

INSPECTION REPORT

Corinthian Community Primary School

Liverpool

LEA area: Liverpool

Unique Reference Number: 104530

Headteacher: Mr W G Shaw

Reporting inspector: Mrs R S Rodger

Dates of inspection: 30 November – 3 December 1999

Under OFSTED contract number: 706721

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

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Information about the school

Type of school:	Community primary school
Type of control:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Inigo Road Liverpool L13 6SH
Telephone number:	0151 228 5806
Fax number:	0151 280 3243
Appropriate authority:	The governing body
Name of chair of governors:	Mr N Bennett
Date of previous inspection:	13 – 17 February 1995

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mrs R S Rodger Registered Inspector	English	Attainment and progress Teaching Leadership and management English as an additional language
Mr K Osborne Lay inspector		Attitudes, behaviour and personal development. Attendance. Support, guidance and pupils' welfare. Partnership with parents and the community. Staffing, accommodation and learning resources. Efficiency
Mr N Hardy Team Inspector	Science Design and technology Physical education	Curriculum and assessment Special educational needs
Mrs E McDonald Team Inspector	Under Fives Mathematics Religious education Music	Spiritual, moral, social and cultural development
Mrs M Sanger Team Inspector	Information technology Art Geography History	Equal opportunities

The inspection contractor was:

PBM Inspection Services Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

Telephone: 01889 567014

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The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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Main findings

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	416, including 25 full time equivalent nursery pupils
Pupils with English as an additional language:	0.7 per cent (well below the national average)
Pupils entitled to free school meals:	21 per cent (broadly in line with national averages)
Pupils on the register of special educational needs:	78 (in line with national averages)
Pupils with a statement of special educational needs:	3 (below the national average)
Average class size:	27.9 (about average)

Attainment on entry to the reception classes is average.

WHAT THE SCHOOL DOES WELL

- Standards in reading and mathematics are good and improving at Key Stage 1.
- The numbers of pupils attaining the higher levels of mathematics is improving at Key Stage 1.
- English, mathematics, science, art and history are taught well at Key Stage 1.
- Information technology is taught well at Key Stage 2.
- Leadership and educational direction for the school is very good.
- The pupils have very good attitudes to learning and are well-behaved throughout the school.
- Provision for social and moral development is very good and for spiritual development is good.
- The involvement of parents in children's learning is good, particularly in information technology.
- Provision for pupils with special educational needs is very good.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in writing and science at Key Stage 2 are too low.
- II. Accommodation for pupils at Key Stage 2 is unsatisfactory.
- III. Short term curriculum planning takes too little account of what the pupils already know.
- IV. Subject managers do not monitor the work of the school.
- V. The time available for learning in lessons at Key Stage 2 is too short.
- VI. Children under five have too few opportunities to use the outdoor environment for learning.
- VII. The junior school playground is a potential safety problem due to the rough surface.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors action plan, which will be sent out to all parents and guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Standards in reading, writing and mathematics have improved considerably since the previous inspection at Key Stage 1. Higher attaining pupils have made good progress in reading and mathematics over the past five years. Standards in reading have improved at Key Stage 2. Two of the three key issues in the previous report related to maintaining existing satisfactory or good standards, the good teaching and overall strong leadership. Recent changes in the leadership of the school have resulted in a school with a strong agenda for improvement based on the very thorough review of the school's strengths and weaknesses carried out by the headteacher. The third key issue contained in the previous report was to ensure that the nursery outside play area and the playground surfaces in both schools were made safe for pupils to use. This key issue is only partially completed. The nursery and infant school playground are now resurfaced and pose no safety problems. The junior school playground is still unsafe and is not used by the pupils for outdoor physical education due to its uneven and rough surface. This is still a safety hazard.

STANDARDS IN SUBJECTS

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

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

The information in the table relates to Key Stage 2 pupils who have now left the school. It indicates that in 1999 the pupils' standards of attainment were well below average in English and science and below average in mathematics in comparison with all schools. Standards were below average in English, average in mathematics and well below average in science compared to similar schools. Inspection evidence suggests there has been an improvement in standards in English, mathematics and science at Key Stage 2, but that it is greater in Years 3 and 4 than in Years 5 and 6, where attainment is below the national averages in English and science. Overall standards in English and science are below national expectations at the end of Key Stage 2. Standards in mathematics are now broadly in line with national averages. Standards in information technology and religious education are in line with national expectations. Trends in the standard of performance in English reveal a decline in the past few years. Inspection evidence suggests that although standards are still below national averages, they are better than the results of the 1999 National Curriculum assessment tests. Standards in mathematics are improving year by year, with a marked improvement in the numbers of pupils attaining the higher levels of attainment. The decline in standards in science has also been arrested since the introduction and implementation of a new scheme of work.

At Key Stage 1, standards in the 1999 national tests were above the national averages in reading, with almost one third of pupils attaining the higher levels. Standards in writing were above the national averages, but no pupils attained the higher levels of attainment. Standards in mathematics were well above the national average with almost four out of ten pupils attaining the higher levels. Inspection evidence suggests that current standards at the end of Key Stage 1 are not as high. Standards in reading are above national expectations but standards in writing are in line with national expectations, with some higher attaining pupils beginning to reach the higher levels. This is an improvement on the 1999 national test results. Overall attainment in English is in line with national expectations. In mathematics attainment is above national expectations and science attainment is generally in line with national expectations.

Pupils with special educational needs attain appropriately and make very good progress throughout the school. They attain the targets set for them in the individual education plans. At Key Stage 2 pupils make satisfactory progress at the beginning of Key Stage 2 in English, but unsatisfactory progress at the end of the key stage. Progress in mathematics is satisfactory throughout the Key Stage 2. The introduction of a new science scheme and strong leadership by the headteacher has led to improvements in the progress made in science at the end of Key Stage 2. There are examples of good progress in English and mathematics at Key Stage 1 and at the beginning of Key Stage 2. Children under five make satisfactory progress towards attaining the Desirable Outcomes for Children's Learning. Children with special educational needs in the nursery make good progress. The small number of pupils with English as an additional language are well-supported and make good progress in all subjects.

QUALITY OF TEACHING

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

The quality of teaching is, at least, satisfactory in almost all lessons. In almost four out of ten lessons teaching is good or better. Teaching is good in information technology at Key Stage 2. The quality of teaching is good at Key Stage 1 in English, science and mathematics. There is a very small amount of unsatisfactory teaching at Key Stage 2 in English and geography. Teaching in art, history, music and physical education is good at Key Stage 1.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Behaviour is good throughout the school. Pupils are attentive in lessons and listen well. They are courteous and polite.
Attendance	Attendance is satisfactory.
Ethos*	The school is very welcoming to visitors and parents. The headteacher, staff and governors are equipped to raise standards in all subjects. Attention to improving standards is a strong feature of the work of the school.
Leadership and management	The leadership and management of the school are very good. The recently appointed headteacher provides a very good sense of educational direction and is taking appropriate steps to halt the fall in standards. An effective management structure has recently been put in place. The school is now in a strong position to move forward with the full involvement of the governing body, the teachers and parents. The commitment to raising standards is high and appropriate procedures are in place to ensure this takes place.
Curriculum	The curriculum is suitably broad and balanced. All subjects of the National Curriculum are taught, with an appropriate allocation of time given to teaching literacy and numeracy. Additional time is given to teaching literacy at Key Stage 2 to help raise standards. However, the time spent in lessons at Key Stage 2 falls short of the national recommendations. In addition, there is some time loss at Key Stage 2 due to the congested conditions under which pupils work and the need to use the hall for the whole class sessions of the literacy hour.
Pupils with special educational needs	Pupils with special educational needs are very well supported by the co-ordinator, teachers and support staff. They make very good progress throughout the school.
Spiritual, moral, social & cultural development	Provision is good overall. Provision for moral and social development is very good. The provision to appreciate their own and other cultural traditions is very satisfactory.
Staffing, resources and accommodation	Staffing and learning resources are satisfactory overall. Support staff are deployed effectively. The school's accommodation is inadequate to support the whole curriculum. In many classes the pupils cannot see the chalkboard. The junior playground cannot be used for physical education due to the rough surface.
Value for money	The school provides satisfactory value for money.

*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
VIII. The recent emphasis on partnership with parents in the work of the school. IX. The improvements in communications with the head and the 'open door' policy.	X. The inadequate accommodation for Key Stage 2 XI. The inconsistencies in the amount of homework XII. The lack of out-of-school activities.

Parents and governors all appreciate the improvements in communication and the welcome they receive when needing to come into school. An awards assembly was well-attended by parents, who expressed their appreciation at being able to attend the school for such a function. The inspection findings support the concern about the inadequate accommodation at Key Stage 2. The amount of homework given is consistent in mathematics, but inconsistent in other subjects. The school acknowledges that there is a lack of extra-curricular activities.

Key issues for action

1. In order to raise standards in the school the headteacher, staff and governors should:

Key issue 1: raise standards in writing at Key Stage 2 by:

- providing training for staff to improve their knowledge of the National Literacy Strategy;
- Providing more teaching of writing skills in whole class sessions;
- raising expectations of the amount of work pupils' can complete in lessons;
- setting and attaining specific targets for improvement;
- providing regular homework to increase the amount of writing completed by pupils.

Key issue 2: raise standards in science at Key Stage 2 by:

- continuing to implement the recently introduced scheme of work;
- improving weekly planning to include activities more appropriately matched to the needs of pupils.

Key issue 3: improve short term curriculum planning by:

- identifying precise objectives for learning;
- using assessment information more rigorously to identify the next steps in the pupils' learning.

Key issue 4: Develop the role of subject managers by:

- providing appropriate training in monitoring and evaluating;
- providing time to monitor planning, teaching and the standards of work.

Key issue 5: Improve the quality of accommodation for pupils throughout Key Stage 2 when funds allow.

Key issue 6: Increase the time for learning in lessons at Key Stage 2 by:

- increasing the length of the school day to meet national recommendations;
- ensuring lessons start promptly and time is not wasted moving classes or furniture.

1. In addition to the key issues above the following weaknesses should be considered for inclusion in the action plan:

- Lack of inclusion of planned opportunities for outdoor play for children under five;
- The low priority given to language and literacy and mathematics in nursery curriculum.

Introduction

Characteristics of the school

1. Corinthian Community Primary School is situated in the Stoneycroft district of Liverpool. The community is well settled and there are no extremes of poverty or affluence. The pupils come from a range of socio-economic backgrounds and attend the school from the area surrounding the school. There are 391 pupils on roll, 78 of whom are on the register of special educational needs. The pupils are organised into fourteen mixed-ability classes. Years 5 and 6 are organised into classes of the same ability for mathematics lessons. Three pupils have a statement of special educational need. The nursery class offers places for 25 full-time equivalent children. A very small number of children are from minority cultural heritages. Attainment on entry to the reception classes is average. Most children attend the nursery class on a part-time basis for up to two years before they enter the reception class, which they do so in the year in which they are five years of age. During the inspection there were 35 children under five attending the nursery part-time and 48 children under five in the reception classes.

2. The school's priorities for the year have been to: implement a consistent curriculum planning framework; improve the quality of teaching and to raise standards. The school review carried out by the headteacher closely matches the key issues identified during the inspection. The school has set numerical targets for English and mathematics in consultation with the governors and the local education authority. These targets were met in the 1999 National Curriculum assessment results.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	39	24	63

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or above	Boys	35	35	35
	Girls	22	22	22
	Total	57	57	57
Percentage at NC Level 2 or above	School	89 (82)	89 (83)	90 (82)
	National	82 (80)	83 (81)	87 (84)

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils At NC Level 2 or above	Boys	33	33	35
	Girls	21	20	22
	Total	54	53	57
Percentage at NC Level 2 or above	School	86 (85)	84 (83)	90 (88)
	National	82 (81)	86 (85)	87 (85)

Attainment at Key Stage 2¹

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

Year	Boys	Girls	Total
1999	26	30	56

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils At NC Level 4 or above	Boys	15	17	15
	Girls	17	20	17
	Total	32	37	32
Percentage at NC Level 4 or above	School	57 (60)	66 (58)	57 (70)
	National	70 (65)	69 (59)	78 (69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 4 or above	Boys	18	18	18
	Girls	21	21	21
	Total	39	39	39
Percentage at NC Level 4 or above	School	69 (69)	69 (71)	69 (72)
	National	68 (65)	69 (65)	75 (72)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:		%
Authorised Absence	School	7.7
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

4.

4. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	0
Permanent	0

4. Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	7
Satisfactory or better	98
Less than satisfactory	2

4. **PART A: ASPECTS OF THE SCHOOL**

4. **Educational standards achieved by pupils at the school**

4. **Attainment and progress**

3. At Key Stage 1 the results of the 1999 national assessment tests showed that the pupils attained above the national expectations in reading, with one third of pupils, both boys and girls attaining the higher levels. There has been an improvement over time in reading with nine out of ten pupils attaining the national expectations compared to only six out of ten at the time of the last inspection. In writing the pupils achieve in line with the national expectations, but no pupils attained the higher levels. Over time the proportion of pupils attaining the lower levels has decreased significantly. Fewer than one in ten pupils attained the lower levels in 1999 compared to almost one fifth of pupils in 1995. Overall, girls attain twice as highly as boys in English. The gap between the attainment of boys and girls is widening over time. Standards at the end of Key Stage 1 are broadly in line with the national expectations in writing and above the national averages in reading. Progress in English is good at Key Stage 1. For example, in guided reading and plenary sessions teachers' questioning skills were used effectively to help the pupils to understand the term glossary and to use this in their work correctly. Pupils with special educational needs make good progress. Their work is always well-matched to their needs and they are frequently provided with good support, particularly by parent helpers. The small number of pupils with English as an additional language make good progress.

4. The 1999 Key Stage 2 test results in English showed that standards of attainment were below the national average with a very small number of pupils attaining the higher levels. In relation to all schools, the results were very low in comparison with the national average and low in relation to similar schools. During the inspection, overall standards in English at the end of Key Stage 2 are unsatisfactory. Standards in Years 3 and 4 are broadly in line with national average but the higher attaining pupils consistently under-achieve at the end of the key stage. Progress is generally satisfactory in lessons, except where teachers are unfamiliar with the continuity and progression of the National Literacy Strategy Framework and where their expectations are too low. Although standards are below national expectations, there is some evidence of improvement since the previous inspection. The school is satisfactorily addressing the wide differences between the attainment of girls and boys by improving the books used for reading and providing additional support for low-attaining boys. Attainment in reading is higher than in writing. Pupils with special educational needs make good progress. Their individual education plans are very detailed and provide relevant targets to assist their progress.

5. At the end of Key Stage 1, attainment in mathematics is slightly above the national average. Nine out of ten pupils attained the national expectation in 1999, with a rise in the proportion of pupils attaining the higher level. Since the last report there has been a gradual improvement overall in attainment, with a marked improvement in the number of pupils reaching the higher level. Work completed this year indicates that the great majority of pupils at the end of Key Stage 1 are attaining above the national expectation. Standards at the end of Key Stage 2 have been maintained since the last report with a slight improvement between 1998 and 1999. During this inspection, lessons and scrutiny of pupils' work show that current attainment at Key Stage 2 is in line with national expectations.

6. In mathematics at Key Stage 1, average and higher attaining pupils make good progress in lessons and over time, with low attaining pupils making good progress. At Key Stage 2, progress is broadly satisfactory in lessons and over time. Pupils make sound progress in describing and extending number patterns and sequences and can identify square numbers. They show understanding of place value by rounding numbers to the nearest 10, 100 and 1000. They add 3 digit numbers together and find the difference in numbers, including negative numbers. Pupils with special educational needs make good progress.

7. Teacher assessments at the end of Key Stage 1 in science indicate that the proportion of pupils who attain the national expectation is in line with the national average and the average for schools with pupils from similar backgrounds. The number of pupils reaching the higher attainment level is also in line with the average nationally. Evidence from observations of lessons and an examination of pupils' previous work shows that pupils make good progress and a majority achieve standards in line with the national expectation. The standards achieved by pupils are in line with those reported in the last inspection report.

8. Results from the 1999 National Curriculum tests at the end of Key Stage 2 indicate that the number of pupils reaching the expected level in science is well below the national average and the average for similar schools. A comparison of data for the last four years shows that results in science have shown a marked fall from the position at the time of the last inspection when results were above national levels. Indications are that this fall has been arrested.

Systems and structures introduced by the new senior management team are ensuring a better quality science curriculum and quality of teaching especially in Key Stage 1. Inspection evidence points to an improvement in results. However, attainment is still unsatisfactory at Key Stage 2. Girls continue to out perform boys, which confirms a national pattern although evidence from inspection indicates that differences in response in lessons and the quality of pupil's work are not significant. Pupils with special educational needs attain appropriately and they make good progress in lessons and also when they receive additional support. By the time they reach Year 6, pupils with special educational needs are making very good progress. All other pupils make satisfactory progress.

9. Standards of attainment in religious education are in line with national expectations at both key stages. Older pupils have a satisfactory level of understanding about other religions and the work of famous people such as Mother Teresa. Progress is sound overall with some examples of good progress in Year 6 where pupils demonstrated a good understanding of how they may be helped and how other people may help them. Standards in information technology are in line with national expectations at both key stages. Overall progress is satisfactory. Pupils with special educational needs made good progress as they used software well matched to their needs to develop reading skills. All pupils demonstrated a strong familiarity with word processing, saving and editing texts and copying their work.

10. Children in the nursery make satisfactory progress in all areas of learning. They are on line to attain the nationally agreed desirable learning outcomes by the time they reach the statutory school age.

12. **Attitudes, behaviour and personal development**

11. Pupils' attitudes to school and their work are very good. They concentrate well in lessons, even when noise from adjacent classes in the very small class bases in the juniors makes it difficult to hear the teacher. They are able to persevere with difficult work, and enjoy improving their performance skills, for example in music lessons. The youngest pupils take a delight in playing in the doctor's surgery in the nursery, and infant pupils take great delight in guessing people's occupations from clothes and equipment shown to them. Some pupils in Years 5 and 6 are less interested when unsure of the information technology work they were expected to complete.

12. The standard of behaviour throughout the school is good. Pupils move round the school in an orderly, well-controlled fashion. No major misbehaviour was observed during the inspection week, although parents report a few examples of pupils with poor behaviour. The school has an effective control system in place and all members of staff expect high standards, which have been maintained since the last inspection. The school has not found it necessary to exclude any pupils.

13. Relationships between pupils, and with teachers and other adults in school, are good. The very few pupils from ethnic minority backgrounds, or with physical disabilities, are completely integrated into the school family. Pupils are generally polite. They have to co-operate with each other, and be considerate towards others, within the very cramped conditions, especially in the junior building. Playtimes can be boisterous, and there were a few examples of personal grudges between older boys, but no deliberate bullying is recorded or was observed. Parents feel that the new headteacher has improved the way in which the school responds to parents' worries about behaviour.

14. Provision for pupils' personal development is satisfactory. Pupils have the opportunity to take turns as classroom helpers, for example to take the dinner registers and money to the school office. Older pupils set up the junior hall as a literacy and numeracy classroom every day. There are, however, few opportunities for older pupils to interact with infant and nursery pupils because of split sites. Community and charitable links are successfully fostered, especially through the school's valuable partnerships with local schools for blind children and those with special educational needs, as well as collections for the Alder Hey Hospital Leukaemia fund.

16. **Attendance**

15. The rate of attendance during the school year ending May 1999 was just below the national average for primary schools, and shows a slight drop on previous years. Most absences are due to illness or other acceptable reasons. There is very little unauthorised absence, although some absences for family holidays in term time exceed the permitted 10 school days. Pupils generally arrive at school on time, but lessons do not always begin and end on time because of the congested corridor into the open plan bases.

17. **Quality of education provided**

17. **Teaching**

16.The quality of teaching is satisfactory or better in almost all lessons. In almost four out of ten lessons, teaching is good or better. The quality of teaching is consistently good at Key Stage 1 in English and mathematics. A small proportion of unsatisfactory teaching occurs at Key Stage 2 in English and geography. The congested open plan bases for each year group pose additional problems for teachers.

17.The teaching of children under five in the reception classes is satisfactory. Lessons are planned for the week and generally identify clear learning objectives. Organisation and management of the day are generally satisfactory, although, at times group activities have no specific focus for learning and progress is unsatisfactory. Assessment opportunities are rarely identified in planning and it is unclear how assessment information informs the lesson plans. Teaching in the nursery is satisfactory overall. Relationships are good. Activities are planned using the nationally agreed desirable outcomes for each area of learning. Staff are not always deployed as effectively as they could be: for example, during group activity time there is a lack of focused planning for teaching children new skills, particularly in language and literacy.

18.The quality of teaching at Key Stage 1 is generally good. Lessons are well prepared and planning effectively provides for the range of abilities in the class, and is well matched to the needs of the pupils. Provision for pupils with special educational needs is good. In literacy lessons there is effective recapitulation of previous work, as well as the sharing of targets for the week with the pupils. Guided reading is well resourced and texts are well matched to the needs of the pupils. Teaching in these sessions is effective. An appropriate level of attention is given to teaching reading skills, Teachers have a sound level of knowledge and understanding of the objectives in the National Literacy framework. In mathematics lessons questioning is used effectively to assess understanding and to encourage pupils to explain their understanding of new ideas. The teaching of mathematics is good overall at Key Stage 1. High expectations, good behaviour and the effective use of appropriate subject vocabulary are strong features. There is, however, a lack of emphasis on developing pupils' skills in quick mental recall. Teaching is, at least, satisfactory in all other subjects.

19.The quality of teaching at Key Stage 2 is satisfactory overall. There are variations in lessons, with examples of good and very good teaching in most subjects, particularly in the lower age groups. For example, pupils understood the structure required to write a story well following a brisk whole class question and answer session, which introduced several new ideas to the pupils. Subject knowledge in mathematics is sound. The management of lessons had some minor weaknesses when, for example, pupils were given too little time at the start of lessons to learn practice their mental abilities. There are some weaknesses in the extent to which learning objectives are matched to the needs of the pupils in literacy, with several teachers demonstrating a mediocre level of understanding of the framework objectives. The unsatisfactory teaching was characterised by low expectations, scant planning, lack of differentiation, and poor subject knowledge in an English lesson. Weaknesses in behaviour management resulted in some minor disruption in another unsatisfactory lesson. The teaching of information technology is good. Good subject knowledge, high expectations and suitable tasks are all strong features. Teaching in all other subjects, including religious education is satisfactory.

20.A good level of control is achieved in most lessons throughout the school. Behaviour is generally good, but frequent interruptions from nearby classes leads to distractions for those pupils sitting on the edge of the class. There is some evidence of improvement in the quality of marking, but overall it is inconsistently completed with too little attention given to the diagnosis of errors or what the pupils need to do to improve their work. Homework is given regularly in mathematics, for which all pupils have a homework journal. Reading records are passed between home and school also. However, there is no regular pattern of homework in other subjects, particularly in English, where time is not provided for pupils to complete their compositions or other work that has not been completed during allocated lesson time. Parents expressed concern at the inconsistency in the amount of homework over time.

21.In almost all lessons there is an effective use of resources, which are well-prepared and easily accessible to the pupils. Lessons generally have an appropriate pace and time is well-managed. There were, however, several instances of shortened or absent plenary sessions and a lack of pace in the group times in literacy lessons, which reduced the progress made by some pupils.

23. The curriculum and assessment

22. A suitably broad curriculum is provided for children under five and includes all the nationally agreed areas of learning. However, there is an imbalance in that insufficient attention is given to the development of writing and mathematical skills at this age. The curriculum provided for pupils in Key Stages 1 and 2 is broad, covering all subjects of the National Curriculum and religious education. There is a reasonable balance of time spent on each subject. Although there is no rigorous audit of actual teaching time to ensure that the requirements for each subject are met, in practice the percentage of time spent on each subject over the academic year is appropriate. However, the amount of time spent in lessons, which excludes registration and assembly time, is currently below recommended levels in Key Stage 2. The content of the curriculum is not yet sufficiently monitored by the subject managers. The school supports pupils' personal and social development satisfactorily and they are appropriately prepared for the next stage of education. The statutory requirements for the teaching of the subjects of the National Curriculum, religious education and sex and drugs education through the science curriculum are fully met.

23. The pupils generally have equal access to the whole curriculum, but there are times during the week when pupils are withdrawn from core subject teaching to have music lessons and to spend their allocation of time in the information technology room.

24. Pupils with special educational needs are well supported by the manager, teachers and support staff who work closely and effectively as a team. Support appropriately takes place both in the classroom and through a system of withdrawal. Teachers are provided with very good quality information on the needs of these pupils. Reviews for those with statements of special educational needs are carried out appropriately and areas for improvement are accurately identified and progress measured. Thorough documentation is completed for each of these pupils. Provision for these pupils' is good in the nursery. Problems are identified early and appropriate action taken. Pupils in Key Stages 1 and 2 receive very good support and this is a strength of the school.

25. Policies have been developed in all subjects. These outline broad principles for teaching and contain appropriate detail and guidance. Schemes of work are also in place although some have been only recently introduced and others lack sufficient detail to provide good quality guidance. The school has satisfactorily introduced the National Numeracy Strategy and continues to implement the National Literacy Framework satisfactorily in most classes, although there are some weaknesses in teachers' knowledge and understanding of the subject at Key Stage 2. The planning and teaching of literacy and numeracy is consistently carried out across the school and, especially in Key Stage 1, is often of good quality. Planning for the under fives and in Key Stage 2 in other curriculum subjects is less consistent and does not always contain sufficient detail of what pupils are to learn. This contributes to a lack of precision in defining the specific skills that are to be taught. Work to meet the needs of pupils of differing abilities is not always included in planning and appropriate challenge is not provided for the most and least able. The school's marking policy is inconsistently applied and does not sufficiently contribute to raising standards.

26. The school provides a limited number of extra curricular opportunities that are well organised and appropriately enhance the curriculum. The school recognises that these opportunities are limited. This was also the view of parents, and is generally supported by the inspection.

27. There are reasonably effective whole school procedures or systems for evaluating and recording pupils' attainment in order to monitor their progress and to plan effectively for their future learning. Assessment tests have been introduced to check pupils' achievements at specific points of the school year in the core subjects. There are no current portfolios of pupils' work to offer clear, diagnostic evaluation of strengths and weaknesses and to guide teachers in accurately determining levels of attainment. Assessment issues are sometimes raised in teachers' plans, but they are mainly broad in nature and not specifically targeted on pupils, skills, or the methods by which pupils will be assessed. There is little evidence of teachers actually carrying out these assessments, or recording what pupils have actually learned to inform their future work. Information from assessment tests is not sufficiently analysed to identify precisely where improvement is needed and what planned action may be required to address shortcomings in standards among different groups of pupils. The governing body is beginning to be more involved in this process and able to make a more effective contribution although this development has only been recently introduced. Assessment is not seen by teachers as an integral part of curriculum planning and secure links between assessment and future curriculum planning have yet to be identified.

29. Pupils' spiritual, moral, social and cultural development

28. The quality of the provision for pupils' spiritual, moral, social and cultural development has been maintained

since the last inspection. Currently, the provision is good overall, reflecting the high quality provision for moral and social development. Provision for the pupils' spiritual development is good. Assemblies in both key stages are planned to provide understanding of Christianity and to explore elements of personal development, special people, caring for the world we live in and celebrations within different faiths in the community. The requirements for a daily act of collective worship are met. The local vicar visits the school and takes some assemblies in Key Stage 2. There are also links with other church groups and plans are in hand to include the local Baptist pastor in assemblies. Topics studied in a satisfactory range of subjects provide opportunities for pupils to explore Christianity and other beliefs. Christian festivals are celebrated, for example in services at Harvest, Easter and the Christmas service of carols and readings at the local church.

29. Provision for the pupils' moral development is very good. The school has effective procedures in place to promote good discipline among pupils. Rules are applied consistently by staff and are understood by pupils. Staff are good role models and show clear care and concern for their pupils. There is a Drug Awareness link with the local high school, involving both parents and pupils from both schools. Visitors, such as representatives from charities and local police effectively raise pupils' awareness of moral issues. Respect for property is shown in the lack of damage to furniture and displays of work, and in the careful way in which pupils handle resources and artefacts in lessons. Pupils generally have a good understanding of right and wrong.

30. Provision for the pupils' social development is very good. The school's good systems for promoting good standards of behaviour are evident in the ways in which pupils interact with each other and adults. Pupils are friendly and well mannered. Adults and visitors are treated with courtesy. Relationships between teachers and pupils are good. The school provides a wide range of day and residential visits. Pupils collaborate well throughout the school. They work well in small groups and can take responsibility for their own learning when provided with the opportunity to do so.

31. The provision for teaching pupils to appreciate their own and other cultural traditions are satisfactory. Pupils are given opportunities to increase both their knowledge and understanding of different aspects of culture through lessons such as in geography, RE, music and dance. The visits which pupils make to museums, art galleries, the local church and the mosque extend their experiences and knowledge. In music lessons, pupils listen to music and sing a range of songs from their own and other cultures, whilst performances given by peripatetic music staff and theatre groups provide further opportunities for pupils to understand cultural aspects of life. Resources around the school effectively reflect a multicultural society and begin to prepare pupils for life in a multicultural society.

33. Support, guidance and pupils' welfare

32. The school's arrangements for the support, guidance and well being of pupils are satisfactory overall. Procedures for monitoring progress and personal development are satisfactory. There is not yet a consistent standard of marking across the school and the quality of support varies between different teachers. Assessment procedures have not led to appropriately enhanced work for more able pupils in all classes. Procedures for supporting children with special educational needs are very good.

33. Procedures for monitoring and promoting discipline and good behaviour are good. All teachers and support staff have high expectations for appropriate behaviour, and the school stresses the importance of rewards for good behaviour, for example, certificates, team points and public praise. Sanctions are in place for those whose behaviour is not acceptable, including warnings and names being entered in 'red card books'. In general the school's systems are successful. Pupils are reminded regularly in assemblies of the importance of thoughtful behaviour and regular attendance.

34. Procedures for monitoring and promoting good attendance are satisfactory. Absences are followed up appropriately, and the education welfare service is involved when necessary. However, the school's prospectus and other documentation do not sufficiently stress the adverse effects of taking pupils on holiday during term time.

35. Procedures for child protection are satisfactory, but unsatisfactory provision is made for the health and safety of pupils. Child protection procedures meet the requirements of the local area child protection committee, and the headteacher is currently the designated responsible adult, while formal training is being provided for another member of staff. Staff training in child protection procedures and the recognition of possible child abuse has taken place in the past, but there are no records of which staff have been trained and when and this is unsatisfactory. Appropriate links have been made with social services in relation to particular pupils.

36. Health and safety inspections and risk assessments are recorded as having taken place recently, but full reports are not available. However, the governing body has continued to press for action over the state of the junior playground, which was recorded as poor at the last inspection, and over the crowded conditions for Key Stage 2 pupils. The inspection confirms that the state of the junior playground adversely affects the health and safety of pupils. Whilst, the overcrowded classrooms do not constitute a health and safety hazard they do have an adverse affect on the quality of education. Parts of the infants building show signs of leaking, and there are missing tiles in some toilets. The caretaker's stores are securely locked, but the door from the infant hall to the boiler room cannot be locked. Improvements have been made in other aspects since the last inspection, for example car parking arrangements and the provision of secure fencing to the school field. Appropriate procedures are in place for first aid and for children feeling unwell, who are cared for effectively by the office staff.

37. The whole site is accessible to disabled pupils and adults. Adapted toilets are provided in both buildings, although those in the juniors are used as the caretaker's office. However, pupils with impaired mobility would not be able to move safely around the junior site, given the overcrowded classrooms and restricted corridors.

39. Partnership with parents and the community

38. Partnerships are satisfactory overall, and parents are supportive of the school. They especially welcome the 'open door' policy recently adopted; for example parents were invited for the first time to attend an assembly where pupils were given shields for good attendance. The parents' association raises considerable sums to enhance the equipment and learning resources. There is a valuable, long-standing scheme for parents and grandparents to work voluntarily in school. This is providing very effective support for pupils' information and communications technology skills, and in literacy hours. Parent volunteers can now study for valued accredited qualifications in conjunction with a local college.

39. The quality of information for parents is unsatisfactory. The school prospectus and annual report of the governing body do not meet statutory requirements. The headteacher is aware of these shortcomings. Reports on pupils lack detail, and often concentrate on enjoyment, rather than achievement. They do not include detailed targets, and only infrequently provide comparative information about national expectations. Termly parents' meetings with teachers are appreciated, but setting arrangements mean that sometimes the class teacher does not have all the relevant information about individual pupils.

40. Parental involvement in children's learning is good, and the school is making appropriate efforts to improve the situation. Revised homework policies were implemented just before the inspection, and had not had time to take full effect. There are inconsistencies in the amount and consistency of homework expected in all subjects apart from mathematics, which is given regularly and completed in a homework log.

41. Enrichment through links with the community is satisfactory. The school makes a wide range of visits to museums, art galleries, country parks and outdoor centres. For example, Year 3 pupils had visited a museum to see Egyptian mummies as part of their history project. The religious education syllabus is enhanced by visits to local churches and mosques. There is a particularly strong link with the new fire station, which adjoins the school, and a local builder has helped to teach pupils about safety at work. The range of industry links is currently limited. There are good links with local secondary schools, for example a joint workshop about drugs was held for pupils in Years 6 and 7 about drugs. Curriculum liaison and transfer arrangements are effective, and local teachers' self help groups are valuable, for example, in improving the teaching of geography. Elderly residents have helped to bring alive aspects of the history curriculum, for example life during in the Second World War. Pupils collect food parcels at harvest time, and distribute them to elderly residents.

43. **The management and efficiency of the school**

43. **Leadership and management**

42. The leadership of the school is very good. The recently appointed headteacher provides a strong sense of direction and has a suitably challenging vision for improving the school and for raising standards of attainment. Early in his appointment he carried out an effective review of the strengths and weaknesses in the school. This was used as the basis of the school improvement plan, which outlined the main areas of weakness and strategies to move the school forward very clearly. Included in this review were improvements to curriculum planning; assessment; management training for subject leaders; training in target setting; marking and the learning environment. In line with the development plan time scales, several improvements are in the early stages of improvement. The headteacher leads effectively by example and actively encourages professional development for his staff. Relationships between the headteacher and the governors and between the staff and the governors are good. The governors are well informed of the work of the school, although are not, as yet, actively involved in a monitoring role. Appropriate levels of consultation have taken place with staff and the governors over major changes such as the implementation of the school improvement plan. Due account is taken of their views in meetings and decisions are made collaboratively. The chair of governors has developed a sensible approach to the strategic development of the school in collaboration with the headteacher, whose previous knowledge and expertise have been used wisely to provide an effective steer to the school's work.

43. Overall management of the school is satisfactory. The school has undergone some major staffing changes since the last inspection. A new senior management team, now in place, comprises the headteacher and two senior teachers, one for each key stage. The two senior teachers have replaced the two recently retired deputy headteachers. The recently formed senior management team meets weekly and generally inform the staff of decisions and actions to be taken, although there is no procedure in place to ensure this happens regularly. Procedures for communicating decisions more regularly with staff have yet to be put in place. Whole school staff meetings are held only every three weeks, which is too infrequent, given the headteacher's agenda for improvement.

44. The action plan produced following the previous inspection was very brief. No reference was made to monitoring or evaluating intended outcomes against specific success criteria. Consequently, the evidence by which improvements can be recognised is very limited. The key issue of improving the quality of the playground surfaces on both sites to make them safe has only been partially completed.

45. The school has a positive ethos and demonstrable commitment to raising standards within an effective learning environment. The vision for the school is taken from the previous school development plan and includes a statement on the need for positive and flexible leadership by the headteacher and by trusting the staff to carry out their responsibilities appropriately. The extensive review of the needs of the school carried out by the headteacher early in his appointment has the potential to bring about considerable improvements in the school. Many staff are still coming to terms with the changes and will need consistent support in adapting their practices to meet the challenge of raising standards at Key Stage 2. The implementation of the reviewed practices will require regular monitoring by the governing body and others charged with that responsibility throughout the school.

46. The headteacher has monitored the teaching throughout the school and provided feedback to the staff. Informal appraisal of the staff by the headteacher has been completed, although no formal systems are yet in place for the headteacher to be appraised. The governors have no involvement yet in monitoring the work of the school or in holding the headteacher to account for the standards achieved in the school. Discussions have taken place to consider setting up a reporting and monitoring committee of governors as an adjunct to the curriculum committee. The recently appointed numeracy and literacy governors are regularly involved in the classrooms and both have a good knowledge of the strengths and weaknesses of the school, especially with regard to raising standards in English at Key Stage 2. Subject managers monitor weekly curriculum planning and the senior teachers monitor the medium term curriculum plans. Training and guidance on how to do this effectively are included in the school review priorities and are due to take place in the near future. The Key Stage 2 English subject manager has, for example, produced relevant and appropriate guidance for staff on setting achievable and realistic targets to improve the quality of writing.

47. No time is provided for subject managers to monitor the work of their subjects across the school or to provide support in lessons to teachers who are experiencing difficulties. This is a weakness, especially at Key Stage 2 where there are some weaknesses in English teaching which could be helped through observation of good practices in the school and the setting of targets to improve classroom practice by subject managers. Overall, the quality of

monitoring of curriculum development is unsatisfactory.

48.The governing body makes a satisfactory contribution to the work of the school. They have agreed targets for improvements in standards, which have been agreed by the LEA. They use their expertise well to benefit the school. A governor and a qualified colleague recently carried out a health and safety audit. There are omissions from the current school prospectus, which need to be remedied.

49.The policy for equal opportunities is clearly understood and implemented throughout the school. It does not contain guidance on the procedures to ensure equal opportunities for all those who work in the school. There are plans in place for this to be addressed by the governing body. Monitoring of standards of attainment throughout the school has resulted in the introduction of a range of strategies to overcome the low attainment of boys in English and mathematics at Key Stage 2.

51. **Staffing, accommodation and learning resources**

50.Staffing, accommodation and learning resources in the school are satisfactory overall. The school has an adequate number of teachers to teach the National Curriculum, and they are all appropriately qualified and experienced. The pupil-teacher ratio is in line with the national average for primary schools. The number, qualifications and experience of support staff to meet the demands of the curriculum is just satisfactory overall. The school has deployed staff effectively to help Year 3 pupils with additional literacy support. Support for pupils with special educational needs is good. There are insufficient support staff to work full-time in the two reception classes.

51.Arrangements for professional development of all staff are satisfactory. Although formal appraisal arrangements are in abeyance, the head teacher has evaluated the school's priorities for staff development. These are to concentrate on improving the effectiveness of curriculum managers, and to ensure that staff development interviews lead to appropriate in-service training, which meets the schools' and national policies.

52.The school's accommodation is inadequate to support the whole curriculum, and is unsatisfactory as it was at the last inspection. The accommodation in the infants' and nursery blocks has been improved and extended slightly, but the junior site remains overcrowded and inefficient. Parents commented adversely on the contrast between the space available for Year 2 pupils compared with Year 3. The arrangement of desks in many class bases is such that pupils cannot see the chalkboard. Art and design and technology lessons are severely restricted by a lack of working space. The school has effectively turned the audio-visual room into a computer suite, and makes flexible use of the junior hall. The junior playground cannot be used, for safety reasons, for physical education lessons. External areas are bleak and have not yet been developed as environmental and social spaces.

53.The school's range of learning resources for the effective teaching of the curriculum is satisfactory. The school has good resources for English, geography and information technology. The use of computers is developing rapidly. Design and technology resources are poor. There are adequate resources for children under five, but the large play equipment is not used effectively. There is a lack of artefacts to support history and religious education lessons. The library and classroom book corners are areas for development.

54.The learning environment is attractive: displays in classrooms are eye-catching and generally provide pupils with appropriate examples of current work and information required to assist their learning. The distraction of the noise in the open plan bases in Key Stage 2 is a problem and is having a detrimental impact on the quality of learning throughout Key Stage 2.

56. **The efficiency of the school**

55.Overall, the school's level of efficiency is satisfactory. Financial planning is good. The school development plan incorporates the principles of best value, for example in discussing the approach to further budget delegation. Staffing structures have been rationalised to permit greater expenditure on staff development. Insurance for supply cover has been implemented during the current financial year to create greater certainty within the budget. Reductions in the number of support staff caused by falling roles have been minimised. The governing body makes policy decisions based on a range of costed options. However, this relies on a constant input of funds from the parents' association. Budget surpluses are at the minimum recommended level.

56.The use of teaching and support staff is satisfactory. Teachers are deployed in year teams, within key stage

groups. Some shared teaching takes place, but this sometimes leads to teachers and support staff sitting watching, which is inefficient. The number of teaching staff accompanying swimming is too generous. The shortage of support staff means that pupils under five in the reception classes do not receive full time support. This leads to time being wasted before physical education lessons. The resources assistant is not fully used by all teachers to provide photocopying and typing support.

57. Use of learning resources and accommodation is unsatisfactory. The school has taken several measures to overcome the limitations of space in the junior building. However, the information and communications technology suite is not fully timetabled for class use. The nursery outdoor play area is not used for children aged four who are in reception classes, and is not equipped with climbing and other large equipment. The grounds are under used.

58. The efficiency of financial control and school administration is good. The internal auditor's report made in October 1999 concluded that the financial systems are generally operated extremely well. The recommendations made, relating to payment authorisation and the inventory of assets, have already been implemented. The office staff is experienced and has effective systems in place. They provide a welcoming and efficient reception to the school, and give effective support for the head teacher and governing body. The school's budget includes a notional sum for supporting pupils with special educational needs, and expenditure is about two and a quarter times this amount. Central government grants for school improvement are used well and are in line with the prescribed conditions.

59. Taking into account the unit cost per pupil, which are high, the socio-economic circumstances of the pupils, the higher than average delegated budget, the costs of the nursery unit, the quality of education, the good behaviour and attitudes of the pupils, and their attainment on entry and at ages 7 and 11, the school provides satisfactory value for money.

61. **PART B: CURRICULUM AREAS AND SUBJECTS**

61. **Areas of learning for children under five**

60.Children under five are taught in the nursery and two reception classes. The nursery children attend part-time and those in reception classes attend full-time. Induction arrangements are sound. Satisfactory links with parents are established, and these together with a staggered start, enable the children to settle quickly into school life. A satisfactory range of appropriate learning experiences in all areas of learning to meet the nationally agreed desirable learning outcomes is provided. The nursery outdoor play area is of good quality, with a range of outdoor equipment stored appropriately and accessibly. The nursery and the reception classes make insufficiently regular use of these facilities to promote learning across the curriculum. Teachers and other staff working with children under five have a calm manner and very caring attitudes towards the children. The needs of young children are generally understood and met. In the nursery and reception classes, activities are planned to include free choice and teacher-led activities and direct teaching. The balance between these is not always appropriate, particularly in the nursery. This imbalance leads to missed opportunities for adults to work with groups of children. Sometimes they are working with individuals while groups of pupils are engaged in activities with little or no adult intervention. When staff are with children, there is effective dialogue and many opportunities for children to develop skills, understanding and literacy. Children with special educational needs are identified early on entry to the nursery and well-supported throughout their time in the nursery and reception classes.

62. **Personal Development**

61.The personal development of all children under five is good. Children take turns and share. They show interest and curiosity in the available activities. They are developing independence and social skills. Nursery children help with tidying away and know where things belong. Teachers plan many opportunities for children to play and work together in harmony. When required children in the reception class can concentrate and sit quietly. For example, during the literacy lessons both classes listened with obvious enjoyment to the video about the characters used to develop phonological understanding. Relationships are good in the nursery and the reception classes.

63. **Language and literacy**

62.Attainment is satisfactory. Activities in the nursery allow children to extend their language through a range of activities in all areas of learning. In role play they use appropriate language, for instance when pretending to be the doctor or an anxious mum. They complete picture-matching tasks and name the objects in the pictures. They know the days of the week and talk about the Advent calendar. Children listen carefully to the teacher and other adults and develop confidence in speaking. Books are handled appropriately and the children begin to develop skills for writing by tracing and colouring. In the reception classes, children listen well and speak with increasing confidence and use of appropriate vocabulary. They often answer questions in sentences and are able to recall and talk about their experiences. They know what the title of a book is and where to start reading. They know some letter sounds and can identify them as initial sounds in some words. They are beginning to form letters correctly. Some are able to write their own name, others are unsure and trace or copy. Children use the computer appropriately in reception classes for letter matching activities. The children have good attitudes to their work in the nursery and the reception classes. Collaboration and co-operation are good. They take turns and are learning to share. The quality of teaching is satisfactory. An appropriate high priority is given to language and literacy in the reception classes. In the nursery, staff are constantly engaged in good quality dialogue with children in all areas of their work. There are planned activities that enable children to extend their vocabulary in a wide range of situations. However, there are insufficient opportunities for the youngest children to develop early writing skills. In the reception classes, lessons are generally well prepared, although there is some lack of challenge, for instance in colouring activities that do not reinforce good letter formation.

64. **Mathematics**

63.Attainment is broadly satisfactory. Children in the nursery can sort and match objects by colour. They can count up to 5 and use some mathematical language, such as big and small. Some are beginning to recognise a square. In reception classes, children can suggest criteria and sort candles by size, shape, and colour. They are able to match and name colours and shapes and identify a square, circle and triangle. They join in counting songs and stories, with some children recognising numbers up to 5 and others up to 10. They are beginning to understand addition and subtraction with numbers up to 5 and to use words such as more, less and take away. Attitudes are good. Children are interested and enjoy playing games. The quality of teaching is satisfactory, with appropriate activities available to

develop skills and language in mathematics. However, as children in the nursery tend not to choose number activities and the planning does not include objectives for such activities learning opportunities are frequently lost.

65. Knowledge and understanding

64. Attainment is satisfactory overall. Children in the nursery explore heat and cold in sand and water activities. They are able to talk about ice melting and becoming water. They discuss animals that live in a cold country and how they might keep warm, for example by having fur. They name animals that live in a hot country and make homes for them, using wet sand. They can talk about autumn seeds and select seeds to make a musical shaker. When modelling in play dough, they use their senses to talk about what they feel and smell. Children are able to identify and compare shiny and dull objects. In the reception classes, children talk about changes in their own lives by comparing what they could do when they were one year old with what they can do now. They know about celebrations in their own lives, such as birthdays and Christmas, and celebrations in other cultures, such as Hannukah. They use malleable material, such as play dough, to make “cakes” and decorate them appropriately describing them as Christmas or birthday cakes. They are aware of technology around them and use the computer in counting and matching activities. The children have very positive attitudes, and enjoy the practical and exploratory nature of activities. The quality of teaching is good in the nursery, where water and sand play were used very effectively in increasing children’s knowledge of hot and cold countries and changes in materials. Teaching is of a satisfactory quality in the reception classes. Lessons are planned with a suitable range of experiences and appropriate use of information technology to support and extend children’s learning.

66. Physical development

65. Attainment is satisfactory overall. In the nursery, children develop control and co-ordination in their use of paintbrushes, glue sticks and scissors. In hall lessons they are able to move in different ways. They join in action songs, moving different parts of their bodies appropriately. Children show satisfactory skills in handling construction toys and malleable material. There has been no evidence of the development of gross motor skills, such as in climbing and balancing and using larger toys. In the reception classes, children are able to move in different ways and show increasing control in a sequence of movements. They handle tools and equipment, such as hammers, carefully and safely. Children enjoy using the hall for movement and respond well to instructions. The quality of teaching is broadly satisfactory in the nursery and reception classes, although there are too few opportunities to make use of the outdoor environment for planned learning experiences on a daily basis.

67. Creative development

66. Children’s creative development is satisfactory in the reception classes and in the nursery. Children in the nursery use imagination and act out everyday situations in role play and in using small world toys, such as a garage, road mat and cars. They also use imagination in sand and water activities, where there is good quality adult intervention. There are a few examples of children’s drawings and paintings, and some samples of colouring the outlines of Divali candles. In the reception classes, children are able to sing together and clap rhythms. They create simple models of everyday objects, using wood and nails. Displayed work shows examples of children being able to create and print patterns, and use a range of materials such as foil, glitter and paint to create individual firework pictures. The quality of teaching is satisfactory overall. Children show satisfactory levels of independence when working in small groups.

68. English, mathematics and science

68. English

67. At Key Stage 1 the results of the 1999 national assessment tests showed that the pupils attained above the national average in reading, with one third of pupils, both boys and girls attaining the higher levels. There has been an improvement over time in reading with nine out of ten pupils attaining the national expectation compared to only six out of ten at the time of the last inspection. In writing, the pupils achieve in line with the national average, but no pupil attains the higher levels. Over time, the proportion of pupils attaining the lower levels has decreased significantly. Fewer than one in ten pupils attained the lower levels in 1999 compared to almost one fifth of pupils in 1995. Standards at the end of Key Stage 1 are broadly in line with the national average in writing and above the national averages in reading. Progress in English is good at Key Stage 1. For example, in guided reading and plenary sessions, teachers' questioning skills were used effectively to help the pupils to understand the term glossary and to use this in their work correctly. Pupils with special educational needs make good progress. Their work is always well-matched to their needs and they are frequently provided with good support, particularly by parent helpers. The small number of pupils with English as an additional language make good progress.

68. The 1999 Key Stage 2 test results showed that standards of attainment were below the national average in English with a very small number of pupils attaining the higher levels of attainment. In relation to all schools, the results were very low in comparison with the national average and low in relation to similar schools. Only a few pupils attain the higher levels in the tests. Overall, girls attain twice as highly as boys in English. Only four in ten boys attained the national expectation. The gap between the attainment of boys and girls is widening over time. The 1999 results related to pupils who have now left the school.

69. During the inspection, overall standards in English at the end of Key Stage 2 are unsatisfactory. At the beginning of the key stage, in Years 3 and 4, they are broadly in line with national averages. The higher-attaining pupils consistently under-achieve at the end of the key stage and standards are unsatisfactory in Years 5 and 6. Progress is generally satisfactory in lessons, except where teachers are unfamiliar with the continuity and progression of the National Literacy Strategy Framework and where their expectations are too low. Although standards are below national averages, there is some evidence of improvement since the previous inspection. The school is beginning to satisfactorily address the wide differences between the attainment of girls and boys by improving the books used for reading and providing additional support for low-attaining boys. Attainment in reading is higher than in writing. Pupils with special educational needs make good progress. Their individual education plans are very detailed and provide relevant targets to assist their progress.

70. At the end of Key Stage 2, standards in speaking and listening are close to but do not meet national expectations. In all classes, pupils listen attentively, often in spite of considerable disruption in neighbouring classes, for example, when classes return to the classroom part way through a lesson. Younger pupils talk with confidence about their work. Infrequent planned opportunities are provided for pupils to talk about their work or to perform for others. For example, in the literacy hour, the plenary session is regularly cut short. During the inspection pupils in Year 5 effectively prepared to present poems to the rest of the class and began to develop their expressive speech using appropriate vocabulary. However, many pupils have a limited vocabulary, which reduces the quality of writing too. The senior management has not yet developed any strategies to improve this situation. At the end of Key Stage 1 standards in speaking and listening are generally in line with national expectations. Several opportunities to read completed work and poetry were provided at the end of the daily literacy hour. Pupils throughout the school listen well because of their good attitudes to work. Progress is satisfactory throughout the school. Pupils with special educational needs attain below the national expectations. They make good progress.

71. Standards at the end of Key Stage 2 are in line with the national average in reading. Pupils make satisfactory progress throughout the key stage. Pupils read confidently and fluently from a good range of fiction and non-fiction texts, particularly during the guided reading session in the literacy hour. Pupils use a range of strategies successfully to read unfamiliar or difficult words. Lower-attaining pupils are well supported during the literacy hour by recently trained classroom assistants. They are following a very detailed word level programme to help them to catch up in their reading skills. Information technology software is used effectively to support the reading development of pupils with special educational needs. Pupils keep a log of the books they have read.

72. Standards in reading are above the national expectations at the end of Key Stage 1. During the guided reading session in the literacy hour, Year 2 pupils confidently developed the skills to read rhyming words. An "author's" chair is used well to encourage pupils to read out their own work. The pupils talk about the book of the week with a

good level of understanding. They understand character and setting and the purpose of punctuation. Phonological understanding is strong and pupils use their knowledge of letter sounds and recently taught vowel combinations well. All pupils, including those with special educational needs make, at least satisfactory progress, with many making good progress. Pupils with special educational needs attain standards just below the national expectation.

73. Overall standards in writing are below the national average at Key Stage 2 and in line with the national average for Key Stage 1. Standards in writing are more variable throughout the school. By the end of Key Stage 2, standards are below average, with about four in ten pupils, including a high proportion of boys, attaining below nationally expected levels. Pupils write in a range of different genres. For example, they write letters, understand biographical writing and diaries and compose their own poems. They generally understand story structures, but this is inconsistently developed throughout the key stage with Year 3 pupils having as good a level of understanding as many pupils in Year 6. Handwriting is improving throughout the key stage. High attaining pupils write neatly using a well-formed handwriting style, but their writing is unimaginative, lacking descriptive passages, details of actions or dialogue. The vocabulary used is repetitive and with little attention to paragraphing or the use of a variety of connectives to link ideas in a story. The pace of group work during the Literacy Hour is too slow and time is frequently lost due to the distractions from neighbouring classes, particularly in Years 5 and 6 as pupils leave the classroom for the first part of the lesson. Consequently many pupils, notably in one Year 4 class, complete very little writing. The introduction of an additional weekly English lesson is beginning to provide extra time for writing, but is yet to have an impact on raising standards. Opportunities for including the teaching of literacy skills in other subjects have not been considered. Progress in writing is unsatisfactory at the end of Key Stage 2. However, progress in lessons at the beginning of the key stage is satisfactory.

74. Attainment in writing is satisfactory at the end of Key Stage 1 and pupils make satisfactory progress. High attaining pupils in Year 2 make good progress. Their story writing is imaginative and pupils begin to use punctuation in interesting ways. Many opportunities are provided for pupils to record findings in other subjects. For example, lists are written in geography, recipes in science and a description of a cat demonstrated appropriate use of capital letters and accurate punctuation. In design and technology pupils write out lists of instructions well.

75. All pupils make satisfactory progress at Key Stage 1. Pupils with special educational needs make good progress. All pupils, including those with special educational needs, have good attitudes to all aspects of the subject at Key Stage 1. In three-quarters of lessons at Key Stage 2, pupils have good attitudes. They are satisfactory for the remainder and also good for pupils with special educational needs. Pupils behave well in lessons. They sustain concentration, listen well and persevere with their work, in spite of many distractions and disruptions from other classes, especially at Key Stage 2.

76. Overall, the teaching of three quarters of lessons is good or better at Key Stage 1 and is good overall. At Key Stage 2, teaching is generally satisfactory, with a small proportion of good teaching and an equally small proportion of unsatisfactory teaching. All teachers plan their lessons using the National Literacy Strategy Framework. Their knowledge of this is inconsistent, with several teachers' own subject knowledge insecure in some aspects of the framework, particularly at Key Stage 2. In most lessons, objectives for learning are shared with the pupils and work is closely matched to these. Relationships between pupils and between staff and pupils are good. All lessons are well resourced from the wide range of recently purchased material and books. The organisation and management of lessons has some weaknesses, particularly at Key Stage 2, due to the cramped conditions under which the teachers and pupils are expected to work. Strategies to remedy this situation are largely unsatisfactory. The hall is used for the first part of the literacy hour in the four year groups. This arrangement provides some respite from the accompanying noise in the congested classroom bases, but the disruption caused by classes moving back into their base, and teachers moving tables to create an area on the floor large enough to accommodate the whole class, leads to a loss of time in lessons and this is unsatisfactory. The quality of marking is variable, but there is evidence of some improvement over time. Teachers do not make sufficient use of assessment information to inform their planning, which closely follows the National Literacy Strategy Framework. Consequently, new work is frequently introduced before pupils have understood what has gone before and as a result, their progress is hindered.

77. The subject is well resourced, particularly for reading materials. Targets for individual pupils have been set and the subject managers have identified targets for improving writing throughout the school, which have yet to be implemented.

79. Mathematics

78. The average National Curriculum levels for Key Stage 1 indicate that pupils' attainment in mathematics is slightly above the national average. Nine out of ten of pupils attained the national expectation in 1999, with a rise in the proportion of pupils attaining the higher level. Four in ten pupils attained the higher levels in 1999. This is a vast improvement since 1997 when less than one in ten pupils attained the higher level. Since the last report, there has been a gradual improvement overall in attainment, with a marked improvement in the number of pupils reaching the higher level. Work completed this year indicates that the great majority of pupils at the end of Key Stage 1 are attaining above the national expectation. Standards at the end of Key Stage 2 have been maintained since the last report with a slight improvement between 1998 and 1999. There has been a significant rise in the numbers of pupils attaining the higher levels of attainment since the previous inspection from less than one in ten in 1996 to one in five pupils in 1999. During this inspection, lessons and scrutiny of pupils' work show that current attainment at Key Stage 2 is in line with national expectations.

79. At Key Stage 1, average and higher attaining pupils make good progress in lessons and over time, with lower attaining pupils also making good progress. At the end of the key stage, can add and subtract to 20 and beyond, and can extend this knowledge into addition of money up to 50 pence. They show understanding of terms such as add, subtract and difference. They begin to sequence numbers up to 100 and show some understanding of place value. They compare and measure everyday objects using handspans and cubes and are beginning to use centimetres. They begin to tell the time, using the term o'clock. Higher attaining pupils add and subtract using numbers up to 99. They draw and measure in centimetres with increasing accuracy. They know the order of months of the year and can count in fives up to 60 when counting minutes in an hour. Lower attaining pupils add numbers up to 20 and subtract up to 10. In money work they add coins up to 20 pence in value. They develop an understanding of time by ordering the months of the year. Almost all pupils are able to name basic 2 dimensional shapes. There is good progress in pupils' acquisition of mathematical language.

80. At Key Stage 2, progress is broadly satisfactory in lessons and over time. Pupils make sound progress in describing and extending number patterns and sequences and in identifying square numbers. They show understanding of place value by rounding numbers to the nearest 10, 100 and 1000. They add 3 digit numbers together and can find the difference between numbers, including negative numbers. They develop satisfactory understanding of fractions and of equivalence, for example by calculating simple equivalent fractions and by converting simple fractions to percentages. Pupils identify properties of two-dimensional shapes, such as equal angles and parallel sides and show knowledge of different types of triangles. They measure and draw angles with reasonable accuracy. Higher attaining pupils multiply and divide whole numbers and decimals by 10, 100 and 1000. They demonstrate an appropriate understanding of fractions by their ability to simplify fractions and calculate fractions of numbers by cancelling. They can multiply decimal numbers by a 2-digit number, and use this skill to solve money problems. In probability work they find all possible outcomes for a set of rules, such as number totals from two dice. Lower attaining pupils make satisfactory progress in identifying the rule in number sequences in order to continue them, for example by missing every fourth number. They recognise sequences, including multiples of numbers. They use knowledge of number bonds up to 10 when adding three numbers together. They begin to develop some appropriate calculation strategies. For example, when adding 9 to a number they learn to add 10 and reduce by 1. They are able to read a temperature scale and show some understanding of negative numbers. Pupils with special educational need make satisfactory progress. However, mental skills are insufficiently developed. In discussion with a group of higher attaining pupils, less than half show the mental skills at the expected level for their age in addition and subtraction. Although most can identify and describe perimeter and different triangles using appropriate terminology, only half can explain the method for calculating the area of a rectangle. In describing "mean" and in mental calculation of the average of three numbers, only half are successful.

81. Pupils' response in lessons is good in both key stages. In Key Stage 1 lessons, pupils listen carefully to teachers. They are interested in the activities and are eager to answer questions. They settle quickly to their group tasks and show good levels of concentration for their age. Their overall behaviour is good. In Key Stage 2 classes, most pupils listen attentively to teachers, often in difficult circumstances with intrusive noise levels from activities in adjacent classrooms. Pupils are willing to contribute in oral work. They settle to group activities quickly and work hard. They are able to work independently and collaboratively, discussing their work with each other appropriately. They show pride in the presentation of their recorded work, most of which is well set out and neatly written.

82. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. There is no unsatisfactory teaching. Teachers have satisfactory subject knowledge. Planning follows the requirements of the National Numeracy Strategy. There is insufficient emphasis on developing pupils' skills of quick mental recall. The group activities are well matched to pupils' prior experience and attainment. The plenary session is used appropriately to

assess pupils' understanding. Teachers use appropriate subject vocabulary and encourage their pupils to do the same. Lessons are conducted with satisfactory pace and there are good levels of expectation in both work and behaviour.

83. At Key Stage 2, there were some examples of good and very good teaching. In the lower attaining mathematics set the work was appropriately matched to the pupils' needs at three levels and the questioning challenged the pupils' well. In another good lesson effective feedback was provided during the group work to correct pupils' misconceptions. Teachers have satisfactory subject knowledge. Lessons are planned according to the National Numeracy Strategy requirements, with clear learning objectives identified. Lessons begin with whole class teaching, which consolidates previous learning, but does not sufficiently develop pupils' skills in rapid mental recall. Few lessons start with a brisk mental session to keep pupils alert and well focused. Most lessons include some level of differentiation in the tasks set for different groups of pupils, but there is sometimes low expectation and a lack of challenge in the time given for tasks to be completed. Teachers use the last ten minutes of lessons appropriately to question pupils and reinforce what has been learned, but information gained from this and assessment of recorded work is not used consistently to cater for the range of learning needs of pupils. Teachers carry out some assessment at the end of each unit of work, but there is insufficient use of work sampling and judgement of levels within year groups, and from one year to the next, in order to ensure continuity and progression for all pupils. Since the beginning of the term Years 5 and 6 have been organised by ability for mathematics lessons. The subject manager has not yet carried out a review of the effectiveness of this strategy. However, during the inspection it was judged to be reasonably effective due to the appropriateness of the work completed by pupils in each set.

85. Science

84. Teacher assessments at the end of Key Stage 1 in 1999 showed that the majority of pupils attained levels that were in line with the national expectation and those for schools with pupils from similar backgrounds. The number of pupils reaching the higher attainment level for pupils of seven years old were also in line with those found nationally. Evidence from the observation of lessons and an examination of previous work shows that pupils make satisfactory progress and a majority attain standards in line with the national expectation. These findings are in line with those reported at the last inspection.

85. Results from the 1999 National Curriculum tests at the end of Key Stage 2 indicated that the number of pupils reaching the expected level was well below the national average and the average for schools with pupils from a similar background. Data for the last four years shows that results in science have shown a marked fall from the position at the time of the last inspection when results were above national levels. Indications are that this fall has been arrested. Systems and structures introduced by the new senior management team have resulted in a better programme of work are ensuring a better quality science curriculum and quality of teaching especially in Key Stage 1. Inspection evidence points to an improvement in results. However attainment is still unsatisfactory in Key Stage 2. Girls continue to out perform boys, which confirms a national pattern although evidence from inspection indicates that differences in response in lessons and the quality of pupils' work are not significant.

86. The use of, and standards in, literacy and numeracy in science are satisfactory. The pupils record their observations and findings in a variety of ways including the labelling of diagrams, lists and when provided with the opportunity in recording their observations when carrying out experiments. From mathematics they use standard measures accurately and record them appropriately in a topic on living and growing. They use tally charts and create graphs about their favourite foods. Evidence of the use of information technology in science is limited although work on cooling of liquids and the creation of line graphs was taking place.

87. By the end of Key Stage 1, pupils identify a range of materials and can explain their properties. They know the conditions for the growth of plants and animals and know which objects are living and those that are not living. They understand about insulation and how to keep things warm. Pupils also have a clear understanding of a "fair test". In their study of forces, pupils use standard and non-standard measures to accurately measure the distance travelled by a toy car as it runs across different surfaces. Pupils develop a sound understanding of things that are magnetic and those that are not recording their discoveries in both drawn and written forms. They examine the results of changes in the seasons and how this affects animals and use an accurate vocabulary to describe what they know.

88. By the end of Key Stage 2, pupils can name parts of plants and flowers accurately. They know that plants and animals live in suitable habitats and understand the purpose of classifying living things. Pupils in Year 4 understand why animals such as earthworms, snails and woodlice are specifically suited to their habitats and observe their movements recording their observations. In Year 3 pupils have a satisfactory understanding of basic geology and use correct vocabulary to describe igneous, sedimentary and metamorphic rocks. Experiments to show the absorbent

nature of building bricks allows them to further develop their observation skills and their understanding of a fair test. Through their study of physical processes, pupils know how to complete an electrical circuit and understand why light grows dimmer in bulbs lit in series. They know that light travels in straight lines and that objects through which light is unable to pass cause shadows. There are some areas of the curriculum about which pupils are less sure such as the major organs and functions of the body. In their experimental and investigative work, pupils explore the properties of solids and liquids and predict, test and record reasonably accurately, evaluating their findings. For example, in their study of materials such as gravel, wood shavings, salt and soil when mixed with water pupils predict and record what will dissolve. When investigating mixtures they are able to define saturated solutions and carry out experiments to determine how much will dissolve and predict accurately future results. Pupils record their results with reasonable accuracy and show a sound understanding of their current work. However, their recall of previous work is more limited.

89. Pupils' progress over both key stages is satisfactory. Pupils develop an appropriate vocabulary that they use accurately in discussions and in their written work. Their investigational skills are developed appropriately. During both key stages, the higher attaining pupils do not always make the progress they should, as extension work is not always planned for those pupils who work at a greater pace and a higher level. The pupils with special educational needs receive appropriate help in classrooms but their work is not always provided at a level that assures understanding. There are too many occasions where identical work is provided without reference to pupil need. Detailed guidance on what is to be taught has only recently been provided. Prior to this coverage in science was not guaranteed and pupils' learning was repeated with little or no progress. Assessments of pupils' knowledge and understanding are not sufficiently used to plan what is to be taught next.

90. Pupils' attitudes to science are very good in Key Stage 1 and good in Key Stage 2. Most enjoy science, follow instructions carefully and work constructively together in small groups. Pupils concentrate on their work well despite the distractions around them, and are keen to investigate and find out information.

91. The quality of teaching observed in lessons was satisfactory. Lessons were seen in each year group and other evidence was gathered through talking to pupils and looking at their work. Where teaching is good it is characterised by clear explanation of the objectives of the lesson and effective questioning to challenge and extend pupils thinking. Teachers encourage the use of current vocabulary and recording of work to a scientific framework. Where teaching is weaker, introductions are too long, time for investigation is limited and work provided does not sufficiently match pupils ability or needs. Teachers' plans sometimes lack detail for meeting the needs of lower and higher attaining pupils.

92. Until recently the subject has lacked co-ordination and guidance. New management structures and schemes of work are now in place and indications are that this is having a positive effect on the quality of teaching and standards. Resources to meet the needs of the new provision are adequate.

94. **Other subjects or courses**

94. **Information technology**

93. In Key Stage 1, the level of attainment is broadly in line with national expectations. Children develop early skills effectively through experiences such as moving the candles on Henry's birthday cake, drawing or writing. These skills enable the children to use a range of programs with speed and accuracy. Work is applied in other curriculum areas, enabling practice and consolidation. These are strengths in their attainment. However higher attaining pupils spend longer practising than is needed and in consequence do not attain at even higher levels. Lower ability pupils attain in line with national expectations as a result of extra guidance. Pupils know about the use of technology in their everyday life and can talk about such things as video timers and security alarms.

94. At Key Stage 2, the level of attainment is broadly in line with national expectations for children of all abilities. Strengths include the provision of support for children with special educational needs, which raises their attainment especially in literacy. Importantly pupils gain the basic skills of opening, using, amending, saving and printing files. This enables them to use programs with growing independence. Pupils use information technology within a range of situations, compare its use with traditional methods and evaluate its usefulness. As a result they can plan and evaluate their work with an awareness of the purpose and audience, as seen in the newspaper reports in Year 4. Attainment in controlling and modelling and in monitoring for the average and lower attaining pupils within these strands is unsatisfactory due to insufficient coverage.

95.Information Technology is used to strengthen attainment in Literacy through the presentation of writing for different purposes and audiences. It is especially used effectively with pupils with special educational needs in reading and writing. It also strengthens attainment in numeracy through data handling and with number, from counting and sorting in Year 1 to work on pattern using spreadsheets, and graphing in Year 6. The secure skill level of pupils in Key Stage 1 and lower Key Stage 2, together with clear planned intentions to broaden, extend and apply these skills show a trend of overall improvement within the school.

96.Progress in Key Stage 1 is satisfactory overall. It is strong where activities are broad ranging and pupils understand the range and use of information technology and where pupils have a growing understanding of its use in everyday life. Children make secure progress through regular guidance and practice of basic skills. Too much practice inhibits progress and this is seen most often to affect higher achieving pupils.

97.In Key stage 2, overall progress is satisfactory. A range of progress is evident from observing and talking to children and from looking at their work. Progress over time ranges from good to unsatisfactory because of a lack of consistency in the provision of direct teaching of the subject. Good progress in lessons for all abilities is made when children do receive direct teaching, as was seen when Year 3 children learnt new design skills. Poor progress is made when there is a lack of such direct teaching or when it fails to meet their needs. The progress of high attaining pupils is inhibited where they lack challenge. Adult support helps lower ability and special educational needs pupils to make good progress in both key stages. Progress in control and monitoring and modelling is unsatisfactory at both key stages because of insufficient provision.

98.Pupils at both key stages respond well and this contributes strongly to their learning. They are highly motivated and interested. They behave well and concentrate both when working independently and with an adult. Pupils show great care and respect for all equipment. At Key Stage 1, pupils show a good level of responsibility and trustworthiness in their established routines for turn taking on the computers. This is further developed through Key Stage 2 when they develop respect for each other's work, give and seek advice and work well together. At Key Stage 1, interest wanes when the task lacks challenge. At Key Stage 2, pupils need opportunities to develop personal study. A small but significant proportion of pupils lack confidence and frequently seek reassurance when the task is too hard.

99.Teaching at Key Stage 1 is satisfactory. It is strong in communication and data handling where teachers subject knowledge is strong, and they select suitable activities and programs enabling children to gain new skills and understanding. There are well-established routines and expectations and effective use is made of parent helpers and the time available for work. To strengthen teaching more account should be taken of the needs of groups of pupils. This is due to a lack of effective assessment. Teachers knowledge and understanding of the subject needs to be strengthened At Key Stage 2, teaching is good. Challenging expectations, clear explanations, and good questioning and pupil guidance, together with Teachers' subject knowledge results in pupils making good progress. The use of parent helpers to guide children with their work is effective. However the current system relies too heavily on parents in teaching and this provision results in inconsistency for groups. To strengthen teaching more rigorous attention needs to be paid to the differing needs of children as identified through regular assessment, and for work to be planned to meet these. Wider use of the suite and its resources is needed for more effective direct teaching for all children.

100.The curriculum is broadly satisfactory. Long and medium term plans contain a map of focused tasks, identified skills, resource needs, and assessment statements. This provides for breadth and balance, progression and continuity throughout the school. They meet the statutory requirements of the National Curriculum. However there is currently insufficient actual provision in control and monitoring and modelling. At Key Stage 1 opportunity and access is monitored well in all classes. At Key Stage 2, this is less secure because of the reliance on volunteers. Support provides good provision for pupils with special educational needs. Teacher's planning takes insufficient account of the needs of children and this results in inconsistent progress through both Key Stages.

101. Assessment is unsatisfactory. Day to day assessment is poor at both key stages and does not sufficiently inform planning or curriculum planning. There is no school procedure for assessing pupil's work, although a system is being piloted in Year 5. The high level of responsibility and development of collaborative skills makes a strong contribution to the social and moral development of pupils. A greater contribution to their cultural development could be made through increased use of CD-ROMs about different times and places.

102. The subject is well resourced. There is a core of well-qualified staff to guide and train colleagues. The very effective use of LEA and school training for parent helpers is having a strong and positive effect on children's

progress. The suite provides good accommodation at Key Stage 2. The range of software is good and meets current needs. Hardware is good and up to date at Key Stage 2 but barely adequate at Key Stage 1. Staff development is necessary and needs are identified but there is difficulty in planning for this as the school lacks secure information about National Grid for Learning and New Opportunities Funding.

103. The management and deployment of resources is unsatisfactory. The suite and the resources within it are underused. It was empty for just over one quarter of the week and had small groups for much of the remainder. This is an inefficient use of good resources.

105. **Religious Education**

104. Standards at the end of both key stages are satisfactory and have been maintained since the last inspection. By the end of Key Stage 1, pupils have an understanding of some of the stories in the Bible, such as the order of events in the Creation story and the story of Noah and the flood. They develop an understanding of some events in the Christian calendar, such as Harvest Festival and Christmas. They know that God and Jesus made promises to mankind, that promises should not be broken and relate this to their own experiences in everyday life. Younger pupils are able to relate main events in the story of the birth of Jesus, and begin to realise that this is the true meaning of Christmas. They develop an understanding of some features of other faiths. They know that Divali is a Hindu festival and know the story of Rama and Sita. They are developing a sense of belonging to a community and the need to consider the feelings of others.

105. By the end of Key Stage 2, pupils have extended their knowledge and understanding of Christianity and other major world faiths. They know the main events in the Christian calendar, such as Christmas, Good Friday and Easter Sunday and can describe the Easter story in some detail. They demonstrate knowledge of the lives of famous people, such as Mother Teresa, Francis of Assisi and Buddha and show developing understanding of the reasons for their actions and lifestyles. They are able to use this knowledge and relate it to their own experiences, for instance by writing prayers of thanks for people who have helped them. Pupils in Year 5 classes explore sets of rules in Buddhism and begin to understand their importance in both religious practice and in daily life. Pupils in Year 4 study creation stories from the Bible and other cultures and faiths, such as the Aboriginal story of The Dreamtime and record these stories in pictures and in written description. In Year 3 classes, pupils study Islam and identify and describe different aspects of the faith. They begin to understand the code of conduct that Moslems must follow, such as giving to the poor and praying five times a day. They acquire some factual knowledge, for instance that their holy book is the Qu'ran and that they call God "Allah".

106. Overall, progress is satisfactory. Pupils of all levels of attainment show satisfactory development in knowledge and understanding of Christianity and other faiths. They learn to ask and answer questions and to relate what they have learned to their own lives and experiences. Pupils acquire and use appropriate subject knowledge when speaking and writing about other beliefs. Key facts of major world faiths are known, and pupils show development of respect for and understanding of the beliefs of others.

107. Pupils' attitudes and behaviour in lessons is good. Younger pupils in Key Stage 1 respond to an Advent story with anticipation and a sense of wonder. Older pupils are keen to talk about the story of Noah in the Bible and ask perceptive questions, such as "Why did God flood the world". Key Stage 2 pupils are interested and listen attentively to teachers. They respond appropriately to questions and demonstrate sensible attitudes towards other faiths.

108. The quality of teaching is satisfactory overall. Teachers plan appropriate activities, often linked to pupils' experiences. They select and use a good range of resources and artefacts to increase pupils' interest in activities. Questioning skills are often good and are used to deepen pupils' knowledge and understanding of Christianity and other faiths, and to involve a large proportion of pupils in discussion. Pupils are well managed. Visits to local churches and other places of worship, such as the mosque, serve to enhance the topics studied.

110. Art

109. Good progress is made in Art in Key Stage 1. Pupils improve their techniques of drawing, painting, cutting, printing and modelling. They also improve their skills in using a variety of tools. They begin to understand the properties of materials and make valid choices, giving good reasons for these. Pupils respond with growing confidence and creativity to a range of stimuli such as a story about the dark, the work of artists and artefacts. Pupil's understanding of their own response develops strongly in Year 2, they explain how and why they have used materials or techniques and are confident and sufficiently knowledgeable to explain how they might improve their work.

110. At Key Stage 2 satisfactory progress is made through experiencing a wide range of opportunities. This can be seen in observational texture work in Year 4, the expression of ideas and imagination through modelling in response to music in Year 6 and making artefacts in Year 3's Egyptian work. Pupils develop an understanding of a range of visual elements considering winter colours in Year 4 or tone and shape in Year 6. Reference is made to the work of artists. Year 5 look at the work of Seurat and experiment with his technique. Through the Key Stage they pay increasing attention to detail. However, children lack choices of materials, tools and techniques. This inhibits their opportunity to make a more individual response and to develop the understanding they need to evaluate their own work.

111. Pupils at Key Stage 1 respond very well to art, they really enjoy their work and have pride in it. Importantly this plays a strong part in their personal development and raises their self-esteem. They concentrate very well and take great care to do their best. They work collaboratively, sharing resources and ideas and in Year 2 sharing out tasks. The experiences gained in art strongly contribute to their spiritual, moral social and cultural development. In Key Stage 2 the pupils respond well, confidently making suggestions and sharing ideas. They behave well and sensibly distribute and tidy away resources. They concentrate well on their tasks and show respect for their work and that of others.

112. Teaching at Key Stage 1 is good. Teachers have a good knowledge and understanding of art and high expectations of the children. Through demonstration, guidance advice and sensitivity to children's work they promote strong progress. Lessons are well prepared and organised, so teachers have time to guide groups and individual children with their work. At Key Stage 2, teaching is satisfactory. Ideas are shared through questioning and techniques are demonstrated but teachers' knowledge and understanding are insecure. A lack of space in classrooms results in excessive time being spent distributing resources, which results in a loss of teaching and learning time. Neither key stage assesses children's work to inform future planning.

113. There is a good range of tools, materials and teacher resources including representations of the work of a wide range of artists from different times and cultures. These are well stored and easily accessed and support the broad whole school art curriculum. The cramped accommodation at Key Stage 2 restricts children's work. Much of it is small scale.

115. Design and technology

114. It was only possibly to see one design and technology lesson during the period of the inspection and there is therefore insufficient evidence to make a secure judgement on the progress of pupils. However a scrutiny of pupils work and discussions held with pupils at the end of Key Stage 2 indicate that the quality of experience and the levels of skill, knowledge and understanding they are able to display are below those normally expected. From teachers planning there appears to be insufficient time provided for the study of the subject. The limited range and quality of work results in an unsatisfactory provision for the subject.

History

115. In Key Stage 1, pupils gain an initial understanding of change within their lifetime. This repeats work covered in the early years. They compare old and new through looking at artefacts such as toys, domestic appliances and vehicles. Through such work they develop an understanding of chronology and identify similarities and differences with growing understanding. Their work shows an increasing level of independent response including children's own ideas and early elements of empathy. High attaining pupils are beginning to understand cause and effect. This was evident in the Year 2 work on the Fire of London, where good short-term progress is seen. Overall progress through the Key Stage is satisfactory. In Key Stage 2, progress within lessons varies from unsatisfactory to good. Strong

progress is evident when children gain an understanding of their work through responding to questioning that extends thinking. Slow progress results from unclear explanations and questions, which demand simple answers, rather than extending thinking. Over the key stage progress is satisfactory. Pupils develop historical understanding through explaining differences and similarities between Tudor times and the present, and life for rich and poor in Tudor times in Year 4. By Year 6, pupils are able to identify the causes and consequences of situations as well as explaining social diversity in Victorian times. Pupils extend their skills of historical enquiry using artefacts; as seen in the study of Ancient Egypt in Year 3, or copies of original Victorian text in Year 6. The pupils develop a range of recording skills using various narrative forms, charts and illustrations. Overall progress is satisfactory.

116. Pupils respond well at both key stages. When resources such as artefacts and short television extracts are used, children become enthralled and highly motivated; asking sensible questions and handling resources with care and respect. They always behave well and only lose concentration if they find their work difficult to understand.

117. Teaching is good at Key Stage 1. Good teacher knowledge, questioning, which extends thinking, well planned use of resources and well-prepared activities all lead to strong learning. However, there is insufficient use of short-term assessment. At Key Stage 2, teaching is satisfactory. It is good when subject knowledge and questioning extends children's learning, but weaker when a lack of clear explanation leaves children unsure of how they can progress. Assessment procedures are insufficiently developed and do not inform planning. Good use is made of display. The pupils are particularly interested and proud of the Egyptian display in Year 3.

119.

Geography

118. At Key Stage 1, the pupils make satisfactory progress gaining skills in finding familiar places such as their house, the school and the fire station on large scale maps, and later identifying differences. Good progress with enquiry skills, through observational work in the local area, strengthens their understanding of places. They broaden these enquiry skills through using instruments to measure and record the weather daily. Lower attaining children are given more structure to support their recording. The use of worksheets for the average and especially the high attaining pupils restricts and slows the development of their recording skills.

119. At Key Stage 2, progress is satisfactory. Pupils further improve their geographical skills of enquiry using fieldwork, a range of maps, photographs and texts. They develop a growing understanding of their own locality and can identify and make judgements about changes and their effect. By Year 6, they utilise their enquiry skills and understanding of places and location in a study of St Lucia. Work is recorded through narrative, charts, maps and illustrations. Work is provided for differing attainment groups to support their progress. The use of homework in Year 6 provides good opportunity for personal research and enhances the progress of many pupils. Through both key stages pupils make satisfactory progress in all elements of the National Curriculum.

120. The pupil's work in both key stages shows care and is completed. Personal responses requiring decisions about presentation, such as 'my own chart', usually show more care than responses to worksheets. Pupils in Key Stage 2 show interest in their lessons and are able to work collaboratively, sharing ideas and resources. They generally concentrate well but a small minority distracts others, when they become excited at the end of the day. The pupils value and respect the good quality resources that they use in their work.

121. Teaching was not seen at Key Stage 1, however planning for geography at this stage shows clear learning objectives and skills to be developed. At Key Stage 2, teaching is satisfactory. Teachers used resources effectively to support learning but failed to assess how far the pupils have progressed with their learning during the lesson.

122. A comprehensive range of resources, which support a clearly defined overall curriculum plan for the school strongly support the teaching and learning within geography. However when pupils use large-scale resources they are restricted by space in classrooms. Good quality displays with large maps and photographs celebrate children's work and enhance their learning.

124. **Music**

123. Progress is satisfactory throughout the school in both performing and composing and in listening and appraising. Progress in Key Stage 1 lessons is good. Pupils sing with increasing confidence. They use a range of instruments to accompany taped music and begin to acquire a sense of rhythm. They listen carefully to music and identify loud and soft sounds. They use appropriate vocabulary in describing music, such as soft, quiet and light. By

the end of Key Stage 2, pupils extend their skills in listening. They listen to a range of music and identify changes in dynamics in such pieces as “The Sorcerer’s Apprentice”. In their musical performance they use their knowledge of dynamics to begin to follow signs for louder, softer, increasing and decreasing using clapping and percussion instruments. They sing a range of songs with enthusiasm, clapping the beat and identifying rhythm.

124. Pupils enjoy music. They listen attentively and join in singing with enthusiasm. They maintain interest and enjoyment throughout their lessons. They are keen to answer questions and show a desire to improve their performance in singing.

125. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2 in lessons seen during this inspection. Planning is clear, with well chosen resources in Key Stage 1 classes, and continuity and progression is ensured through the clear development of skills. In Key Stage 2, lesson planning is sound. Pupils are encouraged to improve their performance and skills are developed throughout the key stage.

127.

Physical education

126. Progress in gymnastics is good in the two lessons seen in the infant classes and is satisfactory in the games lessons in the juniors. Pupils also made satisfactory progress in the swimming lesson observed. Evidence in other aspects of the subject is limited although teachers planning and discussions with pupils indicates that lessons in dance, athletics and outdoor adventurous games also take place. Pupils’ with additional educational needs make satisfactory progress and there are no significant variations in the progress between boys and girls.

127. Key Stage 1 pupils demonstrate good levels of skill in gymnastics. They use space well and explore a wide range of movements and balances taking weight on various parts of their bodies. These skills they are able to transfer from the floor onto apparatus. Their control of movement is good as they change direction, shape and speed. They show very good levels of co-operation, take turns appropriately and clear away apparatus safely and with an awareness of others around them.

128. Pupils in Key Stage 2 are developing skills in team games and practice their passing in basketball and lacrosse demonstrating sound levels of skill. They can catch, throw and control balls with appropriate skill and accuracy and developing a satisfactory use of the space around them. Pupils in Year 6 showed sound levels of skill and understanding in ball control, running and passing following appropriate practice sessions to develop stick control skills in lacrosse. Pupils are developing an understanding of the rules and tactics of team games and follow the ideas of “fair play”. In the one swimming lesson observed pupils reacted well to the teaching they received and practice their strokes carefully to ensure an improvement in their techniques. Almost half the pupils can use a variety of strokes including front crawl, backstroke, and breaststroke and move confidently in the water. Pupils with additional educational needs make satisfactory progress enabling them to take a full part in all the activities and attain appropriate standards of performance.

129. Pupils respond well to the teaching and attitudes are good. They concentrate throughout lessons especially in the infant classes and are active and focused during swimming. Pupils listen carefully and respond enthusiastically to teachers coaching and advice. The quality of teaching seen is good in the infants and satisfactory in the juniors. Teachers demonstrate a satisfactory command of the subject the quality of which rises to good in swimming lessons. Most teachers constructively advise pupils on how to improve their skills and techniques and are able to evaluate and improve the quality of the work done. In most lessons the aims of the lesson are clearly stated, the pace is sound and the tasks sufficiently challenge pupils physically and intellectually. Teachers make good use of demonstration especially in the infants, to illustrate good control and technique.

130. The policy statement provides sound advice and the improved scheme of work is beginning to bring about an improvement in the range and quality on physical education experiences. In order to improve this further the role of the co-ordinator needs to be extended so that they can monitor the quality of the pupils’ work and the standards they achieve. The level of resourcing is satisfactory and provides a wider variety of sporting experience than that often seen in primary schools. The small range of extra curricular physical activities and sports provides limited additions to the schools curriculum.

132.

PART C: INSPECTION DATA

132. Summary of inspection evidence

131. A team of five inspectors, including a lay inspector spent a total of twenty-four inspector days in the school. More than sixty hours were spent observing lessons or parts of lessons. Thirty-three hours were spent interviewing staff and governors and scrutinising samples of pupils' work. In addition, assemblies, playtimes and lunchtimes were observed. Inspectors talked to pupils about aspects of their work. Teachers' plans, assessment information and other documents were examined. A meeting to seek the view about the school was attended by twenty-two parents. Parents completed one hundred and five questionnaires.

133. **DATA AND INDICATORS**

133. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	391	3	78	83
Nursery Unit/School	25	0	4	N/A

133. **Teachers and classes**

133. **Qualified teachers (YR-Y6)**

Total number of qualified teachers (full-time equivalent):	15.5
Number of pupils per qualified teacher:	25.2

133. **Education support staff (YR-Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	43.8

133. **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25

133. **Education support staff (Nursery class)**

Total number of education support staff:	1
Total aggregate hours worked each week:	28.8

Average class size:	27.9
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133. **Financial data**

Financial year:	1998-9
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	£
Total Income	705431
Total Expenditure	714840
Expenditure per pupil	1670
Balance brought forward from previous year	30788
Balance carried forward to next year	21379

133.

PARENTAL SURVEY

Number of questionnaires sent out:	391
Number of questionnaires returned:	105

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	52	41	1	5	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	51	1	4	0
The school handles complaints from parents well	26	53	18	1	2
The school gives me a clear understanding of what is taught	21	63	9	7	0
The school keeps me well informed about my child(ren)'s progress	28	63	5	3	1
The school enables my child(ren) to achieve a good standard of work	30	63	5	2	0
The school encourages children to get involved in more than just their daily lessons	16	58	16	9	1
I am satisfied with the work that my child(ren) is/are expected to do at home	23	58	7	9	3
The school's values and attitudes have a positive effect on my child(ren)	34	56	8	2	0
The school achieves high standards of good behaviour	41	52	6	1	0
My child(ren) like(s) school	45	46	7	2	0

133. Other issues raised by parents

Several parents expressed dissatisfaction with the lack of homework given but expected that the newly implemented policy would improve matters. Parents expressed concern at the congested learning environment at KS2. Generally parents were happier with the welcome they received when needing to visit the school than they were in the recent past.