

INSPECTION REPORT

THE TYNINGS PRIMARY SCHOOL

Bristol

LEA area: South Gloucestershire

Unique reference number: 109034

Headteacher: Mr D Sibley

Reporting inspector: Mr N Hardy
29262

Dates of inspection: 27-29 January 2003

Inspection number: 252070

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Eastleigh Close, Staple Hill, Bristol.
Postcode:	BS16 4SG
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Harrill
Date of previous inspection:	8 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
29262	Mr N Hardy	Registered inspector	English Mathematics	What sort of school is it? The schools results and pupils achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
19320	Mrs B Attaway	Lay inspector		Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
21992	Mrs J Newings	Team Inspector	Foundation Stage Art and design	
32576	Mrs J Sutherland	Team inspector	History Music Religious education Physical education	Educational inclusion
30000	Mr J Tresadern	Team inspector	Science Information and communication technology Design and technology Geography Special educational needs.	How good are the curricular and other opportunities offered to pupils? Citizenship

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Tynings School is located in a residential area to the north east of Bristol. It is of a similar size to other infant and junior schools with 218 pupils attending on a full-time basis. There is no nursery at the school. Most pupils attending the school live in private housing with a small number coming from rented properties. The percentage of pupils having free school meals is below average. Almost all pupils attending the school are from a white United Kingdom heritage and there are no Traveller or refugee pupils attending the school. A very small number of pupils speak English as an additional language but all are making good progress and require little additional help. The proportion of pupils known to have special educational needs is similar to that seen in other schools and four pupils have statements of special educational needs. The attainment of pupils first entering the school in the reception class is above that expected for their age.

HOW GOOD THE SCHOOL IS

This is a satisfactory school. Standards have improved in English and science in Year 6 and are now above average. There is room for improvement in the results achieved by pupils at the end of the infant stage and in mathematics throughout the school. The quality of teaching is uneven throughout the school. The high priority given to the personal development of pupils and the good levels of care are strengths of the school. The headteacher has a very clear vision of how the school should develop but this has not yet had sufficient effect on the standards achieved by the pupils in every subject. However, standards in English and science are similar to those of schools with pupils from similar backgrounds and the value for money provided by the school is satisfactory.

What the school does well

- The high quality of teaching provided for pupils in the reception class and in Years 5 and 6.
- The above average attainment of pupils in English and science achieved by pupils by the end of Year 6, and the above average standards in science at Year 2.
- The interest and enthusiasm shown by pupils for school and the good behaviour demonstrated by them.
- Pupils' personal development is good and the care and attention provided for them are very good.
- The provision for spiritual, moral and cultural development of pupils is good and for social development, it is very good.
- The school's links with and the support it gets from parents and governors are very good.

What could be improved

- The standards achieved in mathematics throughout the school.
- The use of pupils' writing skills across a wider range of subjects especially for pupils in the infants and for younger pupils in the juniors.
- The inconsistencies in the quality of teaching between classes across the school.
- The elimination of the practice of regularly withdrawing some pupils from lessons to receive additional help in a different subject.
- The use of existing policies and procedures to enable the headteacher and staff to identify and, where required, to provide an appropriately challenging curriculum for higher attaining pupils in the infants and amongst the younger pupils in the juniors.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June 1998. Since that time, schemes of work have been introduced in all subjects to guide teachers' planning of what pupils should learn and know. Assessment procedures have been introduced to help teachers to measure the progress made by pupils but currently not enough use is made of this information in every class and the more able pupils are not always challenged sufficiently. Standards have improved in English, science and in information and communication technology and are now above average. New staff appointments have increased the range of subject skills available and subject leaders now have a greater role in managing their subjects. Learning resources have been improved especially in the newly established computer suite. Overall, improvement has been satisfactory.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	D	C	A	C
Mathematics	D	C	D	E
Science	E	B	B	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The table shows that over the last three years results in English and science in Year 6 have improved and are now at above average levels and have improved since the previous inspection. Standards in these two subjects are broadly the same as schools with pupils from similar backgrounds. In mathematics, results in 2002 were below average, mainly due to insufficient pupils attaining the more difficult Level 5, and were much lower than similar schools. Results in the last three years in both English and science have risen at rates faster than most other schools. Standards in mathematics have also risen but at similar rates to those elsewhere and this has not helped to improve the school's overall position. The school has recognised that there are significant differences in Years 3 to 6 between the attainment of boys and girls especially in mathematics and science and are acting to rectify this.

Standards at the end of the infants were at average levels in reading, writing and mathematics in the 2002 national tests. This shows a fall in standards achieved in reading and writing since the previous inspection. These results are not high enough given that attainment on entry to the reception class is above average. In both reading and mathematics, similar numbers of pupils achieve the above average Level 3 as are seen in other schools. In writing, the number of pupils achieving Level 3 is almost twice that seen in most other schools, testimony to the positive action taken by the school to improve pupils' writing. The school's attainment targets in English and mathematics for pupils in Year 6 are agreed with the governing body and the local education authority. The targets set for 2002 were exceeded in English, met in science but fell short of the target in mathematics. Pupils with special educational needs make good progress when measured against their prior attainment. Individual improvement targets are contained in the education plans of these pupils and are usually well matched to their needs. However, there are some instances when too little note is taken of what these pupils should do next when teachers complete their planning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy coming to school and are enthusiastic about what they are asked to do.
Behaviour, in and out of classrooms	Good. The majority of behaviour in and around the school and in most classes helps to create a positive environment in which to learn.
Personal development and relationships	Good. Most pupils are polite and courteous and they demonstrate respect and care for each other. Relationships between adults and pupils and between pupils are good overall and very good in Year 6.
Attendance	Satisfactory. Attendance is at similar levels to that seen in other schools. Punctuality is good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 uneven throughout the school but is satisfactory overall. There are particular strengths in teaching in the reception class and in Years 5 and 6 where much teaching is very good and sometimes excellent. The school uses the skills of the reception teacher well to provide a good start to children's education and they make good progress when in this class. What children know and can do is recorded carefully at this stage but this information is not always used appropriately to plan what pupils should learn next when they move into the infants. Although the quality of teaching for the infant age group and for the younger pupils in the juniors is satisfactory, more could be done to provide a more suitable challenge for the average and more able pupils to help to raise standards. Pupils benefit from the very good and sometimes excellent teaching in Years 5 and 6 so that they make rapid progress especially in English, where the teaching is particularly effective, and in mathematics.

In most classes, there is a positive atmosphere where pupils can learn and this is built on the good management of pupils and positive relationships between teachers and pupils. In a small number of lessons, progress is slowed because pupils are not sufficiently focused on what they are to learn. Where the teaching is good or better the pace of learning is brisk, lessons are well planned and pupils are encouraged to produce thoughtful and mature pieces of work. The school meets the learning needs of its pupils satisfactorily with pupils who have special educational needs being well supported and being able to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum provided is broad and balanced for most pupils and the good range of extra-curricular activities, visits, and visitors adds to pupils' experiences.
Provision for pupils with special educational needs	Good. The provision and quality of the support enables pupils to make good progress throughout the school.
Provision for pupils with English as an additional language.	The one pupil who has English as an additional language has acquired good language skills and joins in fully with lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, spiritual, moral and cultural development is good and very good for their social development. Relationships are good and pupils learn to respect the views and attitudes of those they live and work with in school.
How well the school cares for its pupils	The care on offer for pupils is good. The regularity of the monitoring of pupils' progress is in need of review to help in raising standards in infant and in younger junior classes and in mathematics.

The school works very well with parents and consults them regularly over matters of importance. Weekly newsletters are provided which are informative and useful. The quality of school reports is good and includes information on what pupils will learn during the next term. Parents and children also have the opportunity to respond to the pupils' reports. A good range of extra-curricular activities is on offer for pupils including clubs with a sporting, musical and academic focus. As in many schools, a limited number of these activities are open to pupils in the infants. The provision of resources has improved in information and communication technology since the previous inspection and standards in this area are now above average. Opportunities for pupils to record their work and write at greater length in subjects such as science, history, and geography are limited in classes containing younger pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a clear view and understanding of the direction the school needs to take to improve further. There are some inconsistencies in the way in the way some teachers apply the agreed policies and the rigour with which the quality of teaching is checked.
How well the governors fulfil their responsibilities	The governors are very supportive of the school, realistic about its strengths and weaknesses and make a positive contribution to the life of the school.
The school's evaluation of its performance.	Satisfactory. Test results are collected and analysed carefully and some checking on the quality of teaching takes place. The information gained is not rigorously or consistently used by all teachers to ensure that the most able pupils in Years 1, 2, 3 and 4 always receive an appropriate challenge and make as much progress as possible.
The strategic use of resources	Good. The school improvement plan is a useful document and ensures that funding is targeted at areas of most need. The principles of best value are well-understood and applied to major school developments.

The number and qualifications of the teachers are sufficient for the size of the school. The school is beginning to make good use of teachers' skills to raise standards in English and mathematics in Years 5 and 6. The quality of the teaching assistants is good, they support pupils well and make a positive contribution to pupils' learning. The accommodation is good and plans are well advanced to improve the school grounds to add further to the learning environment. The level of learning resources is satisfactory and enables all the subjects of the National Curriculum to be taught.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children enjoy attending the school and are making good progress, • That the teaching is good and that children are expected to work hard. • The school is well led and managed and they feel comfortable in approaching the school if there is a problem. • The behaviour in school is good and children are becoming mature and thoughtful. 	<ul style="list-style-type: none"> • Some parents feel that there is an inappropriate amount of homework provided for pupils. • Parents would like more information about how their children are progressing at school. • About one in four parents would like to see a wider range of extra-curricular activities made available for pupils.

The inspection team agrees with parents that children enjoy coming to school but find that the progress being made by some average and above average pupils could be greater, particularly in the infant and younger junior classes. The teaching varies in quality from a small number of unsatisfactory lessons through to some that are excellent. Overall, there is too much variation in the quality of teaching. Aspects of the leadership and management of the school are good but some improvement is required in ensuring that standards are raised, especially in mathematics. Children's behaviour is good. Homework is usually provided regularly and is in line with government recommendations. There are regular meetings involving parents and there are other opportunities to visit the school. The number and range of extra-curricular activities are better than seen in the majority of comparable schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The current standards attained by eleven-year-olds are good in English, both in reading and writing, good in science, and satisfactory in mathematics. Standards in writing were recognised by the school as being in need of improvement and the resulting focus on developing pupils' fiction and non-fiction writing has contributed positively to the rise in overall English results. Since the last inspection, standards have improved in both English and in science. Despite the considerable efforts made by the school, standards in mathematics have remained at similar levels to those seen previously but current good quality teaching and challenge for pupils are having a positive effect.
2. In 2002, the pupils in Year 6 achieved standards well above average in English, above average in science but below average in mathematics. Over the last three years, results in both English and mathematics have risen sharply and this trend continued into 2002. Although results in mathematics improved, these were only at similar rates to those seen in other schools and did not improve the school's overall standing. In English, a well above average number of pupils achieved the more difficult Level 5 while few pupils failed to achieve the average Level 4, leading to well above average overall results. A similar picture emerges in science but in mathematics, not enough pupils achieved Level 5 and too many lower attaining pupils failed to achieve Level 4. When compared with pupils from similar schools, standards achieved in both English and science are comparable but results in mathematics are well below the levels achieved by pupils coming from similar backgrounds. When the results from tests conducted in 2002 are compared with what pupils achieved at the end of the infant stage of education, progress is very good in English, satisfactory in science but unsatisfactory in mathematics. The attainment of girls and boys in Year 6 show some significant differences, especially in mathematics and science where the attainment of girls often lags well behind that of boys. The school has recognised this and has begun to address this through a more varied use of teaching methods and questioning to improve girls' confidence.
3. In 2002, the seven-year-olds achieved average standards when measured against all schools but when compared with pupils coming from similar backgrounds, results in both reading and writing were well below average and were below average in mathematics. This is unsatisfactory given pupils attainment on entry to the reception class. Similar numbers of pupils achieved the above average Level 3 compared to those in other schools in reading whereas a well above average number reached Level 3 in writing. This well illustrates the success of the strategies for improving pupils' writing, especially for the more able. However, an above average number of pupils failed to attain the average Level 2 in writing, lowering the overall result. At this stage of education, girls have consistently out-performed boys in reading, writing and mathematics over the last three years. Over that time, standards in the infants have fallen steadily from well above average in 1999 to average levels in 2002. Indications from the current inspection are that attainment will remain at similar levels to those seen in 2002. Current standards in Year 2 are not high enough when children's attainment on entry to the reception class is taken into account and, overall, pupils are not achieving well enough.
4. Pupils with special educational needs make good progress when judged against their previous performance. Personal targets for improvement are contained in the pupils' individual educational plans written for them by their teachers. These are well matched to the needs of the pupils and are regularly reviewed to check on progress. Pupils who speak English as an additional language are making good progress in their language development, their needs are well met by the teachers and the support assistants, and they are fully integrated into all lessons.
5. When children first enter the school, although there are individual differences, the overall standard is above average. By the time they reach the end of the reception class most children have made good progress in all the areas of learning for children of their age. The quality of teaching is very good and this contributes positively to the progress children make, resulting in above average attainment when they transfer to Year 1.
6. The school's statutory targets for eleven-year-olds in English and mathematics are set in consultation with governors and the local education authority. The school also sets targets for science. The targets are

appropriate and based on extending pupils' prior attainment by more than the expected amount. Results of tests taken throughout the time pupils spend in the juniors contribute to this judgement. Results for 2002 were exceeded in English, attained in science but the school failed to achieve its targets for mathematics.

7. Evidence from lesson observations and from an examination of pupils' previous work show that standards improve as pupils get older but particularly when they reach Years 5 and 6. Examples of this include pupils' attainment in English, history and in music where standards improve more rapidly in all three subjects to above average levels in junior classes than when pupils are in the infants. Standards in science, information and communication technology, and in art and design, are all above those expected for pupils aged seven and eleven. Although it was not possible to make a judgement on the quality of pupils' performance in physical education in the infants, standards are above average by the time pupils reach Year 6. Attainment in mathematics, religious education, geography and design and technology are at satisfactory levels.
8. The standard of speaking and listening is satisfactory across the school, but varies from class to class. Most pupils listen well and carry out instructions promptly and accurately. In some classes, too little time is given for pupils to explain their thinking and ideas and to develop their discussion and debating skills. Where the teaching is of very good quality these skills are practised and confidence and vocabulary improves. By Year 6, the more articulate speakers express their views confidently and in detail. By the end of the infants, standards of reading are at average levels. Most pupils have learned methods of reading unfamiliar words either by sounding out the words using their phonic skills or by using other clues such as pictures. Many pupils read accurately but few read with good expression. Reading skills continue to improve satisfactorily in Years 3 and 4, and then rapidly in Years 5 and 6 thanks to the very good quality of the teaching. By Year 6, almost all pupils are reading a variety of stories, plays, poetry, and reference books. When reading aloud they do so with expression, fluency, and accuracy. Increasing opportunities are given for pupils to discover information for themselves using books from the library and through their use of information and communication technology skills. Infant pupils are developing satisfactory writing skills but their level of knowledge and understanding does not improve sufficiently rapidly because insufficient opportunities are given to record what they know, think and understand in a wider variety of subjects such as science, history and geography. By Year 6, the current standards of writing are above average with many pupils exceeding the expected Level 4. A variety of writing tasks is set for pupils. These include writing imaginatively using a mature vocabulary to set scenes and to establish characters. Other writing skills are also well developed when pupils learn to record their observations in science lessons and to provide instructions and lists of materials in design and technology. By this stage, the quality of presentation is good with most pupils using a clear joined script and spellings are accurate because word-building skills have been learned well.
9. The current standard of mathematics is at average levels, an improvement on the results achieved in the 2002 tests. Results in mathematics have only improved steadily over the last four years in the juniors but have fallen in the infants since 1999 when results were well above average. The school has recognised this problem and has spent considerable time and effort on improving the delivery of mathematics to pupils. By Year 2 most pupils have a satisfactory understanding of the value of numbers to 100 and are able to carry out simple calculations. Many pupils have a satisfactory mathematical vocabulary and understand words and phrases such as "double" and "half", "more than" and "less than" and are becoming confident in carrying out mental calculations. There is little evidence of pupils being able to explain the strategies they have used to complete the calculation. By Year 6, pupils are beginning to be able to explain the methods they use to solve problems demonstrating a satisfactory understanding of mathematical vocabulary. Progress is good for most pupils in Years 5 and 6 because of the good quality teaching they receive; progress is steady in Years 3 and 4. Mathematical skills are applied satisfactorily in other subjects, for example in the development of knowledge of time in history, of an understanding of temperature in science and of measurement in design and technology.

Pupils' attitudes, values and personal development

10. Most pupils have good attitudes towards school, a view endorsed by the parents. Where opportunities are provided, pupils work well in whole class situations, for example, when working in the computer suite and the progress made by pupils especially the less able is good in this situation. This success has a positive effect on pupils' self esteem and encourages them to persevere and improve. Children in the reception class and in the oldest junior classes are challenged well, resulting in them having high expectations of the quality of work they produce. In some other age groups there is less challenge, resulting in pupils' achievements being more in line with expectations than with their ability.

11. Behaviour is good, as parents' believe. When lessons are interesting, teachers' expectations are high, the challenge provided meets the needs of all abilities, and pupils respond with enthusiasm, resulting in very good and sometimes excellent behaviour. For example, children in the reception class paid rapt attention to a video on the production of carrots, maintaining considerable concentration throughout the whole session. This, and the tasks set using the information they acquired from the programme, made a significant contribution to their learning. In a small number of lessons where the challenge for pupils is more limited and the teachers' behaviour management skills are not sufficiently developed, pupils' attention wanders and behaviour deteriorates. Both the teachers and pupils know and understand the school's behaviour and discipline policy and apply it consistently. Bullying is rare and if it occurs is dealt with promptly. No instances of bullying were observed during the inspection and there have been no exclusions during the last year.
12. Relationships are good. Pupils are welcoming, polite, and courteous and enjoy talking about their life at school. They show consideration for others less fortunate than themselves; for example younger pupils learn sign language and were seen signing their lunch arrangements. Pupils willingly act as a circle of friends to support those new to the school listening with patience and kindness to their problems and this helps them settle quickly into the routines of the school. The school effectively develops this across the different age ranges, for example through Year 6 pupils reading to those in Year 3. Many of the older pupils enjoy acting as volunteer playground buddies. The breakfast club has made a substantial contribution to developing good relationships as pupils eat their breakfasts in mixed age and gender groups.
13. Personal development is extended well through the personal, social and health education curriculum. Opportunities are provided for whole class discussions and these play an important role in enabling pupils to understand and appreciate the problems faced by others. As pupils move through the school they are given more responsibility and this helps them mature so that they are well prepared for the transfer to secondary education. Wider opportunities are also given for pupils to voice their opinions through the school council and through the regular questionnaires that ask for pupils' views.
14. Attendance levels are satisfactory and at similar levels to those seen at the time of the last inspection. Pupil absence is regularly checked and parents receive reminders about taking holidays during term time. Levels of unauthorised absence are very low, a clear indication that both the school and parents understand the need for regular attendance and the benefits that this brings to pupils' education.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The teaching is satisfactory overall, with some particular strengths seen in the quality of provision in the reception class and in Years 5 and 6. The overall standard of teaching is similar to that seen at the time of the previous inspection with an above average proportion of teaching that is very good and sometimes excellent.
16. The quality of teaching of pupils in the reception class is very good. The teacher has a very good understanding of what it is that children need to learn and plans and organises interesting tasks to make learning enjoyable. Levels of concentration are good. Children develop their reading, writing and mathematical skills well so that by the time they enter Year 1 most children have achieved all the necessary skills and are working at the early stages of the National Curriculum. Other areas of learning, including both physical and creative development and a knowledge and understanding of the world are well covered so that by the end of the reception class the children have received a well-balanced education. At this stage of education, the teacher's expectations of how pupils will behave and the amount and quality of work produced are high and children react positively to her approach and this enables them to make good progress. The classroom is organised well and children are encouraged to work independently wherever possible. Additional support for children is sensitively provided and this enables all children, including those with special educational needs, to fully join in with the activities. The progress children make is carefully recorded so that the teacher and support staff can identify areas in which children require more support and help is well targeted.
17. The quality of teaching in the infant classes and for younger junior pupils is satisfactory overall but ranges in quality from a small number of lessons that are unsatisfactory through to some that are good. Most lessons are satisfactorily planned and teachers demonstrate an appropriate knowledge and understanding of what

pupils need to learn and to know. Some of the work however, lacks an appropriate challenge especially for the average and more able pupils and this slows the progress these pupils make. Although the reading and writing skills of most pupils develop satisfactorily there is often too little rigour in what pupils are expected to record in writing and this restricts the pace of improvement in this area, not only in English but also in several other subjects. Additionally, insufficient note is taken of what pupils already know and have learned and this sometimes results in work that is needlessly repeated. In the few lessons where teaching is unsatisfactory, the teachers' management of pupils does not ensure that pupils focus on what they must learn and attention wanders slowing the learning of the whole class.

18. The teaching of pupils in Years 5 and 6 is particularly good with a high percentage of lessons being very good and excellent. The teachers are knowledgeable, expectations are high, pupils are provided with work that is closely matched to what they need to learn, and a good challenge is provided, especially for the more able pupils. This results in rapid improvement in the learning of English and mathematics skills. The tasks given are interesting, pupils are well motivated, and this helps pupils make good and sometimes very good progress. The methods used by teachers are many and varied and this helps to retain pupils' interest, for example, in a characterisation of Marie Curie in an excellent history lesson. The marking of pupils' work in these classes is particularly good with help and advice provided to help improve the quality of work and improve standards.
19. The teaching and resultant progress made by pupils with special educational needs is good. The quality of support, which usually takes place in classrooms, is good overall with teaching assistants making an integral contribution to pupils' learning. In most lessons, pupils, including those who speak English as an additional language, are fully integrated into activities or, where thought more appropriate, are withdrawn into small groups to receive specialist teaching to help to overcome specific difficulties. This is usually for additional help in English to help raise standards. However, in a small number of lessons pupils are withdrawn regularly from the same lesson each week and so miss important parts of the curriculum; this is unsatisfactory practice.
20. The use of homework is consistent throughout the school and provides a useful addition to the work pupils receive in lessons. Homework, especially that set for older pupils, is regularly marked and valued by the teachers and this encourages pupils to improve the quality of their work.

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

21. The school offers a suitably broad and balanced curriculum to its pupils and meets all statutory requirements. Policies and schemes of work based upon national guidelines are in place ensuring that all aspects of all subjects are taught. The curriculum has been reviewed to take account of the latest national guidance. The Foundation Stage curriculum is good following the national guidance provided, and this enables pupils to make good progress when in the reception class. Religious education is taught according to the locally agreed syllabus. Teachers generally plan satisfactorily but in some classes, there are inconsistencies in the planning of work to take account of the needs of pupils with different abilities. The time allocation for each subject is carefully calculated and appropriate. The provision and planning to meet the needs of pupils with special educational needs is generally good although there is some minor inconsistency between classes. Support staff are well briefed and understand the work they should be doing with pupils and work hard to achieve this. Where support is available, the progress of these pupils is usually good but often slows rapidly when this help and support is not present. Both the National Literacy and Numeracy Strategies have been implemented satisfactorily and their use is beginning to have an impact especially in English where standards have risen over the last two years especially in Years 5 and 6.
22. The school has a good range of extra-curricular activities that benefit pupils educational as well as social development. These range from additional help in mathematics and computers to musical and sports coaching. Junior age pupils benefit particularly from these activities because, as in common with many other schools, infant age pupils have few chances to join in except in the very popular breakfast club. The school has a clearly stated commitment to equal opportunities and inclusion and has taken a number of steps to give all pupils equal access to the curriculum. These include good provision for pupils with physical disabilities, the introduction of training for teachers to improve the teaching of higher attaining pupils and measures to redress the significant difference in the performance of boys and girls in some subjects. These measures are beginning to make a positive impact on the raising of standards but are not yet consistently

applied across all classes and in all subjects. An example of this is where groups of pupils are withdrawn from lessons for additional support in literacy and numeracy. This affects the same lessons each week and results in the pupils missing time in the subjects from which they are withdrawn.

23. Provision for pupils' personal, social, and health education is good. Sex education is taught through the science curriculum and pupils' questions are answered honestly and sensitively. The school enlists the help of the local health service to help to deliver parts of this programme. Time is given in lessons for pupils to discuss issues that concern them such as bullying and the themes of the assemblies add positively to the development of ideas such as friendship and caring. Pupils regularly take part in sporting competition, music festivals, and art exhibitions and this improves their social interaction with other pupils. No formal system is in place to record pupils' personal development in common with most primary schools. Teachers know their pupils well however and respond quickly when they need help.
24. The contribution of the community to pupils' learning is good. Governors and parents provide good support for the school through help in classrooms and through the raising of additional funds. The governing body, in response to requests from parents, created the popular breakfast club and has helped to carry out improvements to the school grounds. The school regularly welcomes visitors into school and this helps to widen pupils understanding of the world and the different cultures that they will encounter. They receive visits from members of different faiths and their experiences in theatre and the arts are developed well through their involvement in music festivals and art exhibitions. Links with other schools are good. Pupils enjoy sporting links with other primary schools and are actively involved in music festivals and art exhibitions. Links with secondary schools involving visits from teaching staff and visits to receiving schools are well established and are beneficial to the smooth transfer of pupils. Links with the nurseries that send children to the reception class are good.
25. The school makes good provision for pupils' spiritual, moral, social and cultural development and this has been maintained since the last inspection. An important part of this provision is the school passport that sets out how the adults and pupils in the school should respond towards each other. Provision for spiritual development is good and is promoted through the whole curriculum, by the relationships between staff and pupils built on respect, the ethos, and the culture of the school. Acts of collective worship meet requirements and are planned to cover a range of themes with whole school, key stage and class acts of worship. Pupils have time to reflect on the beauty of the things around them and on how privileged they are, compared to others who live in poverty or who are sick. The plight of these people is brought home to pupils and they raise funds for a range of charities. Religious education lessons make a good contribution towards pupils' spiritual development.
26. The moral development of pupils is good. Pupils quickly learn the principles of telling the truth and of right and wrong and this shows itself throughout the school. In most classes teachers have high expectations of how pupils will behave towards each other. School rules are well known by pupils and most abide by them. Manners are good and pupils are polite and courteous. There is a schools council and pupils readily accept this responsibility when voted on to this body. Older pupils also react positively to their duties as monitors and as "buddies" for younger pupils on the playground. The school creates a positive climate that actively encourages pupils to explore their feelings, their responses to situations, and the implication of their actions.
27. The provision for pupils' social development is very good. Where opportunities are offered pupils work well together showing maturity for example when re-drafting a script using their word processing skills. Their experiences are enriched through the enjoyment they experience when making visits to develop skills in history or geography and in music and art. Involvement in sport provides positive experiences and healthy competition. Older pupils enjoy further development of their social skills through a residential visit. Pupils, particularly in the junior classes, have the opportunity to join in a wide range of clubs and activities, which take place before and after school as well as at lunchtime. Relationships in school are good overall but rise to very good for pupils in Years 5 and 6 where pupils are given good opportunities to exercise responsibility and maturity and use their initiative to raise money for good causes. Staff members provide good role models for the way pupils are expected to conduct themselves.
28. The provision for cultural education is good. Provision for pupils to explore their own culture is strong with opportunities to listen to and play music and to take part in festivals with members of other schools. Artwork is well developed and pupils contribute their work to exhibitions in the local area. Through contact with members of different cultures and religions, pupils develop a wider perspective of the world, for

example, when studying African or aboriginal art or the Islamic religion. Pupils also benefit from visits, such as from local theatre groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school has good systems in place to ensure that pupils can work in a safe and secure environment. The school checks promptly when children do not arrive at school or are late and this helps to promote good attendance and punctuality. Regular briefings on child protection issues ensure that the staff has a good knowledge of this contributing to good care for pupils. Regular health and safety audits are completed. Improvements in the facilities ensures that the under fives have an appropriate area for outdoor activities, an issue highlighted in the last report. The school has acquired the Healthy School Standard and this is helping pupils, among other things, to understand the need for a healthy lifestyle and a caring environment.
30. The school has in place good systems to ensure that new pupils receive a positive welcome when they first arrive in the school whether as reception age children or later in their school life. Liaison with local nurseries and playgroups are good. Friendship groups with effective support from support assistants enable older pupils to adapt well to their new surroundings.
31. The school encourages good behaviour with a system of rewards and sanctions that is well understood by all and appropriately understood by parents and involves them when necessary. Teaching assistants and mid-day supervisors are an important part of the behaviour management systems and help it to work well because it is consistently applied. In a small number of lessons, however, teachers do not exercise full control and learning suffers. The pupils say that there are very few instances of bullying but where they do occur they are dealt with very promptly. This is because of the positive ethos within the school that is based on an emphasis on thoughtfulness towards others. Attendance is well monitored and absence promptly checked.
32. Teachers are responsible for ensuring that pupils receive work at an appropriate level to enable pupils with special educational needs to achieve their targets set out in their individual education plans. The special educational needs co-ordinator works on a part-time basis in the school and has insufficient time to work with teachers to develop these individual plans but works hard to check on the progress that these pupils make. The school uses outside agencies such as the education psychologist well to provide support and advice for teachers. The provision for and progress made by most pupils with special educational needs is good because of the additional support and the quality of help they receive from teaching assistants and teachers.
33. Satisfactory systems are in place to monitor pupils' attainment and records of tests are kept so that teachers are able to decide what pupils should learn next, based on what they know and can do. However, not all teachers take sufficient note of this information and sometimes fail to use it well to set work at an appropriate level for all pupils especially those at average and above average ability levels. Potentially good systems are being established to provide individual targets for pupils in the core subjects and in information and control technology through a target book. This approach is well developed in Years 5 and 6 but is inconsistently used elsewhere. There are also procedures for monitoring the progress made by pupils and these, where applied consistently are good and provide useful information. Information provided includes an analysis of the reasons why mathematics results have not improved sufficiently and why the results of boys exceed those of girls in mathematics and science. However, although this information is collected its analysis is not always regularly completed in some classes and this lack of rigour results in some pupils being set work that does not fully extend them. Although formal procedures to monitor pupils' personal development are not in place the teaching and support staff know the pupils very well. This enables them to identify problem areas quickly and to deal with them sensitively and fairly. Very good provision in this area is consistent throughout the school. Support for pupils with statements of special educational needs is good. Problems are identified at an early stage and help is provided. There are, however, concerns about the provision and challenge for pupils with above average ability amongst infant and younger junior pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The parents have very positive views of the school and this has been maintained since the last inspection. Links with parents are very good, based on the quality and quantity of information provided for them, but

also on the opportunities given to parents to contribute their thoughts and ideas on the further development of the school. These are carefully considered by both the headteacher and governors and have resulted in a number of positive improvements, for example, the breakfast club. The school makes strenuous efforts to involve parents in their children's education and encourages them to be supportive of their child's work at home and in the holidays. This they do by informing parents what their children will be learning during the next half term. The weekly newsletters keep parents well informed about school life, curriculum events such as the mathematics problem-solving workshop, information on meetings with local residents and requests for parents to offer their skills in art and craft as part of national art week.

35. Parents have opportunities to put forward suggestions in a variety of ways. Almost half of the governing body are parents. Other parents make good use of the termly family forum, raising issues of importance, for example the establishment of the breakfast club, where parental support was very much in evidence. The parents, staff and friends association are very active and raise large amounts of money for the school which is wisely spent on improving the education of the pupils, for example on additional computers and in improving the outside environment. Their hard work and dedication has been acknowledged through an award from the National Confederation of Parent Teacher Associations. Parents, grandparents, and members of the local community readily help in class, sharing their experiences of, for example, Japan.
36. The school provides very beneficial courses for parents that positively affect the education of the pupils. A good example of this is the "Keeping up with the children" course for parents of Year 1 pupils which has been attended by thirty percent of parents. Run over eight weeks the parents have been able to gain an insight into the techniques used in teaching literacy and numeracy with parents particularly benefiting from a better understanding of phonic work. An increased understanding of the national targets for reading, writing, and mathematics has enabled them to appreciate the level of achievement required. The class teacher reported an improvement in the standard of work achieved by the children of parents attending the course.
37. The school has produced a home-school agreement that is signed by most parents. Attendance at open evenings is good with almost one hundred percent of parents attending. These meetings take place three times per year and help parents to gain a good understanding of the progress made by their children. Alternative arrangements are made for parents who cannot attend the meetings. Curriculum events, such as the Year 3 and 4 evening on problem solving techniques, are less well attended, but following discussions with parents the notes of the meeting are now made available.
38. Pupils' annual reports are of good quality and have improved since the last inspection because they provide specific comments about what a pupil can do and has experienced, for example, "understands the importance of setting up a fair test when planning experimental work". Pupils are able to add their own views about the progress made over the last year and enables pupils to check their own progress and achievements. The inclusion of National Curriculum levels in reports also enables parents to compare their own child's attainment with the national expectations although this has caused some difficulties because some pupils have appeared to make little progress during the year. Reports for reception age children have not adopted the new, improved style of report. Although these reports are informative, areas for improvement are not included in them but provided separately.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The quality of leadership and management of the school is satisfactory overall. The headteacher has a clear vision of the direction he wants the school to take in the future and in this he is supported well by both governors and school staff. There are specific aims and policies designed to improve standards in subjects across the whole curriculum and especially in English, mathematics, and science. Policies have been agreed to help to improve the quality of teachers' planning and teaching and where these may be in need of improvement, comprehensive training has been arranged. Communication between staff, governors, and parents has been improved with the views of the differing groups being considered before decisions are made. The personal development of pupils is of high priority and projects such as the establishment of a school council and a wide range of extra-curricular activities adds positively to pupils' social maturity and development. Improvements have been made in the provision for pupils with special educational needs and these children are now supported well. However, in a small number of instances, pupils do not receive an appropriate and balanced education because they are withdrawn from some lessons, for example those pupils who miss mathematics to receive additional support in English. Good progress has been made on

tackling the issues raised in the previous report, especially in the improvement in information and communication technology where standards have been raised to above average. The school's aims and areas for development are clearly set out in the school improvement plan that receives contributions from both governors and teaching staff. The agreed changes have resulted in improved standards by the end of Year 6 especially in English and science. Much of this improvement can be attributed to the very good quality teaching pupils receive in Years 5 and 6. Standards could however be higher if a number of the agreed policies and strategies were more rigorously and regularly applied, for example those on the checking of the quality of planning and teaching. Not enough time is provided for subject co-ordinators to analyse the progress being made in their subjects and for them to have a greater impact on quality. Improvements in these areas would enable the headteacher and senior teaching staff to make rigorous checks of the quality so that teaching could be improved where necessary.

40. The governors are very active in their support for the school and what it is achieving. They conscientiously carry out their duties, meeting regularly in both committees and as a full governing body. Responsibilities are taken seriously. The finance committee, for example, receives regular updates on the budgetary situation taking difficult decisions where required and safety checks are completed rigorously. Governors regularly visit the school, helping in the classrooms and discussing with teaching staff the improvement in provision in different subject areas. The fabric of the school has also benefited from the input of governors who have carried out ground improvements as part of the development of the school site. The school also benefits from initiatives started by governors and parents, for example the school breakfast club. Governors are well informed and have a very realistic understanding of the strengths and weaknesses of the school and understand the need to raise standards. The information provided for them together with what they find out for themselves enables them to take a critical view of the school and how it is to improve in the future.
41. Systems to check the quality of teaching are in place. While the intention of these is appropriate, they are not having sufficient impact on the quality of teaching and teachers' planning because they are not sufficiently rigorous or regularly undertaken. Teachers who oversee subjects such as English and mathematics do not have enough time to observe colleagues teach and to provide advice to help to raise quality and standards. Despite this, the individual training needs for teachers are effectively identified through regular interviews with senior teaching staff and help is promptly sought. Teachers new to the school are satisfactorily supported which enables them to quickly become productive members of the teaching team. A regular analysis of test results helps the school to identify priorities for further development and has led to improvements in pupils' writing and to a school focus on problem solving. These are proving effective. The school improvement plan identifies other areas where standards can be raised and these are realistic and achievable over time. The school has yet to focus sufficiently on providing a greater challenge for its more able pupils. Only then will standards improve significantly.
42. The financial management of the school is good. Income and expenditure are a little above the national average for schools of this size and type and the levels of expenditure are similar to the picture seen in most other schools. The headteacher and governors ensure that the school operates within its budget and considers carefully expenditure on major items such as teaching and support staff. Best value principles are well understood with, for example, the school's results compared with those achieved by other schools both locally and nationally and in the purchase of goods and services. Other areas, such as the value for money of funds spent on information and communication technology and in additional training for teachers, are beginning to be considered in the same way. The administration of the school's budget is efficient and care is taken to ensure that funds assigned to special educational needs, for example, are spent wisely.
43. The number and qualifications of teaching staff is sufficient to meet the needs of the pupils and the level of support staff is good, especially in infant classes. Teaching assistants are used well in most lessons and they add effectively to the education of the pupils. Some specialist teaching of English and mathematics for pupils in Years 5 and 6 is proving effective in raising standards. The quality of accommodation is good and there is access for all pupils to each part of the building. Outdoor facilities are being improved. The provision of learning resources is at least satisfactory in all subjects and in some areas such as information and communication technology there has been good improvement since the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The school has successfully raised standards in English and science at rates faster than those seen in other schools over the last three years. Attainment in history, design and technology and music has also

improved. Standards in information and communication technology have improved from unsatisfactory to good in the current inspection. However, standards in mathematics have not improved sufficiently because gaps in pupils' knowledge have not been sufficiently identified and some teaching of average and more able pupils has lacked challenge. To improve the school further the headteacher, the governing body and staff should:

- ❑ raise standards in mathematics to at least the average of similar schools by:
 - rigorously monitoring individual pupils' progress;
 - identifying the gaps in the knowledge and understanding of individual pupils through a rigorous scrutiny of pupils' work and then to rectify these omissions;
 - ensuring that an appropriate challenge is set for all pupils especially those of average and above average ability;

- ❑ create opportunities for pupils to use their writing skills across the full range of National Curriculum subjects so that they can explore and record their observations, thoughts and experiences in a variety of ways by:
 - ensuring that teachers' planning includes opportunities for pupils to record what they have learnt;
 - checking a sample of pupils' work to ensure that they are recording appropriately in a variety of subjects;

- ❑ eliminate the inconsistencies in the quality of teaching by:
 - setting short term targets for improvement and regularly checking that these have been met;
 - increasing the rigour and regularity with which the quality of teaching is checked;
 - ensuring that as a long term aim the amount of good or better teaching in the infant and younger junior classes is increased to at least levels seen in the rest of the school;

- ❑ ensure that the withdrawal of pupils from some lessons for additional help and support, especially in improving pupils' language and literacy skills, does not create an imbalance in pupils' learning because they miss important parts of other lessons;

- ❑ use the existing monitoring and assessment systems and procedures more regularly and rigorously to ensure that an appropriate challenge is provided for higher attaining pupils in infant and younger junior classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	12	13	2	0	0
Percentage	10	23	30	33	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	218
Number of full-time pupils known to be eligible for free school meals	10

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	44

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	18
	Girls	12	12	12
	Total	26	24	30
Percentage of pupils at NC level 2 or above	School	87 (89)	80 (89)	100 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	18
	Girls	12	12	12
	Total	26	26	30
Percentage of pupils at NC level 2 or above	School	87 (89)	87 (86)	100 (89)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	16
	Girls	15	11	15
	Total	29	22	31
Percentage of pupils at NC level 4 or above	School	88 (82)	67 (68)	94 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	16	10	14
	Total	29	23	27
Percentage of pupils at NC level 4 or above	School	88 (79)	70 (76)	82 (88)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	210	0	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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
Number of pupils per qualified teacher	27
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	157

Financial information

Financial year	2001/2002
	£
Total income	499,923
Total expenditure	502,231
Expenditure per pupil	2303
Balance brought forward from the previous year	21,902
Balance carried forward to next year	19594

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	43	1	0	0
My child is making good progress in school.	49	49	2	0	0
Behaviour in the school is good.	56	42	2	0	0
My child gets the right amount of work to do at home.	32	50	12	6	0
The teaching is good.	57	35	4	0	4
I am kept well informed about how my child is getting on.	37	43	19	0	1
I would feel comfortable about approaching the school with questions or a problem.	65	35	0	0	0
The school expects my child to work hard and achieve his or her best.	56	39	4	0	1
The school works closely with parents.	45	44	10	0	1
The school is well led and managed.	58	36	3	0	3
The school is helping my child become mature and responsible.	51	46	1	0	2
The school provides an interesting range of activities outside lessons.	30	41	15	9	5

A small number of parents voiced their opinion in the parents meeting that pupils of above average ability did not receive sufficient challenge and did not make enough progress. Parents also had some concerns about how much homework should be provided, some thinking there was too much and others that there was too little.

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

45. The provision for children in the reception class is very good. Overall, the teaching is very good and this gives the children a very good start to school. The strengths of the very good teaching are the teacher's knowledge and understanding of the way young children learn, high expectations of what these young children can achieve, the very good working relationships between the teacher and teaching assistants and the very good management of children. Learning is made fun and children work and play with enthusiasm and concentration. These high standards have been maintained since the last inspection.
46. Baseline assessment shows that children start school with skills above the local authority average in language communication and literacy and mathematical development. By the end of the year, most children exceed the expected standard; this represents good progress. Children with special educational needs are very well supported and these children make good progress.

Personal, social and emotional development

47. Personal, social and emotional development is promoted well in all areas of learning. Adults are very good role models and the children's positive behaviour is continuously recognised and praised. Snack-time is used positively to develop social skills; children make choices and are encouraged to say 'please' and 'thank you', to talk quietly, and to listen to each other. 'Circle time' is held regularly to develop speaking and listening skills and to enhance children's self-esteem. A quiet purposeful atmosphere is set; chairs in a circle; music playing, and candle burning. Children pass a golden egg and know that when they are holding the egg they can speak. Most children are eager to contribute and some make very thoughtful comments, for example, 'If I were a colour, I would be blue like the ocean.' As a result of consistently good and very good teaching the children make good progress in this area and exceed the expected standards by the end of the reception year.

Communication, language and literacy

48. This area is well promoted through a wide range of opportunities – role-play, drama, direct teaching, and sharing books. High quality displays with simple relevant captions give children a purpose for reading. During the inspection children learnt about a variety of vegetables, read and acted the story of 'The Enormous Turnip' and carried out investigations that increased their vocabulary and sentence construction. Adults interact skilfully with the children in the role-play area and this gives good opportunities to develop communication skills. Children are acquiring early reading strategies well. Most children know many sounds and the higher attaining children are beginning to link these together. Many children can form most letters correctly and can write their name unaided. They are beginning to write simple sentences to accompany pictures. These are often made into class books, for example 'Our Egg Book'. This practice values children's work and the books are very popular in the class library. Children take books home to share with their parents and carers and this gives them good opportunities to be involved in their child's learning as well as having a positive impact on the child's progress. The home/school reading diary gives good guidance to parents on how children learn to read and write. As a result of this very good provision many children are working within Level 1 of the National Curriculum before the end of the year in reception.

Mathematical development

49. Attractive displays promote this area well, for example, a carrot number line, problem solving display, and the table showing a huge variety of real vegetables. During a structured teaching session, children all chose a potato from the display and described it using mathematical vocabulary – large, small, heavy, smooth, bigger than, and smaller than. In small groups, working with an adult, they carried out investigations to measure and weigh the potatoes and record the results. At the end of the lesson, each child shared with the rest of the class one fact that they had found out about their potato. Children can count and write numbers to 20. Children's past work shows that this practical style of teaching is used well to develop knowledge and skills and enables children to be active learners. By the end of the year, most children have

exceeded the expected standard as a result of very good teaching which matches tasks carefully to their prior learning.

Knowledge and understanding of the world

50. The children are provided with good opportunities to develop this area of learning. They look at a variety of seeds through a magnifying glass noticing the difference in size, shape and colour. They plant seeds and bulbs and check to see how fast they grow. They know that seeds need water to grow. When looking at the book 'Handa's Surprise' in literacy the teacher introduced them to a large map of the African continent, showing them countries where Swahili is spoken. They know that this language sounds different from their own. They had the opportunity to look at, talk about and play some African musical instruments. This experience made a good contribution to their cultural awareness. Children use the computer confidently to support their learning, especially in literacy and mathematical development. Well-planned stimulating opportunities and good quality teaching ensure that children exceed the expected standard in this area by the end of the year in reception.

Physical development

51. The children have daily opportunities to ride wheeled toys, climb, jump and balance and play with balls and bats in the safe secure area adjoining the classroom. This is an improvement in the provision since the last inspection when lack of this opportunity was identified as a weakness. Children also have a weekly lesson in the hall when they learn to use space safely and to respond to music with appropriate movement. Children discovered the increasing difficulties in catching smaller sized balls, and learned to judge the right distance and force to bounce a ball to a partner. As a result of consistently good teaching children will achieve above the expected standard by the end of the year in reception.

Creative development

52. The children are provided with very rich opportunities for creative development. These include painting with a variety of paints, including bubble and string painting, experimenting with sponge rollers, printing with two dimensional shapes and block and vegetable printing to make repeating patterns. A variety of materials are available for children to use in collage, papers, fabric, and pasta and as a result, they produce some very attractive collages. Role-play is an activity enjoyed by many children and during the inspection, the 'hospital' was full of doctors, nurses, and patients. Children have frequent opportunities to learn new songs and to sing old favourites, often linked to the topic. By the end of the year, the children have had many stimulating challenging experiences ensuring good progress in this area of learning.

ENGLISH

53. Current standards in Year 6 are above average. This represents an improvement on the standards being achieved by pupils at the time of the previous inspection and is largely due to the rapid progress that pupils make in Years 5 and 6. Standards in both reading and writing are above average and while pupils use mature language in their written work, evidence of well-developed speaking skills is more limited. Pupils who speak English as an additional language make good progress in acquiring English and are able to join in fully with all lessons. Current standards in Year 2 are at average levels in reading and writing, and this represents an overall fall in standards since the last inspection and results from too few average and above average pupils receiving sufficiently challenging work.
54. In the 2002 National Curriculum tests taken by pupils in Year 6, nine out of every ten pupils achieved the expected Level 4 with almost four out of ten achieving the above average Level 5. This resulted in the school achieving well above average results, when measured against all schools nationally. When measured against schools taking their pupils from similar social backgrounds results achieved by the school were at average levels. The progress made during the time pupils were in the juniors was very good when compared with the results they achieved at the end of their time in the infants. The results achieved by both boys and girls are at similar levels. Over the last three years, standards in English have risen sharply from below average in 2000 to well above average in 2002, and have risen much more rapidly than in most other schools.

55. Results of national tests in reading and writing for pupils aged seven in 2002 were at average levels when measured against all schools, but have fallen steadily since 1999 when they were very high in reading and well above average in writing. When judged against schools taking their pupils from similar backgrounds results were well below average. In reading similar proportions of pupils achieved average and above average results as those seen in other schools. In writing, while an above average number of pupils achieved the more difficult Level 3, a more than average number failed to achieve the expected Level 2. When pupils first enter school, standards overall are above average in early reading and writing skills and this has been the case for the last three years. Progress in both reading and writing is good in the reception class. However, when compared with standards on admission, the results for pupils in Year 2 represent unsatisfactory progress since the reception year. Taken over the previous three years there have been marked differences between the results of boys and girls with girls producing higher results than those seen for boys.
56. The standard of speaking and listening across all the age groups is average but where the teaching is of good quality and where teachers challenge pupils' ideas using good questioning skills, standards are above average. This is particularly the case in the reception class and in Years 5 and 6 where pupils listen well to what they are asked to do and demonstrate a good understanding of what they have learned through their answers. In these lessons, important new vocabulary is learned and quickly becomes part of the language pupils use in their answers. Some pupils offer in-depth answers to teachers' questions and participate in both class and small group discussions. These pupils are willing and often keen to express their views and opinions, for example when discussing how they could develop a further storyline for the story of "The turbulent term of Tyke Tyler" using both English and information and communication technology skills. In almost all lessons, pupils listen well to instructions and are able to carry these out quickly and accurately. In some classes, however, only limited time is given for pupils to explain how they plan to carry out a task or the method they have used to complete a mathematical problem.
57. By the end of the infants, attainment in reading is average. Books are handled with care and pupils read a variety of texts with the more able pupils showing a secure understanding of fiction and non-fiction material. Pupils are developing a variety of methods to read unfamiliar words, for example by sounding them out using their phonic skills or by using picture clues. Most pupils read their books fluently and accurately with the more able pupils reading with appropriate expression taking note of punctuation to add meaning to the text. The more able pupils can accurately re-tell the story they have read and are beginning to be able to find out information for themselves from non-fiction books. Pupils take their reading books home regularly but their reading record books are not sufficiently clear in showing where they need to practise specific skills. Reading skills, especially those of average and above average pupils are not practised often enough to help raise standards. By the end of the juniors reading standards have risen to above average. By Year 6 all pupils are independent readers and enjoy reading a variety of fiction, non-fiction, poetry, and plays. Most are fluent and accurate readers, reading with expression and feeling. Pupils are able to give opinions about characters, plot, and storyline and are able to predict confidently what may happen later in the story using the information they already have. All pupils are beginning to develop research skills and are familiar with vocabulary such as index, contents, and glossary when attempting to find information. The more able pupils are familiar with reading techniques such as skimming and scanning for information and are beginning to be able to make inferences from what they have read. Research opportunities are being increasingly given in subjects such as history where pupils improve their skills in extracting information and making notes.
58. The writing skills of infant pupils are at similar levels to those seen in other schools but could be higher given the above average standards on entry. The work provided for some pupils does not always sufficiently challenge them, for example pupils of above and below average ability are given the same spellings to learn, and work is sometimes needlessly repeated. The result of this is that standards could and should be higher. A satisfactory range of writing opportunities are given for pupils to practise their writing, for example, instructions on how to play tag, poetry describing washing on a line and writing letters to Father Christmas. These give pupils opportunities to write at length using simple punctuation such as full stops and capital letters. A minority of pupils use commas and speech marks accurately. Spelling is usually accurate, especially when pupils are asked to spell regularly used words. Most pupils write in sentences with some produced by the more able pupils being longer and more complex. Those pupils with special educational needs are supported well especially when teaching assistants are available to ensure that these pupils receive the necessary support. Handwriting styles are legible and many pupils have developed well-formed, neat writing. Despite the pupils developing satisfactory writing skills in English, there are too few opportunities for them to practise these skills in other subjects of the curriculum. For example, there is little evidence of pupils recording what they know and can do in science, history, or geography.

59. The mixed, and at times limited, achievement of pupils in writing evident in the infants continues in the younger junior classes and it is only when pupils reach Year 5 that progress and the quality of pupils' work increases rapidly. By Year 6, the proportion of pupils attaining the expected Level 4 in writing is above average with a high proportion attaining the more difficult Level 5. A suitably wide range of writing tasks are set for older pupils including aspects of language such as comprehension, grammar, letter writing, play scripts and stories showing that they can write in an increasing number of styles and formats. Pupils' vocabulary is often varied and interesting with pupils using words such as 'strolled' for 'walked' and 'anxious' for 'worried' to enliven their descriptive work. Most pupils use punctuation accurately, especially when using information and communication technology to word-process their work and spelling is usually accurate because their phonic skills have been taught well. Handwriting is neatly formed and the work carefully presented. By Year 6 there are good examples of writing skills being used in a variety of other subjects, for example when writing up a science experiment or when taking note on an historical character such as Marie Curie; these opportunities are not so frequent in the younger junior classes. The very good and sometimes excellent support provided by teaching assistants, especially in Years 5 and 6, enables all pupils and particularly those with special educational needs to make good progress.
60. Pupils' learning is at unsatisfactory levels up to and including Year 4. The headteacher, coordinator, and teaching staff who work with younger pupils are working hard to ensure that systems and strategies are in place to help to raise standards, for example by improving pupils fiction and non-fiction writing. However, because of some inexperience amongst the teaching staff and the newness of some of the changes that are now in place, improvements are yet to bear fruit. The quality of the teaching of English across the school is never less than satisfactory with teaching in Years 5 and 6 being very good and sometimes excellent. Both of these year groups are taught by the English co-ordinator whose high expectations of quality and presentation are quickly appreciated by pupils. Teachers' planning is appropriately detailed and what pupils are to learn during the lesson is shared with them. In most lessons, a check is kept on how good pupils' learning has been. The teachers have appropriate skills and knowledge to be able to deliver the full English curriculum and where improvement may be identified, additional training is quickly organised. The quality of teachers' marking is inconsistent across the school. Where it is good, guidance and targets for the improvement of standards are given to pupils and pupils readily act on this advice and this has a positive effect.
61. The co-ordinator is a skilled teacher and is very enthusiastic about her subject. The quality of planning and teaching is checked but in order to raise standards of teaching further the regularity and rigour of these checks needs to be increased. Regular analysis of national and optional tests is completed and this has helped the school to highlight areas for development, for example the improvement in pupils' writing skills. Each pupil has a reading record that is regularly completed and is an effective method of communication with parents. It does not however state the areas that pupils need to practise to improve their reading.

MATHEMATICS

62. Standards in both Year 6 and Year 2 are average and similar to those seen at the time of the last inspection; this is better in Year 6 than the results in 2002. Over the last three years, results in both the infants and the juniors have risen steadily at similar rates to the improvements seen nationally.
63. The results of the 2002 national tests in Year 2 show that all pupils in the year group achieved the expected Level 2. However, a larger than average proportion only just managed to achieve this level, while a similar proportion to that seen in other schools achieved the above average Level 3. Results in mathematics for pupils in the infants over the last five years have remained at similar levels to those seen in other schools with girls achieving higher results than boys over the last three years. For pupils at the junior stage more pupils fail to reach the expected Level 4 with fewer attaining the above average Level 5. In a reversal of the results seen at the infant stage, boys now achieve higher results than the girls, often by a considerable margin. The progress made by pupils when in the juniors compared with what they achieved in the infants is below what it should be and when judged against similar schools results are well below average. The school has recognised the problems linked with the improvement in mathematics and has made significant efforts over the last two years to improve results that are now beginning to have an impact.
64. Current standards in Year 6 are at average levels. By the end of the junior phase, most pupils are able to explain some of the strategies they use when solving problems. This area of the mathematics curriculum has benefited from a school wide focus on improving problem solving skills and the extension of pupils'

understanding of mathematical vocabulary. Calculations are usually neatly and accurately recorded. Pupils are able to interpret data from graphs and to complete accurate calculations of perimeter and area. They understand the importance of giving approximate answers before carrying out their calculations. Pupils show a good understanding of equivalent and decimal fractions and demonstrate a secure understanding of the value of numbers. More able pupils in Year 6 are using this knowledge well and are beginning to explore the use of percentages in everyday situations. Information and communication technology is being used well in developing pupils' use of mathematics and pupils confidently process the mathematical data they have collected using spreadsheets. Progress is good for most pupils in Years 5 and 6 because expectations of what they should know and be able to do are high and pupils are consistently challenged to improve their work. This is not always the case in classes containing younger junior pupils where progress is steady and, although attainment is at satisfactory levels, standards could be higher because the average and above average ability pupils are not provided with work that fully extends them. By the end of Year 4, pupils show a satisfactory understanding of place value and many are able to multiply and divide accurately. Mental mathematics skills are developed satisfactorily with pupils understanding methods of counting on to find a total and being able to explain how to do this.

65. By the end of the infant stage, pupils have developed a satisfactory understanding of the value of numbers up to 100 and are able to carry out simple calculations, both in addition and subtraction. They demonstrate that they understand odd and even numbers and accurately double and halve these using their knowledge of fractions where needed. An appropriate mathematical vocabulary is being developed and this is beginning to be applied to solving mathematical problems. Some more able pupils are able to multiply simple numbers quickly and accurately. However, about one in six pupils do not make the progress of which they are capable. Not enough attention is paid to what the pupils can do when they leave the reception class and this work is often repeated, for example aspects of measurement and shape, and this does not sufficiently challenge the average and more able pupils. In lessons, the work set for those pupils who find mathematics difficult is usually a good match for their needs but, on too many occasions, this work is also given to the more able pupils and this is unsatisfactory. Where support from teaching assistants is available, pupils with special educational needs make good progress. Where this is not available, progress slows.
66. The quality of teaching in a majority of lessons is satisfactory with some teaching, especially that in Years 5 and 6, being very good. Where the teaching is very good, lessons are well planned, work that challenges all abilities is provided, teachers' expectations are high and what pupils will learn and be expected to know is shared with them. The teaching in both Years 5 and 6 is enthusiastic and the teacher knowledgeable. The direct teaching in lessons for these pupils is clear and the purpose is explained to them. Good questioning techniques challenge pupils' thinking and ensure that they are able to demonstrate their understanding through the answers that they give. The marking of pupils' work in lessons for Years 5 and 6 is particularly good, giving guidance on where they can improve the standard of their work. Too few lessons are of this standard because teachers do not consistently build on what pupils already know and do not provide sufficient challenge, especially for the average and above average ability pupils.
67. The subject co-ordinator has made considerable efforts to improve results in mathematics. A careful analysis of the results of tests has been made, resulting in the identification of areas for additional focus and improvement throughout the school, such as problem solving. Additional training for staff has been provided using both school expertise and outside agencies. A scrutiny of pupils' work is made to determine whether there has been sufficient progress. Both teachers' planning and the quality of lessons are checked but this monitoring is not yet rigorous enough to have a prolonged and marked effect. The use of homework is mostly consistent and adds appropriately to the work in the classroom.

SCIENCE

68. The standard of the current work of eleven-year-old pupils is above average. Most eleven-year-old pupils are on course to attain the expected national level with a sizeable proportion achieving the higher Level 5 by the end of the school year. Nearly all seven-year-old pupils are expected to attain or exceed the expected national level by the end of the school year and this is above average. Standards have improved throughout the school since the last inspection and more rapidly than improvements seen in other schools. This improvement has been aided by particularly effective teaching in some classes, the use of national guidelines and booster lessons. However, the teaching of scientific enquiry, while good in some lessons is not consistent throughout the school. The support received by pupils with special educational needs enables them to make good progress overall. There is a significant difference in the attainment of boys and girls. However, this is recognised and the school is acting to remedy the situation.
69. Seven-year-olds with typical attainment in Year 2 have acquired a basic knowledge and understanding of scientific enquiry, life processes and living things, materials and their properties, and physical processes. They can, for example, carry out a simple investigation into plant growth by planting sunflower seeds, observing and recording what they do using labelled diagrams and describing their results, naming 'leaves', 'stem', 'roots' and the 'flower'. They appreciate the need to make predictions before undertaking their investigations. They know how to select a range of foods to compose a healthy meal. They are able to say why certain materials are suitable or unsuitable for particular uses. Older pupils draw and interpret circuit diagrams to say whether the circuit will result in a bulb being 'on' or 'off' and higher attaining pupils give written explanations of the reasons when the bulb will not light. However, scientific enquiry is not well developed in some of the topics mainly because pupils do not record what they see and do.
70. Eleven-year-old pupils with typical attainment have a broad knowledge and understanding of scientific enquiry. For example, they investigate different soil types to find out which will hold the largest amount of water. They make predictions, describe their method, measure their results, present detailed findings as a table, and draw conclusions. They use the terms 'physical change' and 'chemical change' with understanding, while higher attaining pupils make accurate predictions about changes that will take place in certain circumstances. Pupils describe and explain the relationships between the different parts of food chains. Younger pupils use simple switches, bulbs, wires, and batteries to construct circuits with different mixes of components in learning how to control the brightness and lighting of bulbs. However, in some classes, the analysis of pupils' work shows little evidence in the detailed measurement of results, making these into graphs and saying what has happened. The use of information and communication technology, while good in some classes, is inconsistent.
71. The overall quality of teaching is satisfactory but with some that is good and occasionally very good. Teaching is effective when the teacher uses good subject knowledge to plan a lesson and what pupils will learn is based firmly upon scientific enquiry. This was seen in a Year 6 lesson in which the pupils were highly motivated by the teacher's very effective development of an enquiry into how materials change. The teacher used demonstration very well, using good questioning techniques to ensure pupils had a clear understanding. The task provided helped pupils develop an understanding of the changes that had taken place and their recording of the experiment was clear. Further good questioning ensured that pupils fully understood what they had learned. Where teaching is less effective the pace of the lesson is too slow, pupils do not concentrate sufficiently, the teacher does not make it clear to pupils what they should know by the end of the experiment and they do not record what they have seen and done appropriately.
72. Co-ordination of the subject is good. In a short time, the co-ordinator has identified areas for improvement in the subject and is aware of areas of strength. So far, he has had limited opportunities to check the quality of teaching or the standards of pupils' work, although this is being arranged. He has good experience in co-ordinating the subject and has a good personal knowledge of the subject. Pupils are assessed regularly but although detailed records are kept, there is insufficient assessment of scientific enquiry and a system for tracking the progress of individual pupils is not yet being fully implemented. Learning resource provision is good and is in the process of being added to, especially for information and communication technology.

ART AND DESIGN

73. Standards are above average for pupils aged seven and eleven. Art and design has a high profile in the school and high quality displays of pupils' work in classrooms, corridors and hall value pupils' effort and make a good contribution to their spiritual, moral, social and cultural development. The school has maintained these standards since the last inspection.
74. In Years 1 and 2, pupils use a good range of materials and techniques. They study the work of a range of famous artists. They did observational drawings after looking at the pencil drawings of Van Gogh's work, Bedroom at Arles; used tissue paper in layers after looking at the work of Paul Klee; and placed cut out shapes on a paper in the style of Matisse.
75. In Years 3 to 6, pupils build well on their earlier skills. For example, they looked at the work of a local sculptor and then made papier mache masks and large jungle animals. Information and communication technology is used effectively, for example, to design Christmas cards. The older pupils produce some very attractive seascape paintings and paintings of places in the locality showing a good understanding of perspective. The oldest pupils were observed expanding their stickman drawings to make them more realistic by adding muscle and flesh. They then explored how to make the faces show emotion.
76. Teaching in the two lessons seen, one for six to seven year olds and one for ten to eleven-year-olds was good and excellent respectively. An analysis of pupils' past work and the work on display supports the judgement that teaching is good overall. Subject knowledge and planning were strengths in both the lessons seen. In the excellent lesson the strength was the way the class teacher and teaching assistant worked together using the expertise of both adults to create an exciting inspiring lesson. Younger pupils are taught to evaluate their own and others' work and by Year 6 this is becoming quite sophisticated.
77. Pupils enjoy art and design lessons. They listen attentively, work well collaboratively and concentrate hard to produce their best work. All pupils are fully included and pupils with special educational needs achieve the same standards as their peers.
78. The co-ordination of the subject is good. The coordinator has good subject knowledge and has ensured that there are good resources to support non-specialist teachers. She is involved with organising art and project weeks, which provide good opportunities for pupils to experience working with a range of professionals. She ensures that displays are of a high standard. There are good links with the local secondary schools and pupils' work is displayed in the local leisure centre and the library. Assessment against the learning objectives of each unit is in the early stages of development. The class portfolio showing the progress made by the youngest children is very good. The school development plan shows that these should be available for all classes soon. This should be seen as a priority as the school is intending to apply for the nationally awarded Artsmark in September.

DESIGN AND TECHNOLOGY

79. Standards are in line with national expectations at the ages of seven and eleven. These standards are above those found at the time of the last inspection. The development of pupils' skills in designing, making and testing products have improved since the last inspection through use of national guidelines. These guidelines are supporting the teaching of the subject and giving a clear programme of skills development throughout the school. The teaching effectively develops the learning of boys and girls. Pupils with special educational needs make satisfactory progress.
80. No lessons could be observed during the inspection and therefore no judgement could be made on the quality of teaching. Evidence was collected, however, from a scrutiny of pupils' work and teachers' planning, discussions with the co-ordinator and pupils with children and a review of displays.
81. Pupils make satisfactory progress by the ages of seven and eleven. By the end of Year 2, pupils use a range of materials such as card, fabrics, string and glue. They make simple products such as finger and glove puppets and moving pictures. They also make choices based upon their knowledge of the healthy properties of fruit and vegetables to make a meal for a particular occasion. The pupils learn to use techniques including marking out and cutting. Safe practices are an integral part of the learning process, for example Year 1 pupils compose a set of safety rules for handling food. The pupils also investigate some

products before they proceed to the design and make stages, for example when they make puppets, Year 2 pupils examine examples and identify the materials that are used for different features such as eyes and hair. Pupils also draw their own designs for their products including ideas for variations from which they choose the one to construct. Analysis of pupils' work, however, showed little evidence of the pupils' evaluations of their products.

82. By the end of Year 6, pupils have a satisfactory knowledge of the design, make and test process of the subject applied to a range of familiar products. For example, they make slippers having viewed examples of bought articles and planned their work through a detailed series of steps. They design their products using labelled sketches and detailing the materials they will use. Once the slippers are made they are decorated and evaluated. The pupils make clear evaluation judgements about all their products. For example, younger pupils evaluate sandwiches and storybooks, while older pupils evaluate products such as party hats and musical instruments. The pupils make judgements including what went well, what needs to be changed and what they do or do not like about their products. They also learn to take account of the characteristics of materials they are using, for example Year 3 pupils pay close attention to the purposes for which materials are to be used in making their packaging structures as well as considering design aesthetics. There is insufficient emphasis upon the disassembly of products and on the use of mechanisms such as pneumatics, cams, cogwheels, and electrical controls. There was also little evidence of the use of wood in the products made and the development of associated jointing techniques.
83. Co-ordination of the subject is satisfactory. The co-ordinator has only been appointed recently and, while he is knowledgeable and aware of areas for development, he has not yet had time to make an impact. He has reviewed pupils' work and teachers' planning but has not yet had the opportunity to check on the quality of teaching.

GEOGRAPHY

84. The attainment of the substantial majority of pupils is in line with national expectations at the ages of seven and eleven. These standards are similar to those found at the last inspection for pupils aged eleven years but are below those found for pupils at the age of seven years. The use of national guidelines is supporting the teaching of the subject, but standards are inconsistent throughout the school. Opportunities are provided for fieldwork studies in both the infant and junior years. However, there is little evidence of a clear progression in the development of map skills through the school. Pupils study places that contrast with their home locality but these studies sometimes lack rich experiences for the pupils to sample. There was a lack of written work in relation to some study topics in the infant years. Geography is therefore not always helping to improve writing skills and knowledge and understanding in the subject is not always being reinforced appropriately.
85. During the inspection, two lessons were seen but evidence was also available from pupils' work, discussion with pupils, teachers' planning, and display. Progress is satisfactory over both infant and junior stages. Seven-year-old pupils undertake first hand studies in the area immediately around the school and identify potential dangers in their local area resulting from the parking of vehicles. They identify human and physical features in distant places and compare these with the features of their home environment and their own lives. However, an analysis of work showed little evidence of the pupils learning to make and use large-scale plans and for some topics, there was no written record at all in the pupils' folders.
86. By the age of eleven, pupils have some knowledge and understanding of their home area, of life in parts of the developing world, of some human and natural environmental features and of environmental management. Pupils can locate information about a variety of things such as the continents and selected countries on a world map and they can describe weather conditions in different parts of the world. They can explain the water cycle, and they explore the features of a river. In their studies of distant places in Year 4, they extract information from a variety of resource materials including videos and pictures and understand terms such as 'secondary sources'. Year 6 pupils also make very good use of information and communication technology to find data and then process it using the computers to make very good quality presentations of their findings. However, the skills of using maps of different scales are not developed progressively through the junior years. Furthermore, some of the studies of distant places are superficial in their learning content and lack impact with the result that the pupils are sometimes unable to discuss their work meaningfully.

87. Due to timetable restrictions, it was not possible to observe any lessons in the infant years. However, in the two junior lessons seen, the overall quality of teaching was good. Teaching is particularly effective when the topic has been planned with a clear question to be solved and sufficient time is available for the pupils to obtain information and reach firm conclusions. It is also effective when the tasks enthuse the pupils by creating a sense of reality and purpose for them. These were all seen in a Year 6 lesson where the pupils used the results of a detailed decision making exercise they had already undertaken to proceed to the new task. This involved re-working the very good knowledge and understanding gained of the place they were studying in order to promote its most advantageous features as a holiday resort. This resulted in the pupils being very motivated and producing work of a high standard with clear knowledge of what they were learning.
88. The subject is co-ordinated satisfactorily. The co-ordinator has only very recently taken up the post. She has not yet had time to make her own impact but her role is clear. She monitors teachers' planning but has not yet checked the quality of teaching or pupils' work other than from displays. Resources have recently been supplemented with new atlases and photo packs. Pupils are assessed at the end of units but currently a system does not exist for tracking the progress of individual pupils.

HISTORY

89. The attainment of pupils by Year 6 is above the national expectation. Standards are much better now than the average standards at the time of the last inspection. This improved picture is partly due to excellent teaching in Year 6.
90. By the age of seven pupils are achieving standards in line with national expectations. They are able to recall key facts about their current study of "The Great Fire of London". They have read extracts from first-hand sources such as Samuel Pepys diaries and then, using pictures as a stimulus, write their own eyewitness accounts. They were able to explain that houses were knocked down to prevent the spread of the fire because buckets of water were too small to put out the fires. They know important dates but are not yet able to understand how long ago that is. The pupils have only limited recall of other history topics studied.
91. An examination of pupils' books from Year 1 to Year 4 shows that there is little written work to provide evidence of progress and attainment. The work shows few opportunities planned for the more able pupils to make greater progress.
92. By the age of eleven, pupils are using higher levels of historical enquiry confidently. They use the Internet, role-play, and direct sources to develop a good factual knowledge as well as interpret causes and effects of events. Their work on Britain since 1945 used real people's direct accounts of life at the time and sources such as newspapers to write analytically about the changes since then. The pupils confidently make notes and use a variety of writing styles to present information effectively. They were able to explain how the Russian invasion of Poland and society's attitudes to women shaped the life of Marie Curie. Pupils' written work showed that the more able pupils were given opportunities to conduct independent research and expand on their accounts with their own interpretations.
93. Three lessons were seen during the inspection. Teaching overall was satisfactory although excellent teaching was seen in Year 6. In the best lessons, a wide range of creative teaching strategies kept the pupils strongly focused on improving skills to explore sources of information in detail. The teacher provided high quality experiences, with the classroom assistant acting as Marie Curie, with a very well prepared role-play to support pupils' understanding of the life of an historical figure.
94. The co-ordinator is new to the post but has already had time to check on the quality of planning and teaching of the subject. Resources are satisfactory with a reasonable book stock and a developing use of the Internet.

INFORMATION AND COMMUNICATION TECHNOLOGY

95. Standards are above national expectations at the ages of eleven years and seven. This is an improvement on the standards found at the time of the last inspection. This improvement is the result of good teaching, the use of national guidelines, and the provision of a computer suite that is in constant use in many

subjects. Standards are also improved through the provision of opportunities to develop computer skills outside lesson times, for example through a parent and child computer club, lunchtime practice for reception pupils and the use of the computers by Year 6 pupils for mathematics practice. Pupils with special educational needs make good progress.

96. Pupils make good progress in the infant years and satisfactory progress in the juniors. By the end of Year 2 pupils manipulate text and use their skills to support work in other subjects such as literacy. They print, save and retrieve their work. They create and colour pictures using the flood tool and draw geometric shapes. Lower attaining pupils achieve well in this. For example, in a Year 2 lesson the lower attaining pupils composed shapes that are more complex by combining their initial drawings without gaps or overlaps. Younger pupils 'log on' and use the keyboard well to write lists of words and then use these to build full sentences. Higher attaining Year 6 pupils are clearly on course to reach above average standards. They create a multimedia presentation using text, pictures, graphs, and sound. They also talk meaningfully about the impact of information technology upon our personal lives and upon the commercial world. When writing text, lower attaining pupils make good use of a program that supports their spelling, enabling them to write their own text successfully without constant breaks to seek help. Younger pupils make and use spreadsheets, use the Internet, and, send e-mails. However, the use of control systems is limited.
97. Teaching is good overall in both the infant and junior years and is particularly good in Year 6. Support staff are well deployed, resulting in well-organised and managed lessons. Planning for lessons is generally good and lower attaining pupils are well supported. For example, in a Year 2 lesson the teacher guided the less confident pupils by encouraging them to explain to the rest of the class how to 'log on', so reinforcing their own learning and boosting their confidence. Teachers generally have high expectations of what their pupils can achieve. This was seen in a Year 3 lesson, when the teacher maintained a good pace throughout, keeping the pupils fully engaged as they co-operated to search through a database. Teaching is particularly effective when the pupils are challenged to think about the quality of the responses they are giving rather than just employing their skills at a basic level. In a first rate Year 6 lesson, the teacher and the teaching assistant constantly required the pupils to consider the different sets of promotional features they were creating in designing a multimedia information presentation. As a result, the pupils focused intently on the techniques available and how they could be best employed to have maximum impact. Some lesson plans, however, do not make it explicit how the tasks are matched to the different needs of pupils in the class and, while the interactive whiteboard was generally used to good effect, it could not always be viewed clearly by all pupils.
98. Co-ordination of the subject is good. The co-ordinator is quite new to the post but is already taking steps to maintain the improvements made in the subject over recent years. For example, the use of the computer suite is being assessed to ascertain the best working practices. Non-contact time is available for monitoring teachers' planning, scrutinising pupils' work, and observing lessons. The co-ordinator has attended a training course and has organised three staff development sessions for her colleagues this term. Resources are satisfactory, although more are needed to support work in design and technology and in science. Pupils are assessed regularly although the system for tracking the progress of individual pupils is not yet fully in place.

MUSIC

99. It is not possible to make firm judgements about the standard of work or quality of teaching because it was only possible to see one lesson during the inspection. Singing in the one lesson seen was very good and from work in books and discussions with pupils, older pupils are developing above average standards of musical notation and vocabulary. In a Year 6 lesson they learned to create ostinato or repeated phrases as rhythms throughout a song. In assembly, the whole school sang a two part round to a high standard. Younger pupils are able to talk about singing and using musical instruments to accompany songs but there is little evidence of opportunities in lessons to compose, to listen to a range of music, or to discuss or write about music.
100. Year 3 and Year 4 pupils all have opportunities to learn to play recorders and older pupils have been able to join a recorder club. There is a wide range of instrument tuition available from specialist teachers during the school day. Pupils get regular opportunities to perform for an audience, which also includes items by the school choir.

101. The co-ordinator has a good musical knowledge and has increased the range and quality of provision for pupils through in-service training and changes to the music curriculum. There are opportunities for teachers with specialist abilities to teach other classes. Resources are adequate and a recent grant will fund improved provision of pitched percussion and a variety of instruments from other cultures.

PHYSICAL EDUCATION

102. Standards of attainment for pupils' aged eleven are above those expected nationally. This is similar to those found on the last inspection. Four lessons were seen in all key stages. Because the curriculum is organised in blocks to provide extended opportunities to develop expertise in various aspects, only dance, and ball control activities were seen.
103. By the age of eleven, pupils are able to develop good sequences of imaginative movement independently and to improve performance. They are able to work collaboratively and co-operatively and to evaluate their own and others' efforts well to refine the quality of movement. In a Year 5 lesson, pupils' paired work meant less confident pupils made good progress. In a Year 6 lesson, pupils worked well in larger groups to create dances with a wide range of movement closely reflecting the music. In all lessons, boys and girls showed maturity when working together in mixed groups.
104. Teaching in physical education is always satisfactory and often good. In the good lessons, teachers used technical language such as "choreography" effectively to develop pupils' knowledge and understanding and to extend their ability to describe their work. Teachers modelled positive criticism to develop pupils' ability to evaluate and suggest improvements to their own and each other's work.
105. At Key Stage 2, the organisation of the curriculum into half term and termly blocks is effective in providing sustained opportunities for skill development and in making best use of facilities, equipment and weather. However, at Key Stage 1 this reduces the opportunity for younger pupils to have a sufficient variety of experiences and to make progress in a range of skills. There is a good range of resources that are well organised for safe use. The new outdoor "play trail" for older pupils and climbing equipment for younger pupils is well managed and provides a very good outdoor resource for pupils to keep fit and active in break times. Lunchtime supervisors support this well. The school intends to develop its use to increase the curriculum for adventurous activities.
106. The co-ordinator is enthusiastic and provides good support for the subject. There is a good range of sports clubs after school and good links with community groups to extend opportunities for all pupils and for those with particular talents.

RELIGIOUS EDUCATION

107. The standard of work seen by an examination of pupils' work and discussion with pupils is in line with the expectations of the locally agreed syllabus. This has a strong emphasis on personal and social development leading to direct religious elements, and this is evident in the work in books and in displays of pupils' work around the school. Because of timetable limitations, it was only possible to see one religious education lesson and so there can be no judgement on the quality of teaching.
108. Year 6 pupils had responded to the Ramayana by making shadow puppets and linking it to light in science, by shared writing of a play-script, and by making rangoli patterns in art. Younger pupils had very little work in books to provide evidence of standards of attainment and had only hazy recall of information about Christianity, prayer or religious celebrations of different faiths. Older pupils were able to identify Christian symbols and the places of worship of other religions. They showed sensitivity to the beliefs of pupils from a variety of different faiths. However, they were not able to demonstrate understanding of the values and attitudes in religions or to compare aspects of different religions.
109. An assembly commemorating Holocaust Day used the story of Anne Frank and gave pupils a very good opportunity to reflect on a difficult subject sensitively. The pupils were able to increase understanding about the Jewish religion through hearing the Song of the Hebrew Slaves as they came in, hearing a Jewish prayer and singing the hymn Shalom in English and Hebrew. The pupils were supported well in their worship by the provision of a lighted candle to focus on.

110. The co-ordinator is knowledgeable and manages the subject well. She is increasing her personal expertise with a local professional group developing assessment activities. Resources are sufficient and improved recently by the acquisition of photo packs. There are structured opportunities to monitor the subject but the scrutiny of pupils' work needs to be completed earlier in the year and at intervals that are more frequent, to enable standards to be evaluated effectively.