

INSPECTION REPORT

School Name Colne Park CP

LEA area : Lancashire

School Register Number : 119172

Headteacher : Mr A McIlroy

Reporting inspector : Mr Barrie Cooper

Dates of inspection : 18th - 21st November 1996

Inspection carried out under Section 10 of the Education (Schools) Act 1992

Information about the school

Type of school : Infant and Junior

Type of control : County

Age range of pupils : 4 to 11

Gender of pupils : Mixed

School address : Rutland Street
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Appropriate authority : Governing Body

Name of chair of governors : Mr Ralph Latham
(where appropriate)

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Main findings

Park Primary School, Colne is a good school which offers children a secure, happy learning environment in which good standards of work, behaviour and citizenship are positively and successfully promoted. All staff have high expectations of the pupils which are reflected in the positive ethos of the school. Relationships in the school are excellent. The staff and pupils are justly proud of their school and are friendly and welcoming.

Children under the age of five (the reception classes) are very well taught and make good progress at school, but whilst their standard of attainment improves over their first year, it is still below national expectations on entry to Year 1. Standards of attainment in all subjects in key stage 1 (the infants) and key stage 2 (the juniors) are as good as, or better than, national expectations, apart from in music. Progress throughout the school is sound or better with children making most progress towards the end of the key stages. Children with special educational needs progress well and achieve good standards.

In English, standards of attainment are in line with national expectations. Children are enthusiastic about reading and progress satisfactorily. Standards in hand-writing are lower in key stage 1, but improve as children move through the school and presentation is particularly good in Year 6. There is a broad approach to writing and children are good at writing stories, description and poetry. Children are good at listening, but need to increase their vocabulary.

In mathematics progress through the school is satisfactory but not yet consistent, although the teachers are aware of the work they should be covering in each school year. In key stage 2, the children are particularly good at learning their tables and mental arithmetic, and standards are further raised by the setting of children in Year 6 for two lessons each week. Investigational work is under-developed in the school.

Progress in science is satisfactory throughout the school. Children take part in a wide range of practical work, and children of all abilities participate successfully. The school is developing a whole school scheme of work for the teaching of science to help ensure coverage of the subject.

Attainment in art throughout the school is good, and work is very attractively displayed both in classrooms and in public areas. Children achieve good standards in design technology and information technology by the end of key stage 1. In history, work in key stage 2 is good, with children able to talk knowledgeably about topics covered earlier in the school.

Whilst the standard of performance in music is satisfactory, the children do not take part in enough composing. As a result, standards in music are less than satisfactory overall.

1. The children are keen to learn, are enthusiastic about their lessons and work co-operatively. They have positive attitudes to school and behave well in lessons. They respond well to the emphasis put by the school on their personal development and take increasing responsibility as they move through the school.

Teaching is at least sound and usually good 90% of the lessons. In 17% of lessons it is considered very good. The standard of teaching is not yet consistent through the school and some teachers could do with more support in the teaching of the subjects in which they have less confidence. Teachers use a range of methods that are well suited to the needs of the children. Classrooms are well organised and good use is made of support staff.

The teachers and support staff are very hard working and committed to the school. They have high expectations of the children and challenge and question them thoroughly. Children with special educational needs are well supported both in the classroom and by the specialist teachers.

Work for the under fives is well planned and appropriate for the age and abilities of the children. The school curriculum is broad and balanced and parents are encouraged to become involved in their child's learning through listening to reading and helping their child to work towards agreed targets in other subjects. There is a broad range of extra-curricular activities open to all children.

Whilst the planning of daily and weekly lessons is successful in key stage 1 and 2 and generally meets the needs of pupils, whole school planning is not sufficiently developed and does not promote progression and continuity throughout the school. The day to day marking of children's work is good. However, the detailed and regular assessment of work and formal record keeping in key stage 2 still require further development. This has already been identified by the school.

The school has a positive ethos, which is successful in promoting good attitudes to every aspect of school life. The children are aware of what is right and wrong, and work together for the good of everyone in the school. There is a strong team spirit amongst staff. There is a positive approach to discipline through reward, and this helps to boost the self esteem of individual pupils.

The school makes every effort to involve parents and the local community in the day to day life of the school. Information about the school is provided regularly to parents, and children's school reports are of a high standard.

2. The governors work closely with the headteacher and all staff to move the school

towards its agreed aims. The leadership of the school is very caring, purposeful and sensitive. Staff are fully involved in much of the long term decision making. The school has already successfully identified the appropriate targets and many of the areas that require further development if the school is to move forward. However, senior management spend too little time formally monitoring work in the classrooms to help identify areas where extra support and help are needed.

The day to day financial administration of the school is efficient and there is good financial control. The expenditure of money is closely linked to educational priorities. The standard of caretaking, cleaning and other work undertaken by ancillary staff is high. Resources are well used and recent investment in extra resources for some curriculum areas is helping to further raise standards. Improvements to the inside of the school building have made it a much better learning environment. The school playground has a damaged surface and is sloped and is, therefore, not ideal for either games or playtimes.

The school gives very good value for money.

Key issues for action

Raise standards in music throughout the school by placing a greater emphasis on composing and listening.

Further raise standards and improve the consistency of progress of all pupils by:

Implementing formal assessment procedures and record keeping systems in key stage 2.

Ensuring that curriculum planning effectively consolidates progression in key stage 1 and promotes both continuity and progression in key stage 2

Monitoring curriculum planning and the quality of teaching throughout the school by strengthening the role of the senior management team.

Introduction

Characteristics of the school

Park Primary is a large school situated in the centre of Come in Lancashire. It is housed in two Victorian buildings, which have been modernised during the past nine years. There are two children with statements of special educational needs. Attendance is average at about 93%. Average class size at the time of the inspection was 27. The local area consists of about equal numbers of low cost private homes and local authority housing. Attainment on entry covers the full ability range, with the majority of children of average ability or below.

The main aims of the school are:

Providing a secure, caring, happy and welcoming environment that all contribute to.

Promoting in children a pride in self and the highest possible standards of work and behaviour.

The training and development of staff, as this is central to its success.

The main priorities of the school include:

Developing an assessment/recording/reporting policy, with a view to monitoring and improving standards.

Developing and resourcing reading for information in both key stages.

Increasing the involvement of parents in the school.

Resourcing and developing both the information technology and design technology policies.

Reviewing the English curriculum.

Key indicators

Attainment at Key Stage 1 1994/95

Number of registered pupils in final year of Key Stage 1

Year	Boys	Girls	Total
2	23	35	58

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	18	20
	Girls	28	28	29
	Total	45	46	49
Percentage at NC Level 2 or above	School	77	79	85
	National	80	79	84

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	20	15
	Girls	27	29	25
	Total	43	49	40
Percentage at NC Level 2 or above	School	74	85	69
	National	78	80	79

Number of registered pupils in final year of Key Stage 2

Year	Boys	Girls	Total
6	35	20	55

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	13	10
	Girls	7	9	9
	Total	17	22	19
Percentage at NC Level 4 or above	School	31	40	35
	National	56	54	64

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	7	24
	Girls	5	5	13
	Total	10	12	37
Percentage at NC Level 4 or above	School	18	22	67
	National	48	44	70

Attainment at Key Stage 1 1995/96

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

Year	Boys	Girls	Total
2	26	32	58

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	13	19
	Girls	28	28	30
	Total	41	41	49
Percentage at NC Level 2 or above	School	71	71	85
	National	not available	not available	not available

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	12	20
	Girls	29	30	29
	Total	43	42	49
Percentage at NC Level 2 or above	School	74	72	84
	National	not available	not available	not available

Attainment at Key Stage 2 1995/96

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

Year	Boys	Girls	Total
6	30	26	56

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	21	24	23
	Girls	12	11	12
	Total	33	35	35
Percentage at NC Level 4 or above	School	59	63	63
	National	not available	not available	not available

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	22	25
	Girls	9	11	15
	Total	26	33	40
Percentage at NC Level 4 or above	School	46	59	71
	National	not available	not available	not available

Attendance 1994-95

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

		%
Authorised Absence	School	7.2
	National comparative data	5.7
Unauthorised Absence	School	0.15
	National comparative data	0.5

Attendance 1995-96

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

		%
Authorised Absence	School	
	National comparative data	n o t availabl e
Unauthorised Absence	School	
	National comparative data	n o t availabl e

Exclusions

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

	Number
Fixed period	nil
Permanent	nil

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	17
Satisfactory or better	90
Less than satisfactory	10

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

Standards of attainment in the school at the end of key stage 1 and key stage 2 are broadly in line with national expectations. Children make generally good progress as they move up through the school, but it is not yet consistent, with most progress being made in Years 2, 4 and 6

Children under 5 enter school with a variety of pre-school experiences. In their year in reception class, they are given many of the skills required as a basis for future learning. Whilst children under 5 make good progress in their first year at school, their standard of attainment still falls short of national expectations.

In English, standards of attainment are in line with national expectations at the end of each key stage. Reading standards are sound throughout the school and most children progress well, showing an increasing enjoyment of books, and reading with expression. In writing, standards are sound in both key stages. Progress in writing is good, particularly towards the end of each key stage, when the variety of styles and approaches is at its best. Many children have difficulty with spelling, and standards are lower than expected. The children listen well, but attainment in speaking is below average throughout the school.

In mathematics, standards are in line with national expectations at the end of both key stage 1 and key stage 2, with some able children in Year 6 performing at a higher level. Standards in number are sound overall, but key stage 2 children show a good knowledge of tables and are quick at mental arithmetic. Attainment is satisfactory in other areas of the national curriculum, but investigational work is under developed

In science, standards are in line with national expectations at the end of each key stage. Children make satisfactory progress in all areas of the science curriculum, and develop scientific understanding as they move through the school. A better use of investigative science would help to further raise standards.

These standards are reflected in recent SATs results, which show scores in line with national averages. Standards at the end of key stage 2 showed considerable improvement between 1995 and 1996. Teacher assessment is becoming more accurate.

Attainment in art is good, with children acquiring the skills and knowledge to make good progress through the school. In design technology and information technology, standards are higher than expected at the end of key stage 1, and in line with national expectations at the end of key stage 2. Progress in both subjects is good in key stage 1 and improving at key stage 2.

In geography, standards and progress throughout the school are satisfactory. In history standards at the end of key stage 1 are in line with national expectations, but children make better progress through key stage 2, and standards of attainment are higher at the top of the school.

In music, standards are below national expectations at the end of both key stages. Children can sing in tune, but they have too limited a range of experiences to make satisfactory progress. Work on composing is not properly covered in the school curriculum.

In most areas of the PE curriculum, standards and progress are satisfactory throughout the school. Progress in swimming is good. Attainment in team games is lowered by the unsuitability of both the local playing field and the sloping school playground, both of which are factors which are beyond the school's control. Children achieve sound standards in RE and acquire new knowledge and understanding at a satisfactory rate.

Children with special educational needs do well in the school, both in class lessons and when receiving extra support. They make at least satisfactory progress as they move through the school and many do not stay on the register for long. Able children have sufficient opportunity to work on extension activities and teachers are aware of their particular needs.

There is a school policy on equal opportunities which is evident in organised games, where girls and boys play football for the school, and in informal games, where girls and boys play football and other traditional games together on the playground.

The few children from ethnic minorities appear to be well integrated into the school. No pupils are withdrawn from the collective acts of worship but a few pupils are absent running the infant snack shop.

Where there is parallel provision of the curriculum, there are differences in organisation of lessons only. There are no restrictions of opportunity. Within classes, all teachers can identify levels of ability and provide variety of task to accommodate those levels. Expectation is high for all pupils. Recent SATs results were biased by gender, but an investigation by the school has shown this to be an aberration that has not been repeated.

Attitudes, behaviour and personal development

Generally, pupils have a positive attitude to their work and are keen to learn. Most are attentive and contribute well in lessons which is beneficial to their progress. When opportunities arise, pupils are ready to organise their own work and they work well in groups. Pupils take pride in what they do and are willing and able to discuss it. Pupil display contributes greatly to the school environment and encourages respect for good work and for the building itself.

1Pupils behave well in and around the school. Boys and girls play traditional games together and social groups are developing. There is no evidence that bullying occurs in the school and the pupils are aware of how bullying would be dealt with. Pupils are polite in their conversation and in their actions. They are courteous towards visitors. Almost all parents' responses to the questionnaire agreed that the school achieves high standards of good behaviour and that their children were happy in school. Such good behaviour provides opportunities for enhanced academic achievement. During the last year there were no exclusions.

2Pupils are interested in what others are saying in class and are prepared to amend or add to the statement. Pupils are involved in helping others and raise funds for the Royal National Institute for the Blind, the National Society for the Prevention of Cruelty to Children, and aid to Romania. The proceeds of the annual harvest festival are donated to charity.

3Relationships throughout the school are very good. The care that the teachers have for their pupils is reflected in the pupils' own relationships, both within peer groups and in their concern for the welfare of younger children. Many pupils take on responsibilities, particularly in Year 5 and Year 6, and are keen to help in the organisation of school life. The personal development of pupils is a feature of the school and undoubtedly one of its strengths.

Attendance

4Pupils' attendance at school is satisfactory. Authorised absences during the last school year were 7.2 per cent and unauthorised absences 0.15 per cent.

5Registers are not closed after morning and afternoon registration periods. This is contrary to Department of Education guidelines and has been brought to the attention of the headteacher. The few problems with punctuality occur at the beginning of the day and are monitored by the Education Welfare Officer with whom the school has weekly meetings.

Quality of education provided

Teaching

6The quality of teaching in key stage 1 and 2 is satisfactory or better in 90% of lessons with two thirds of these lessons considered to be good or very good. A small number of lessons contained unsatisfactory or weak elements. Teaching of the under fives is always at least satisfactory and is very often better.

7Teachers and support staff are all very hard working and committed to the school. They work well together as a team. They have high expectations of the children and

much of the questioning of pupils is challenging and stimulating. Most teachers have a sound understanding of the subjects they teach, but there are a few occasions in key stage 2 in mathematics, design technology and information technology, when lack of subject knowledge reduces the effectiveness of the teaching. On other occasions, opportunities to make extra teaching and learning points are successfully integrated into lessons.

8Whilst there are some reservations about aspects of long-term and medium-term planning in key stage 1 and 2, most individual lessons are well thought out, with clear learning objectives. Teachers of the under fives plan the use of their support staff very well. A wide range of teaching styles is successfully used throughout the school. In Year 1, some class explanations are overlong and not well focused. In other cases, children receive well timed and paced class teaching. Teachers successfully encourage children to work in pairs and large groups.

9Teachers know the children well and most work offered is matched to the range of abilities within each classroom, particularly for those children with special educational needs. Individual education programmes are carefully followed and targets monitored. Some extension work is offered to able children especially on the occasions when children are setted for mathematics in Year 6.

10Most teachers manage their classes well. The teachers expect and achieve high standards of behaviour within the classroom. This is brought about by a judicious use of praise and reward. Most teachers have established successful and appropriate techniques for the control of the children, which impact positively on standards of achievement.

11Lessons start on time and are usually well paced. However, there are a few occasions, particularly in Years 1, 3 and 5 when the pace of teaching is slower and the subject matter does not always build on what the children already know and can do. Worksheets and textbooks are occasionally used as time fillers and sometimes include unnecessary repetition of earlier work. Teachers are aware of what learning resources are in school and these are well deployed in the classroom.

12Marking is very thorough and older children benefit from the informative comments written in books. Teachers' assessment records are useful, but do not yet give enough specific information to fully inform future planning. Homework is given by all the teachers, and is successfully used to enable parents to participate in their children's reading, as well as giving older children the opportunity to learn their tables and weekly spelling lists.

The curriculum and assessment

13The curriculum for pupils under five is well planned, with the appropriate areas

of learning in mind. It provides good support for the pupils' social, academic and physical development. Planning is a strong feature for those children who are under five and links with key stage 1 are good. Pupils under five who have special educational needs receive good support. For both key stages the curriculum is broad, and meets the requirements for the Local Agreed Syllabus for religious education, and the national curriculum for all subjects, with the exception of music. In this subject, the full programmes of study are not being consistently delivered.

14All pupils have equal opportunity and access to the curriculum, irrespective of their gender or ethnic group. The provision for pupils with special educational needs is good throughout the school. They respond well to the provision and make good progress particularly in English. These pupils have Individual Education Programmes (IEP's). Targets are clear and well matched to the pupils' needs. Reviews are held regularly and parents are involved in the setting of targets for their children.

15Short term planning is good, but there are some concerns about medium term planning. There are weaknesses in the long term planning. There is continuity across the key stages in terms of content but not skills. There is lack of a clear structure, and inconsistency in year group planning. The curriculum is planned in year and department groups. Some monitoring is carried out, but not in a systematic way.

16The schools' provision for personal and social education is very good. Health education and sex education is appropriate, although there is only a statement regarding sex education not a policy. Life skills in the curriculum include an appropriate emphasis on factors affecting life in the local community, such as drugs misuse. A good range of educational visits and extra-curricular activities including competitive sports, support the curriculum. Homework is used to support pupils' progress, particularly in reading, spelling and mathematics.

17Assessment for those children under five is good. Children are assessed on entry through parental interview, which provides an indication of the child's level of attainment, and a useful and comprehensive assessment is carried out on each child at the end of each term. Accurate records are kept of the pupil's activities and samples of children's work are kept in the child's portfolio. The school is currently developing its own baseline assessment.

18There is an assessment policy in place, which has been successfully implemented in key stage 1, and which is beginning to inform teachers planning in most subjects. In key stage 2, whilst there have been positive developments in some subjects, there is insufficient diagnostic assessment taking place. Future planning is not yet based on a clear idea of what each child already knows, understands and can do.

19The policy informs teachers how assessment should be used to place pupils' work into the school portfolio after moderation, and also which work should be kept in the pupils' portfolio. However, whilst many teachers use assessment to inform their planning for the next cycle of work for pupils, this practice is applied inconsistently across the school and requires strategies to be put into place in order to achieve

uniformity of approach.

20The system of moderation and agreement trialling carried out in key stage 1 has helped teachers to assess pupils' work in relation to the National Curriculum levels. This good practice is in the process of being introduced into key stage 2.

21Teachers mark children' work thoroughly and write useful comments in their books. Teachers also spend much time discussing work with individual children.

22Record keeping is being developed, but teachers have not agreed a consistent approach. The record keeping that is in place does not document individual's progress in sufficient detail.

Pupils' spiritual, moral, social and cultural development

23Provision in this area is very effective, The life of the school is based on a clear ethos of valuing and respecting people which permeates all areas of activity.

24Children's spiritual development is promoted through reflection on relationships and values, throughout the curriculum. Good quality displays in classrooms and communal areas encourage aesthetic appreciation and reflection on emotional experiences, for example through poetry. Daily acts of collective worship and the teaching of religious education enhance this, being firmly based on a Christian perspective, encouraging empathy with other beliefs, and allowing children to share their own prayers and spiritual thinking.

25The quality of education for children's moral and social development is excellent. The ethos of valuing people is seen in the active promotion of children's self esteem throughout the school, and in the consistently high expectations of what children can achieve. Children of all abilities are valued and receive frequent praise and recognition, in class or in assembly, for good work, behaviour, attitude and contributions. Children are able to recognise and value the success of others. The 'Park Child' and 'Worker of the Week' awards are part of an effective system of recognising success and are highly valued by the children.

26There is a strong and successful emphasis on moral development and children devise their own class rules, which are respected. Misbehaviour is dealt with sensitively so that children are encouraged to understand the difference between right and wrong.

27Relationships between children, and between staff and children, are very good. Paired and group work is used well to develop collaborative and co-operative skills and to offer support for learning. Children are courteous and communicative, willingly accept responsibility and use initiative. Effective strategies are used to develop these qualities for all age groups. The children's sense of the school as a community is positively encouraged by carefully chosen teaching strategies. For example, children prepare resources or activities for younger children as part of their own learning. Older

children have good opportunities to discuss social and moral issues and the role of individuals in society.

28Children have a good appreciation of local culture, past and present, resulting from educational visits, involvement of members of the local community in the school, and a variety of activities across the curriculum. The diversity and richness of other cultures could however be further recognised.

Support, guidance and pupils' welfare

29The visits to pre-school organisations by the two reception teachers, and the pre-school information evening for parents ensure a smooth entry into school. Throughout the school, academic reports are used to inform the subsequent class teacher of the pupils' progress and attainment and, together with the informal monitoring of pupil development, establish a basis for effective support of all pupils.

30The school has very good techniques for promoting discipline and good behaviour and for discouraging inappropriate behaviour. These techniques are embedded within the school's philosophy, which recognises the many ways in which children can succeed, and concentrates on the positive aspects of relationships and behaviour. This approach has been practised in the school for seven years and its success is evident. There are good relationships at all levels, and pupils with special educational needs are well supported by their teachers.

31Formal routines are in place for child protection and the escalation procedure is understood by teachers.

32The school has a sensible approach to the health and safety of pupils. Most staff are trained in first aid and all respond sensitively when children are not well. Communal routines of fire safety and health and safety requirements are reviewed regularly and are satisfactory in outcome.

33Overall the school provides good levels of support and guidance for pupils.

Partnership with parents and the community

34The school provides very good quality information for parents. Formal documents, such as the school prospectus and the governors' report to parents, are supported by letters, newsletters and a daily opportunity for personal contact with staff. The school reading scheme record book allows a regular flow of information to pass between teacher and parents. The annual report received by parents is very detailed and demonstrates the teacher's knowledge of pupils.

35Parents are very supportive and raise thousands of pounds annually for named projects. They are particularly supportive of school performances and parents' evenings. Parents are always welcomed in school and there is considerable practical

help from parents, grandparents, retired staff and friends, who come into school on a regular basis to bake, listen to reading, help with craft work and accompany study trips. The involvement of parents, both in supporting the school's policies and helping with their children's work at home, is excellent and extends opportunities for learning.

36 School links with the community are excellent and have a beneficial effect upon pupils' education. The school is committed to the Investors in People scheme and has strong associations with the East Lancashire Training and Enterprise Councils. Pupils have made many valuable visits both locally and further afield and an artist has recently been in school to work with pupils. All of these links enrich the curriculum and develop pupil awareness of the environment and the world of work.

37The Educational Welfare Officer, Outreach and the school nurse visit the school once or twice a week and secure the links between the school and the community. Follow-up action for pupils with special educational needs is particularly thorough.

38There are good sporting links with other primary schools and trial days at the high schools inform parent and pupil decisions on high school selection.

39The school philosophy of helping others is demonstrated in the pupils' involvement with charitable organisations. The RNIB, NSPCC and Romanian charities are supported and the proceeds of the harvest festival are donated to charity each year. These activities provide pupils with examples of good citizenship and help their moral growth.

The management and efficiency of the school

Leadership and Management

40 The school successfully meets its aims, and provides a caring and stimulating learning environment for the pupils. The headteacher and staff are approachable and easily accessible to pupils and parents. The positive ethos, which underpins the life and work of the school, is characterised by the very good relationships that exist at all levels. Daily routines and procedures are well established and the school functions as an orderly and happy community.

41The School Development Plan is the combined effort of all staff, and appropriately reflects the needs of the school. The progress of the plan is evaluated regularly, and successful outcomes are recorded at the annual review. Outstanding targets are either set aside by agreement or carried forward to the next year. The clear link between the School Development Plan and staff training needs, helps to ensure that money allocated for professional development is wisely spent. The involvement of all staff in discussions relating to the school's development fosters team spirit, which is one of the main strengths of the school.

42The Governing Body is actively involved in the decision making process, and is supportive of the headteacher and staff. The various committees meet regularly and

minutes of meetings are detailed and informative. There are designated governors who have responsibility for special educational needs, child protection and health and safety. Existing school policies are of good quality and provide a useful point of reference. The school should now consider formulating policies for sex education, equal opportunities, and discipline and bullying. The annual report to parents and the school prospectus meet statutory requirements, and are well-written.

43The school's procedures for appraisal are valuable, and allow staff the opportunity to reflect upon their strengths and weaknesses in a positive way. The formal monitoring of teaching and learning by the headteacher and department heads is an area for further development. The outcomes of such monitoring would supplement the teachers' own evaluations, and develop an already good practice further.

44The school's provision for those pupils with special educational needs is very good. The co-ordinator monitors their progress effectively, and the recommendations of the Code of Practice in relation to individual education plans are fully implemented. The statements for those pupils at Stage 5 are met.

1Overall, the leadership and management of the school are good, and contribute to the sound standards attained in the school curriculum.

Staffing, accommodation and learning resources

1The school is well served by appropriately qualified teaching and support staff. Teamwork between all members of the school staff is a strength of the school and this benefits all pupils. The Nursery Nurses are effectively deployed and contribute to the good progress achieved in the reception classes. The Non Teaching Assistants (NTAs) make a very good contribution to the sound standards attained by pupils. They work closely with teaching staff to support individuals and small groups, as well as organising and maintaining two excellent resource rooms. Two NTAs have recently attained a Special Teaching Certificate. The standard of caretaking, cleaning and other work undertaken by ancillary staff is high, which contributes to the warm and inviting atmosphere. The school clerk makes a valuable contribution to the effective management of the school.

2Teaching staff are well deployed. They work very hard and are committed to improving the quality of education for all pupils in their care. Good use is made of teachers' interests and strengths in the delegation of staff curriculum responsibilities. Co-ordinators are clear about their role and set realistic development targets for their subjects. Their ability to monitor the effectiveness of the implementation of their plans is restricted by limited access to structured non-contact time. A strength of the school is its emphasis upon professional development. This has been acknowledged by the school's recent award as an Investor in People (IIP). In-service training is closely linked to the School Development Plan. A highly effective system for staff appraisal is in place.

3The accommodation allows effective delivery of all aspects of the curriculum, with restrictions in some areas of physical education. Externally, the buildings are in a good state of repair. Pupils benefit from a small garden and have access to a large hard playground. There is a field for use in physical education, which is 200 yards from the school, but it is frequently unavailable for sports due to poor drainage. The hard play area is uneven and presents a risk to pupils playing games.

4Teachers make very good use of the class rooms and promote learning through very well organised interest areas. The standard of display work is very high across the school. Access to two highly organised resource areas promotes pupils' learning, and pupils benefit from the recently developed design and technology room. The key stage 1 library is well organised and welcoming, but the key stage 2 library could be more attractively arranged with a wider range of books.

5Learning resources enable all aspects of the curriculum to be taught. All resources are very well maintained and stored. Priorities for ordering resources are closely linked to the School Development Plan.

The efficiency of the school

- 6 The Finance Committee has a good overview of the school's finances and meets each term to monitor income and expenditure. All financial decisions are the result of careful deliberation, and good use is made of the School Development Plan to guide and plan spending. The very minor recommendations of the most recent audit have been fully implemented, and the school's administration officer effectively oversees all routine procedures connected with the daily management of the budget.
- 1 The non-teaching assistants make an effective contribution to the quality of education provided. Good use is made of the GEST funding, particularly in respect of staff development. The heads of key stage 1, and the lower and upper part of key stage 2 do not have enough non-contact time to allow them to successfully fulfil their monitoring roles, and therefore examples of good practice are not always recognised and disseminated.
- 1 The school is committed to maintaining the current staffing levels which allow classes to be organised in single age groups. The headteacher and governors' belief that the staff is one of the school's most valuable resources, has recently been validated by the presentation of an Investors in People Award, in recognition of the school's corporate approach to development, and commitment to team effort.
- 2 The recent purchase of 14 computers was linked to a major priority in the School Development Plan and is beginning to enhance the pupils' learning, and promote computer literacy. The available time and accommodation are generally used to good effect, and the reorganisation of the lunch time arrangements is proving to be successful.

- 3 Overall, the school is an efficient and well ordered community. The available finances are used to good effect and to the benefit of the pupils. Unit costs are low, and the attainment of pupils on entry is below average. The progress of pupils is generally good, and the school provides very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

- 4 The children who are under five follow the curriculum based upon the agreed areas of learning. As the pupils in Reception make progress and gain confidence, they are introduced to a key stage 1 curriculum which is adapted to their needs and is appropriate for their development. The children enter the school with a range of abilities and pre school experiences, but overall their attainment on entry is below average. Many children enter school with underdeveloped language and literacy skills. The assessment procedures carried out on entry to school indicate that the children attain low standards in literacy, language and numeracy compared to other similar schools. The progress made by pupils who have special educational needs is good.
- 5 By the time they leave Reception, most pupils have made good progress in developing skills in language and literacy. They are now enjoying books and holding them correctly. They are able to retell a simple story and some show an understanding of the sequence of events of some well known tales. Most show excitement when books are read to them. Higher attaining children can write their own names. They are good at enacting stories such as Goldilocks and show humour and imagination when describing events. Most are able to copy writing and hold a pencil correctly. Progress is made in developing speaking and listening skills, and by the time they leave Reception, most pupils are well prepared to cope with the national curriculum.
- 6 In mathematics, most children make good progress. They compare and match objects and can sort using colour and size. They develop a suitable mathematical vocabulary and understand the meaning of big, little and medium. They are good at recognising and copying patterns. They enjoy number rhymes and counting games and develop good co-ordination when using jigsaws. Most count to ten and beyond and have competence in adding on one. They make good progress in writing and recognising numbers and accurately describe common two-dimensional shapes.
- 7 In knowledge and understanding about the world, the children make satisfactory progress. They know about objects that float and sink, and experiment with tools and materials. They talk about their families and friends. They explore a variety of media and are good at modelling using mouldable materials. They use a range of construction toys and explore equipment for cutting, joining and sticking. There is, however, a lack of large construction toys. Children take it in turn to use the concept keyboard which has programmes relating to their topic. They use computers with confidence.

8The children attain good standards in physical development. They move with confidence, and skills of co-ordination are generally well developed. Most can balance and climb with increasing skill. In dance they move well in time to the music and

display a sense of rhythm. They handle tools and materials well and show competence in working with malleable materials.

9The provision for creative development is good. Most pupils have sound levels of attainment, using a wide range of media effectively. When printing, they show good control and produce sharp and clear pictures to make effective patterns. They paint with boldness and have a developing sense of colour, shape and form. Most are successful when choosing materials to make models and take care when painting. Their attainment in music is appropriate for their age, and they join in simple songs and rhymes with enthusiasm. In their role play they take great pleasure in dressing up.

10The children have a good attitude to learning. They work enthusiastically with adults and respond well to questions. The more confident hold conversations and take interest in new learning. They settle quickly into routines and are enthusiastic about their work. They behave well and show respect to their teachers and other adults. They share and co-operate well and persevere with tasks. They move purposefully between activities and take care when handling materials and books.

11Teaching is good in most lessons. Sessions are well structured to provide a balance between directed and self-chosen activities. Teachers and the nursery nurses plan together successfully. They provide interesting and stimulating activities which are well matched to the children's needs. The staff have realistic expectations of the children and give good support to those who lack confidence. Good opportunities are provided for language development, which stimulates an interest in books and writing. The children have access to a wide variety of learning opportunities which help to promote confidence. Questions are used well to provoke thought and to help the children to improve their work.

12Careful records of progress are kept. On entry into school a parental interview indicates what the children are capable of doing. Assessment and record keeping are well used to inform planning. The staff have a good understanding of how young children learn and are competent in teaching all aspects of the area of learning. Good use is made of extensive resources. Support for those pupils with special educational needs is good. Careful attention is paid to their needs and progress is monitored appropriately. Parents are involved in discussing the needs and achievement of these pupils and are encouraged to be involved in their children's learning.

English, mathematics and science

English

- 13 The vast majority of pupils are attaining standards that are in line with national expectation.
- 14 Throughout the school, most pupils are attaining sound standards in reading. They generally make good use of pictorial and textual cues to help them decode unfamiliar words, and the best readers make good use of expression to add

interest. From an early age pupils are encouraged to seek and retrieve information from written materials, and most have a good understanding of the link between reading and writing. The 100 club, for those KS2 pupils who have completed the reading scheme, acts as a good incentive, and encourages the pupils to read a wide range of books written in different styles and by a variety of authors.

- 15 The school works hard to promote reading as an enjoyable activity, and the combined efforts of teachers, parents, and the pupils themselves, contribute to the good progress made in this aspect of the curriculum. The school has recently introduced a standardised reading test across the school, to enable further monitoring of attainment and progress.
- 16 Standards of writing in KS1 are satisfactory overall, and the majority of pupils appreciate that writing is both an effective means of communication, and a way of recording ideas or information that might otherwise be forgotten. By the end of the key stage most pupils write structured pieces, some of which are of good length. Progress in writing is often good, especially at the end of the key stage where the pupils are given a wide range of stimulating writing activities, some of which are particularly imaginative.
- 17 By the end of KS1, pupils generally know how to form letters correctly, but do not always apply these handwriting skills when engaged in writing activities. The presentation of written work is sometimes unsatisfactory, and more carefully matched practice tasks in Y1 would benefit pupils of all abilities, and accelerate progress in this aspect of the English curriculum.
- 18 By the end of KS2, the vast majority of pupils are attaining sound standards in writing. Pupils know how to organise their ideas in a structured way, and write in a wide range of styles and for a variety of audiences. Written work is often well punctuated and most pupils successfully use joined script and present their work neatly.
- 19 Progress in writing within KS2 is variable, largely because the scheme of work is not yet fully implemented, and there are occasions when aspects of the curriculum are repeated in consecutive year groups at the same level. Having invested a great deal of time in the planning of the scheme, the school should now implement it as soon as possible, and make fine adjustments as and when the need arises.
- 20 Many pupils throughout the school have difficulty with spelling, a problem that has been recognised and is currently under review. Dictionaries and thesauruses are well used, but insufficient use is made of these same facilities on computer when pupils are word-processing. Teachers in KS1 make good use of the new reading scheme as a vehicle for spelling and sentence building, and the constant reinforcement of the same vocabulary is of benefit to the pupils.
- 21 Pupils in both key stages are attentive listeners and standards of listening are

frequently good. They enjoy listening to stories and concentrate well when listening to instructions. The vast majority of pupils are keen to talk about their work, and are active participants in class discussions.

- 22 Despite their willingness to communicate, the attainment of the vast majority of pupils in speaking throughout the school is below average. Many pupils have a limited vocabulary and are not always able to express themselves clearly or succinctly. Teachers recognise the need to develop pupils' spoken language and provide regular opportunities for speaking to occur, but the issue of extending vocabulary is not fully addressed.
- 23 The quality of teaching is often good, particularly at the end of key stages, and in one Y4 class. Activities are well planned and some are very imaginative and well differentiated to meet the varying needs of the pupils. Written work is always marked regularly, and in some classes the quality of marking is very good indeed, enabling pupils and teachers to engage in extended dialogue. Throughout the school, the excellent use of praise and encouragement helps raise pupils' self-esteem and confidence.
- 24 Pupils in both key stages have good attitudes to learning, and the vast majority maintain good levels of concentration. Older KS2 pupils take pride in the presentation of their written work, and all pupils respond positively to the stamps and stickers given by their teachers in recognition of effort and achievement.

Mathematics

25 Attainment in mathematics is in line with national expectations at the end of both key stage 1 and 2 with some of the able children in the setted Year 6 group performing at a higher level. 1996 SATs tests confirm that the standards of children's work is reaching national expectations. Progress in the school is inconsistent, with the best progress occurring in the final year of each key stage. Firm evidence of both gains in knowledge and clear consolidation of earlier learning were seen during the four days of the inspection in several classes.

1 Teaching of mathematics is well planned to closely follow the national curriculum programmes of study, which helps to ensure that work is offered at the correct level. The emphasis on the importance of learning tables and the regular practice given, both in these and other aspects of mental arithmetic, result in particularly high standards in these areas in key stage 2. The recent introduction of regular assessment in number is beginning to assist teachers in future planning. All attainment targets are covered with suitable emphasis on number. More open ended investigation work would be of benefit to all the children.

1 The children are keen to learn mathematics. They are well behaved in lessons and respond well to the activities offered. They are a little less enthusiastic when working through text books and workbooks. In key stage 1, there are some good examples of collaborative work, with children extending activities on offer. In key stage

2, children listen well to teachers' explanation and respond enthusiastically to challenging questions. The best learning is observed when lessons are structured and have clear objectives. Most children take pride in their work and present it neatly.

2Teaching of the subject is usually good, and sometimes very good. Most teachers have a sound knowledge of mathematics and carefully plan to meet the needs of all the pupils. They have high expectations of the children and lessons are well paced. There are a few incidences in each key stage where planning is less successful, and some children are given inappropriate work. Some skilful class teaching takes place in both key stages. However, on a few occasions discussion is overlong and not sufficiently focused.

3The subject co-ordinator has worked hard to bring about many innovations in the approach to teaching of the subject in the school. Whilst this has been supported by some whole staff development, the co-ordinator has insufficient non-contact time in which to monitor the planning and teaching throughout the school. Learning resources are adequate, accessible and well used. They are available in classrooms or neatly stored and labelled in the central resource areas. Classrooms are suitably organised for both practical and more formal activities.

Science

4Attainment in science in both key stages is in line with national expectations and children of all ages make satisfactory progress as they move through the school.

5Work in science is designed to be stimulating and interesting, and children respond with enthusiasm and enjoyment. The practical activities on offer help older children to gain understanding of specific concepts. Children work well together, either in pairs or small groups, and more able children are happy to help those who are having difficulties. The way in which children record their practical work is good in some classes, but this is not yet consistent throughout the school.

6Teaching is generally sound and a variety of appropriate teaching methods are used. There is suitable emphasis on practical activities linked to coverage of all the attainment targets for key stage 2. In some lessons in key stage 1, teaching is less accurately structured. Teachers are aware of the need to increase their skills and confidence in investigative science, and are taking appropriate action to develop these further.

7Children with identified special educational needs are well supported in all lessons. In many lessons good provision is also made for children of different abilities and the subject is made accessible to children with limited reading and writing skills. This good practice could be extended through the whole school.

8Continuity and progression is evident in teachers' long term planning for key stage 2. For key stage 1, science is taught as part of a two-year programme, which presents some problems when children move to Year 3. The school is aware of this, and

recent developments have brought about some improvements, particularly in a more structured approach to work on materials. The school's plan to introduce a whole-school scheme of work should help to improve continuity and progression for all children.

9Some assessment of science is well structured, but the present system is less successful when used to record skills in experimental and investigative science. Limited use is made of assessment to inform teachers' planning. The portfolio of work which has been collected from younger children, in order to help teachers assess work accurately is a positive development and should be extended for use with older children.

10Resources are adequate and well organised. The management of the subject is sound. The co-ordinator works with a team and is making appropriate plans for the further development of the subject within the school, including suitable in-service training for teachers. The co-ordinator, or members of the senior management team need to undertake a more structured long term monitoring of science work in the classrooms.

Other subjects or courses

Art

11Standards of attainment are above national expectations at the end of both key stages. This good standard of attainment is seen in the work of all classes in the school and pupils make good, consistent progress in this subject.

12The pupils in key stage 1 develop confidence in handling paint and a variety of drawing materials. They make observational drawings that display a developing appreciation of pattern and detail. They identify primary colours and pay great attention to detail when mixing colours. Displays show evidence of work in collage style, and pupils have been successfully taught to make rubbings in chalk and wax crayon.

13This good attainment continues in key stage 2 classes, and pupils further develop their painting and drawing skills, increasing in confidence in the choice of techniques, skills and tools. Some outstanding work with paints and chalks was seen in pupils' work in the style of Victorian artists. The pupils had achieved a sensitive match of colour and form that went beyond mere pastiche to create an individual response to the task.

14Pupils throughout the school display a positive attitude to their work in art, and they are proud of their achievements. They work hard, with enthusiasm and concentration and are not satisfied with their first attempts, but strive to improve on them. They work well together and discuss their progress, seeking comments from others in a supportive atmosphere.

15The teaching in art is good throughout the school, and a broad range of activities is planned to enable pupils to extend their knowledge, skills and understanding. Lessons are well resourced and organised, and are conducted at a good pace, with a balance between the teachers' explanation and the pupils' activity.

16A good scheme of work has been devised along with an effective policy for display. The display throughout the school is outstanding. At present, there is little work undertaken in the art of other cultures and this would further enrich the pupils' knowledge and understanding. Art is a strength of the school.

Design Technology

17In key stage 1, pupils' attainment and progress exceeds national expectations. In key stage 2, attainment is in line with national expectations with evidence of recently improved progress.

18Pupils in key stage 1 are confident in discussing their ideas and implementing them. They are able to use a variety of materials effectively and safely, including clay, card, paper and fabrics, and they have good cutting and folding skills. Pupils are able to join materials with glues, fasteners and clips, and can build a variety of static and moving models out of construction kits. Many pupils are able to evaluate and adapt their ideas as they go along. Pupils have good levels of independence and are able to select and use equipment and resources effectively. Most pupils have good levels of concentration and are proud of their work.

19Key stage 2 pupils consolidate the skills acquired in key stage 1. Many pupils can use clay effectively to make good quality 3D models, and are able to use textile skills to make model animals. Older pupils demonstrate a secure knowledge of the design process. Pupils ability to use resistant materials is less well developed, but this is to be addressed as part of the School Development Plan. Many pupils can plan and evaluate their work but opportunities to develop this area is limited in some classes.

20Most pupils enjoy design and technology and are able to work effectively in small groups or as individuals. Older pupils are beginning to apply good levels of research skills in order to inform their plans and designs.

21The quality of teaching in design and technology lessons is mostly good or very good. Emphasis is currently placed upon developing skills, and instructions are very clear. There is skilful use of questioning and discussion to promote pupil's ideas. Pupils are encouraged to use their own initiative and make decisions for themselves. Tasks are linked effectively to other curriculum areas to add meaning and relevance to the pupils.

22The co-ordinator has a very secure grasp of the needs of the subject and offers good guidance to colleagues in planning and teaching. He has a realistic plan for improving standards, by introducing a scheme of work which helps to identify key skills

in both key stages. Good quality INSET has been provided for staff by a local potter, and further training is being planned by the co-ordinator. Training is targeted so that all aspects of the draft policy can be confidently taught by all staff.

1The introduction of a design book for each pupil across the school is currently being considered and this could help staff to assess and monitor the progress of individuals, and give information for evaluating the effectiveness of the curriculum. Pupils are benefiting from the recent upgrading of an old classroom for use as a design and technology room.

Geography

1At the end of both key stages attainment is broadly in line with national expectations and pupils make satisfactory progress. In key stage 1 pupils have an increased understanding of their own locality and can find countries on a world map. They also know about sources of food and the sequence of production from farm to shop. Pupils apply skills learned in other subjects to their work in geography.

2By the end of key stage 2, pupils are beginning to think critically, particularly about their own locality and its needs. They understand how man affects the environment. Pupils have a knowledge of other areas of the world and understand differences and similarities in environments.

3Pupils have good attitudes to their work. They are interested in geography, working well together. They apply their skills from mathematics well when working with grid references. Their behaviour in lessons is good.

4Teaching is satisfactory overall with some very good features. Lessons are well planned and well resourced, giving pupils a wide range of opportunities to experience all the elements of the subject. Good use is made of field visits and residential visits. Teachers have a sound command of the subject and have realistic expectations of their pupils.

History

5By the end of key stage 1, attainment is broadly in line with the national expectations and pupils make satisfactory progress. Pupils learn about the Victorians and understand that changes occur over time. Terms such as before, past and long ago are understood and pupils are beginning to memorise dates of historical events.

6By the end of key stage 2, most pupils achieve standards that are above national expectations and make good progress. Pupils make accurate observations from a video and answer searching questions about what they have seen. They understand the importance of evidence in the study of history and know about archaeology. Terms such as primary and secondary are used accurately in relation to historical evidence and are used appropriately when studying portraits and artefacts. Pupils are

developing an historical vocabulary and most know about some significant events and dates in British history.

7 Behaviour is good and classrooms are well organised. Pupils contribute their general knowledge to lessons and generally remain on task. Great enthusiasm is shown and the pupils work hard to present their work attractively. Most pupils concentrate well and work co-operatively in groups. They enjoy looking at artefacts and handle books and materials with care.

8 Teaching is satisfactory overall with some good features. When lesson introductions are well focused and pupils ask challenging questions, progress is good. Lessons are generally well planned and appropriate use is made of resources, which are adequate. In the best lessons the pupils are taught how to use historical evidence to draw conclusions. Less effective teaching is evident when time is not used efficiently and pupils are given undemanding tasks. Current planning conforms to the requirements of the National Curriculum. Work is marked regularly, with constructive and helpful comments.

Information Technology

9 Standards of attainment are above national expectations in key stage 1 and in line with expectations in key stage 2. Pupils make good progress in key stage 1 and there is evidence of recent improvement in key stage 2.

10 All pupils have a secure grasp of technology. They are able to use cassette recorders to support learning and are familiar with the use of televisions and video players in promoting their knowledge and understanding. Most key stage 1 pupils are able to use the mouse and cursor effectively in order to select text and move programmes forward. They are able to type on screen and save and print. Pupils can use a concept keyboard and are able to make simple designs. Many pupils are able to control the direction of a programmable toy. Pupils make effective use of talking books to support their reading.

11 In key stage 2, pupils consolidate the skills and knowledge acquired in key stage 1. By the end of key stage 2, most pupils have well developed skills of word processing and are able to edit and cut and paste work in order to create good quality script for a variety of purposes. They can enter data and use the computer to represent it in graphical form. Older pupils are beginning to combine text, data and images. Some pupils are able to use the CD ROM in order to access information for a range of purposes. The planned acquisition by the school of further multi-media resources will promote such skills and improve standards further.

12 Teachers' knowledge of information technology varies across the school. Staff work closely together to support each other under the competent guidance of the information technology co-ordinator. Teachers recognise the need to use information technology to support all curriculum areas and they include it in their curriculum planning. Staff are committed to improving standards through INSET.

There is no means of recording pupils experiences of using information technology as pupils move through the school. This hinders teachers' ability to monitor and improve individual attainment and evaluate the quality of curriculum provision.

Music

- 13 In music standards are below national expectations at the end of both key stages and progress is generally unsatisfactory. Few lessons were seen during the inspection and additional evidence was gathered at assemblies and through discussions with pupils and staff.
- 14 Most pupils have a limited musical background and the range of experiences offered to the children is too narrow. Instrumental work and opportunities for pupils to compose their own music are rare, which restricts progress.
- 15 By the end of key stage 1 pupils have an understanding of timing and rhythm. They sing songs from memory and use hand actions. The children sing unaccompanied in assembly but in tune.,
- 16 By the end of key stage 2 pupils undertake a programme of activities which includes singing, rhythm work, the used of untuned percussion instruments and a basic knowledge of musical elements.
- 17 Pupils' attitudes to music are good. They are attentive and enjoy making music and sing with gusto. The more able do need to be suitably challenged, but the needs of the pupils with special educational needs are fully met. The school has a recorder group of sixty pupils, which is divided into beginners, intermediate and advanced.

Physical Education

- 18 In the lessons observed, pupils across the school are attaining standards which are in line with national expectations.
- 19 In key stage 1, pupils have sound abilities of control and balance. Almost all pupils perform with confidence in front of others and are able to demonstrate a range of floor movements, including rolls, jumps and turns, and are able to link these together effectively. Most children have a good sense of space and move around safely with good awareness of others around them.

20 In key stage 2, almost all pupils respond quickly to instructions and are able to act independently following all safety procedures. Most pupils are able to move around quickly and safely, and demonstrate secure skills of agility, poise and control. Pupils have sound skills of throwing and catching and are able to play small team games with good spirit and a sense of enthusiasm. Some older pupils are confident performers in traditional dance and

are able to compose and perform their own sequences of movements. Pupils make good progress in swimming with almost all Year 6 pupils being able to swim with a good style.

21The curriculum for physical education is broad and balanced. Pupils are given the opportunity to take part in a variety of team games and in competitive events with local schools. Resources for physical education promote sound standards of attainment in most aspects of the curriculum but the uneven hard play area outside and the poor drainage of the field adversely affects some aspects of outdoor games and athletics. Outdoor and adventure activities are promoted through the use of local outdoor centres. Teachers make very good use of the resources available and are committed to providing a wide range of extracurricular sporting activities for pupils.

Religious Education

22Attainment is in line with the expectations of the Local Authority Agreed Syllabus (1994) which has been adopted. Children of all ages make good progress in acquiring an understanding of Christianity, developing associated values and learning about other religious beliefs.

23Teaching is sound and engages children's interest by relating to their own experiences and valuing their ideas. Classroom management is good, with varied activities and a good balance of individual, group, paired and whole class work. In lessons, work is designed to meet the needs of children at different levels of attainment in literacy, with good integration and support for children with learning difficulties. The co-ordinator recognises that there is insufficient progression of concepts and ideas in the syllabus, and steps are being taken to address this.

24Throughout the school, children have a positive attitude to religious education and are prepared to reflect on their own views and those of others, with significant benefit to their personal development. Good use is made of opportunities to share learning with other age groups. For example, year two children were making an advent calendar for year one, thereby consolidating their own learning and gaining a sense of value and achievement.

25Long term planning follows the agreed syllabus and teachers' short term planning provides a consistent programme . Assessment is integrated into the programme but is too dependent on individual teachers' approaches and could be more consistent. The development of the new syllabus is being monitored well and supported by the co-ordinator. Resources are adequate and well organised, but additional materials will be needed as new elements of the syllabus are introduced.

26 In addition to timetabled, lessons religious education is integrated into the daily act of collective worship, which includes exploration of values and beliefs, spiritual development and the celebration of shared experiences. There is a good level of involvement of children in the planning and delivery of assemblies.

PART C: INSPECTION DATA

27 Summary of inspection evidence

- A range of evidence was considered by the six members of the inspection team during the inspection
- 101 lessons or part lessons were observed
- Pupils in all classes were heard reading from their reading books, and/or their own work.
- Samples of pupils' written work were scrutinised across all age groups
- Frequent informal discussions were held with pupils of all ages to determine their views about:- the school rules, behaviour, bullying, moral and spiritual issues, opportunities to exercise responsibility, their work, the values transmitted by the school, their involvement in extra-curricular activities
- Assemblies and collective acts of worship were attended
- Pre-inspection meetings were held with staff, parents and governors
- The latest School Development Plan and policy documents were examined
- Teachers' planning documents were examined
- Interviews were held with curriculum co-ordinators
- SEN pupils were observed and the register examined.
- The school's budget was analysed
- The completed parents' questionnaires were analysed and parents' views considered
- Attendance registers and budget figures were examined
- Teachers' records of the pupils' progress were inspected and reports to parents were seen

1 Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR- Y6	379	2	62	160
Nursery Unit/School				

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	15.5
Number of pupils per qualified teacher	24.5

Education support staff (YR - Y6)

Total number of education support staff	5
Total aggregate hours worked each week	101

Average class size:

27

FINANCIAL DATA

Financial year:

1995/96

	£
Total Income	534,354
Total Expenditure	534,354
Expenditure per pupil	1,410
Balance brought forward from previous year	44,275
Balance carried forward to next year (estimate)	20,000

PARENTAL SURVEY

Number of questionnaires sent out:

250

Number of questionnaires returned:

142

Percentage return rate:

56.8

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	41	58	1	1	
I would find it easy to approach the school with questions or problems to do with my child(ren)	64	33	1	2	
The school handles complaints from parents well	36	53	8	2	1
The school gives me a clear understanding of what is taught	36	55	6	2	1
The school keeps me well informed about my child(ren)'s progress	54	40	4	2	
The school enables my child(ren) to achieve a good standard of work	55	45			
The school encourages children to get involved in more than just their daily lessons	41	46	9	4	
I am satisfied with the work that my child(ren) is/are expected to do at home	54	40	1	5	
The school's values and attitudes have a positive effect on my child(ren)	50	45	4		1
The school achieves high standards of good behaviour	42	49	5	3	1
My child(ren) like(s) school	59	39	1	1	

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