conservation. This work makes a very good contribution to pupils' personal development. The subject is well led. The school has recently introduced an appropriate procedure for assessing pupils' geography knowledge and skills according to the key objectives identified in the materials being used. The results of these assessments will be used to inform curricular modifications next year. The co-ordinator monitors planning, teaching and pupils' work effectively.

HISTORY

- 120 During the week of the inspection, no history was taught in Key Stage 2 and evidence was taken from scrutiny of pupils' work, teachers' planning, photographs and display and discussions with teachers and pupils. Teaching was observed in Key Stage 1. By the end of Key Stage 1, there has been a decline in standards since the last inspection with evidence indicating that attainment is unsatisfactory, falling below national expectations. Although planning within the scheme of work allocates appropriate time to the subject, insufficient actual time is given to teaching in Year 2. Pupils' attainment at the end of Key Stage 2 is satisfactory indicating that standards for older pupils have been maintained since the previous inspection.
- 121 In Key Stage 1, the quality of teaching and learning is satisfactory. Younger pupils enjoyed comparing digital photographs and pictures of homes in the past, as a basis for the development of chronological understanding. They identified differences in building materials and design, and justify their sequencing of homes over time. Year 2 pupils have an insecure knowledge of the autumn term topics 'significant people from the past' and 'Remembrance Day' as a result of insufficient lesson time being devoted to the subject. In a lesson observed on the Great Fire of London, learning in the main part of the lesson was restricted because of insufficient resources for the

development of historical understanding of events, interpretation and enquiry; for example, limited pictorial and written documents or secondary sources of information such as CD-ROMs and books. The follow-up activity was primarily an English sequencing and copying task and did not, therefore, develop pupils' historical skills. Classroom management issues were given priority during the lesson, as pupils were at times unsettled with noise levels and off-task behaviour requiring monitoring. Overall, pupils' attitudes and behaviour in lessons are satisfactory.

- 122 Evidence within Key Stage 2 indicates variability between year groups in the quality of development of historical knowledge, skills and understanding and teachers' expectations for pupil presentation. The work of pupils in Year 3 was well-organised and communicated knowledge and understanding of the past clearly. Good use had been made of artefacts, timelines and secondary sources, such as videos, although insufficient use is made of CD-ROMs and simulations. The Year 4 Tudor topic did not take sufficient account of pupils' different abilities and lacked opportunities for pupils to develop independent research skills. The majority of pupils' work was overly teacher directed and lacked challenge. Marking was insufficiently rigorous failing to provide feedback for improvement. By contrast, a Year 5 Victorian school day, where teachers and pupils acted in role and followed a Victorian curriculum, provided first-hand insights and empathy into school life in the past and stimulated pupils to undertake independent research into the period. An in-depth historical study of the Greeks by Year 6 enabled pupils to consolidate historical knowledge and skills, including use of ICT, and demonstrate a good understanding of the period, including the cultural and spiritual aspects. Throughout the school, the provision for pupils with SEN is good and, for pupils with EAL it is at least satisfactory.
- 123 The existing history policy needs to be up-dated to reflect the introduction of QCA guidelines for the subject. The co-ordinator's management of the subject is good, with effective monitoring of the curriculum through teachers' plans and samples of pupils' work. There is provision for the observation of teaching. Annual assessments are planned using key objectives from QCA documentation. Resource provision for history is satisfactory, though review is necessary because of the introduction of new QCA history topics. There are instances where better use of secondary materials and ICT support for particular age groups and topics could improve pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 124 Attainment is broadly in line with national expectations at the end of both key stages. This represents satisfactory progress since the last inspection, when it was judged that the curriculum did not meet statutory recommendations. At Key Stage 1, attainment was judged to be below national expectations. At Key Stage 2, standards have been maintained during a period when the statutory requirements for the subject have increased. Progress made by pupils with SEN and EAL is also satisfactory, primarily because, when undertaking activities, additional adults or peers often support them effectively. The curriculum has been suitably revised to meet national expectations and follows QCA guidelines. The scheme of work identifies topics for each half term and is the basis for the systematic development of concepts, knowledge and skills; this is a satisfactory arrangement. Teaching staff have invested heavily in training to up-date their competence and keep pace with technological change. A phased programme of New Opportunities Fund (NOF) training for teachers, based upon prior skills, has commenced. The co-ordinator provides basic skills training and workshops for learning support assistants. Each classroom is equipped with at least one computer and pupils work within groups to complete tasks and refine skills during the course of the week.

- 125 Key Stage 1 pupils know the different parts of the computer and are confident to save and retrieve information. They use painting programs, assemble text and use databases to produce bar charts confidently. Standards in computer control have risen since the last inspection. Year 2 pupils successfully program a 'floor turtle' to negotiate a pathway using forwards, backwards, left and right commands. Throughout the school, pupils' experiences are carefully planned to maximize opportunities for cross-curricular work. During the inspection, Year 2 pupils were making vehicle designs using an art program as part of a design and technology lesson. In a Year 1 class lesson on the theme of labelling and classifying derived suitable objectives from QCA guidelines and provided good opportunities to extend the mathematical vocabulary of sets. After an effective whole-class introduction, where the principles of classification were introduced, pupils worked in ability groups to classify materials provided by the teacher. A LSA supervised two groups of pupils at the computer, as they undertook related tasks with commercial programs. These pupils demonstrated confidence in using the mouse to select appropriate set items as instructed by the computer and to work co-operatively to take turns.
- 126 Progress continues through the school and, by the end of Key Stage 2, the majority of pupils demonstrate proficiency and confidence in the elements required by the ICT National Curriculum. Good cross-curricular links are identified and skill development is planned in other subjects. Year 3 pupils use different fonts and effects within instructional texts as part of literacy, word-process topic work for display and tabulate information and produce graphs as a record of food preferences in design and technology. Year 4 work with databases and demonstrate the ability to use varying text effects. Pupils in Years 5 and 6 refine word processing skills and combine text, data and illustrations effectively. By Year 6, pupils are competent in producing multimedia presentations and use spreadsheets to enter, sort and classify data and to present findings using a variety of graphical representations. Key Stage 2 pupils are introduced to the Internet and Intranet and are taught to send e-mails. They carry this out successfully. The scheme of work devotes appropriate curricular time to control and modelling.
- 127 In both key stages, teaching is satisfactory. Training, and the development of an in-school teacher 'buddy' system, have been effective in raising standards. However, in Key Stage 2, the practice of introducing programs and skills to the whole class gathered around one desktop computer is less than satisfactory. Not all pupils are able to see the screen sufficiently well as peers demonstrate and follow teachers' instructions. Furthermore, no permanent record is made at the time when the oral instructions are provided.
- 128 Pupils in both key stages display good attitudes to the subject. The majority listen carefully, concentrate over time, work well with their peers and tackle tasks with enthusiasm. They behave sensibly and strive to achieve the desired outcome. There is productive co-operation and behaviour is responsible. When opportunities are provided for pupils to instruct others, they do so sensibly.
- 129 The subject co-ordinator has been in post for three years and leadership and management are good. The co-ordinator monitors planning and teaching systematically. The development of a portfolio of work exemplifying standards in each year group is a useful basis for 'levelling' and raising expectations. Current assessment practice is not uniform throughout the school. The best pupil records are an outline of individual competence and skill acquisition rather than a mere tick list of activities completed. The subject co-ordinator plans to introduce draft assessments

for each year group based upon the QCA guidelines shortly. When used uniformly, these have the potential to improve teaching and learning enabling targeting of individuals and groups of pupils. At present, due to the cross-curricular approach, evidence of computer skills is held partly on disk, within other subject books and in a 'best work folder'. The folder is not representative of the range of experiences provided and, for the future, consideration needs to be given to the collation of work so that it is illustrative of the full range of individual pupils' achievement in relation to the national expectations for ICT. A lunchtime Internet club has recently commenced for interested Year 6 pupils and is to be extended to other year groups in the future. A governor uses the Internet to set appropriate challenges for the group and pupils search for information and respond by e-mail. The school has established electronic mail links with a school in Russia and plans to involve all year groups in the development of a school web page. Recent resource acquisitions include a scanner and digital camera. The current accommodation and resource deployment hampers progress in the subject and restricts the development of independent, computer-based skills. Teaching staff optimise the opportunities that a limited number of classroom-based computers provide. The library provision is insufficient and accommodation too cramped to enable effective whole class teaching with 'hands on experience' for all pupils. Building plans, proposed over the longer term by the governing body and headteacher, include the provision of a computer suite that would provide the opportunity to enhance teaching and learning significantly.

MUSIC

- 130 The previous inspection report found pupils' attainment to be above the national expectations by the end of both key stages. Pupils made good progress, particularly in singing. At the end of Key Stage 2, standards have been maintained in composing and appraising skills and listening and applying their knowledge and understanding. In performing skills, the quality of singing is often higher. All classes have regular music lessons each week in addition to hymn practices, where very good teaching ensures high quality singing. However, it was difficult to make a judgement in Key Stage 1 as so little music was observed. It would appear that pupils' attainment is at least meeting national expectations by the end of Year 2, as pupils throughout the school achieve good standards of singing in assembly. There was no opportunity to judge pupils' progress in composing and appraising music.
- 131 From very limited observation in Year 1, pupils, including those with SEN and EAL, make sound progress in responding to changes in pitch. Most pupils listen carefully and follow instructions. They identify high, low and middle notes played on chime bars. They listen carefully and identify high and low notes in the 'Carnival of the Animals'.
- 132 Currently, all pupils in Key Stage 2, including those with SEN and EAL, are working on similar aspects of the curriculum, in order that all they will have the background knowledge and skills to build on in later years. In class lessons, teaching was generally good, but in choir and hymn practice the quality of teaching was higher with very high expectations; this helps pupils make very good progress in singing. The teacher's enthusiasm, very good use of musical vocabulary and attention to developing skills, inspire the pupils to do their very best. In the three lessons observed, work was around the pentatonic scale. Year 3 pupils remembered, from their previous lessons, that c, d, e, g, and a form the pentatonic scale of C. They worked out a steady beat on instruments, while others sang 'Hot Cross Buns'. Good teaching of skills, ensured pupils held and struck the instruments correctly. Year 4 pupils have good opportunities to practise their skills, evaluate and improve their

performance. Effective questioning helps the pupils to observe patterns in the music and to evaluate their likes and dislikes about the combination of notes when played. A particularly good feature of the lesson was in the review session, when the teacher encouraged pupils to evaluate their learning and state what they had learnt in the lesson. In Year 6, good routines have been established, where pupils thoroughly enjoy singing 'warming up' songs at the beginning of the lesson. As in Year 4, subject knowledge is good, and there is good use of technical vocabulary, which pupils are encouraged to use. Using the pentatonic scale as the basis for work, pupils work in pairs and small groups to create and develop musical ideas. All pupils take a very active role in the lesson, co-operate really well and confidently perform their efforts to the class. By the end of the lesson, a group of pupils played untuned percussion instruments to maintain a steady pulse, while others played their composition based on the pentatonic scale. This was very effective, and pleased both the teacher and the pupils. A good range of musical instruments ensures all pupils have plenty of opportunities to experiment to achieve their composition.

- 133 The school recently formulated a new policy and introduced the QCA national guidance as the basis of a scheme of work. At present, limited composing takes place, but the scheme will ensure coverage of all aspects of the music curriculum. Currently there are no formal systems for monitoring pupils' progress over time, although teachers assess well pupils' progress during lessons. The co-ordinators are enthusiastic and have a very good knowledge of the strengths and areas to develop. Linked to the spiritual life of the school and its aims of equality of opportunity, the contribution of music to the pupils' development in spiritual, moral, social and cultural aspects is very good. Pupils have further opportunities to play recorders and sing in a range of lunch-time and after-school clubs. The school gives pupils very good opportunities to perform both within school and in the local community, for example, in musical productions in school, singing carols in church at Christmas time and performing with other school choirs in the Brighton Festival. These opportunities significantly enhance the quality of singing in the school and contribute towards the positive attitudes pupils have towards music and performing.

PHYSICAL EDUCATION

- 134 The previous inspection indicated that pupils' attainment was about average and that pupils made satisfactory progress. Teaching was satisfactory in Key Stage 1 and good in Key Stage 2. Standards have improved, especially in Key Stage 2. Teaching is good overall, with very good and excellent teaching evident in Key Stage 2. The school provides a broad and varied curriculum, including swimming from Year 2, although the time for physical education is rather low in Key Stage 2. During the inspection, it was not possible to observe physical education in Year 4 or 6. Much of the work observed in Key Stage 1 was dance, with swimming in Year 3 and games in Year 5.
- 135 Pupils in Year 2, including those with SEN and EAL, make satisfactory progress and are developing an appropriate range of gymnastic movements. They move well around the hall, and travel along benches and box using a variety of parts of their body, dismounting competently. Girls, in particular, complete good cartwheels, while boys show better skills when climbing ropes. In the dance lessons, in both Years 1 and 2, pupils make better progress because they are kept active and the teachers give attention to developing a range of movements which reflect the music well.
- 136 Pupils in Year 5 benefit from excellent teaching and show very good progress in developing skills, such as chest passes and dribbling, used in basketball. By the end

of the session, all pupils could control the ball well, place their hands correctly to pass or receive the ball, and competently dribble the ball up and down the court. At the end of a session involving very good teaching, pupils in Year 3 showed improved confidence in the water and better swimming skills. Those who could swim more than ten metres improved their style when swimming breaststroke. Except for two girls, all pupils who could not swim gained considerable confidence in the water because of the range of activities employed by teachers. A very positive feature of both lessons in Key Stage 2 was that pupils were rarely inactive, and very good use was made of the time available. As a result, their learning is good.

- 137 Pupils enjoy physical education. They display very good attitudes and behaviour during lessons. Pupils are keen and they listen carefully to the teacher, whether in the hall, outside or in the swimming pool. The quality of teaching is good overall, and that seen in Key Stage 2 was better than this. The generally good standard reported in the last inspection has been maintained, and improved further. In the best lessons, where teachers and instructors have good subject expertise, they take time to teach particular skills, especially in dance, swimming and games. As a result, pupils' learning and performance are enhanced. The size of the hall makes the teaching of gymnastics difficult. When a reasonable range of apparatus is set out, the area is cramped and too many pupils are inactive while waiting for a turn. This limits learning. It was also limited in dance when the tape being played was difficult to hear and, although the teacher created a magical atmosphere and pupils produced good movements, they could not always do them in time with the music. Teachers emphasise the importance of health and safety during lessons, although, on some occasions, this does not extend to ensuring pupils remove, or have taped, ear rings that are being worn, or to include suitable warm-up and warm-down sessions.
- 138 The co-ordinator, who took over this term, leads the subject well. All areas of the National Curriculum, including outdoor and adventurous pursuits, are taught, thus ensuring pupils develop skills across all relevant areas of physical education. The time allocated is too low for Key Stage 2, and not all time in Key Stage 1 is used effectively. Pupils are able to join in a good range of extra-curricular activities, including yoga, netball, football, running, cricket and athletics. Assessment in swimming is very well organised; the assessment of other areas of physical education is being developed. The co-ordinator monitors planning and teaching effectively. The subject makes a good contribution to pupils' personal development, such as in dance, being fair in games, working as part of a team and co-operating in a range of activities. The hall is too small for the numbers of pupils. It was crowded when Year 1 pupils were doing gymnastics. It was not possible to see any Key Stage 2 lessons in the hall during the inspection. Resources are satisfactory, being enhanced by 'top play' and 'top sport' material.