

INSPECTION REPORT

Weaverham Forest Primary School
Northwich

LEA area: Cheshire

Unique Reference Number: 111054

Headteacher: Mrs S How

Reporting inspector: Mrs O M Cooper
10859

Dates of inspection: 11-15 October 1999

Under OFSTED contract number: 707042

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Forest Street Weaverham Northwich Cheshire CW8 3EY
Telephone number:	01606 852171
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs E Burdett
Date of previous inspection:	13 April 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs O M Cooper Registered Inspector	English Music Religious education	Attainment and progress Teaching Leadership and management
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 of the school Equal opportunities
Mr P Laverick Team Inspector	Science Information technology History Art	Curriculum and assessment Provision for pupils' spiritual, moral, social and cultural development
Mr N Hardy Team Inspector	Mathematics Design and technology Geography Physical education	Under fives Special educational needs

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INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	248	(average)
Pupils with English as an additional language:	1 per cent	(average)
Pupils entitled to free school meals:	14 per cent	(broadly average)
Pupils on register of special educational needs:	34	(below average)
Average class size:	28	

At the time of the inspection one third of the permanent teaching staff were on long-term maternity or sick leave and this included two members of the senior management team. The responsibilities of the absent staff were being carried out by temporary teachers.

The attainment of children on entry to the school varies from year to year. For the current year it is average overall, with language and number skills being the weaker areas.

WHAT THE SCHOOL DOES WELL

The headteacher provides strong leadership and effective management and gives clear educational direction to the work of the school.

- Provision for children under five is good and enables the pupils to make good progress in learning the basic skills of literacy and numeracy.
- The school provides good support and guidance for pupils' personal development.
- There are improving links with parents and these are good.
- There is good provision for pupils' social development which benefits their progress overall.
- There is a very good range of extra-curricular activities available to pupils that promote their physical and social skills.

WHERE THE SCHOOL HAS WEAKNESSES

Lesson plans in mixed age classes do not show clearly what pupils of different ages are expected to learn; pupils do not always build on what they have already learned and are not stretched.

- I. There is underachievement for higher attaining pupils in science at Key Stage 1 and for some older pupils in mixed age classes.
- II. Procedures for the day-to-day assessment of pupils' attainment in lessons are not enabling all pupils to make good progress and raise their attainment.
- III. The curriculum coordinators' roles are not sufficiently developed to include effective monitoring of standards.
- IV. There is no policy to give guidance on marking pupils' work.

The weaknesses will form the basis of the governors' action plan, a copy of which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The action taken in response to the key issues identified in the last inspection report has been successful in most aspects and, overall, satisfactory improvement has been made. The school has continued to work towards the objectives identified in the school development plan to sustain and raise standards. Standards in information technology and geography at Key Stage 2 have been raised to meet the level expected nationally by the age of eleven. The proportion of satisfactory teaching has improved and teachers are planning more opportunities for investigation and enquiry in most subjects. Schemes of work have been produced for all subjects to show the progressive development of each subject throughout both key stages and these are supporting teachers' planning. Some of these schemes are currently being reviewed to take account of more recent national guidelines and initiatives. The school has only been partially successful in ensuring that the information gained from assessment is used by teachers to plan work that meets the range of pupils' attainments. The curriculum coordinators' roles

have been developed to include checking medium term plans for coverage of National Curriculum programmes of study and adherence to long term planning. Pupils' workbooks are scrutinised to check on progress, with samples being retained to show progress over time in some subjects. A new, effective format for planning has been introduced and this is used in all classes. The weekly plans include space for the evaluation of teaching and learning and this provides useful information for teachers when planning activities for pupils. The teachers are not yet making full use of self-evaluation and inspectors found few comments written on pupils who had attained more or less than expected from lessons. The school has the capacity to make further improvement and most of the weaknesses are already identified in the current school development plan.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

This information shows that the pupils' performance in English in 1998 was well below the national average and the average for schools with pupils from similar backgrounds. These results in English are not typical; when taking the results for the three years 1996 to 1998 together, the figures show that the performance of the pupils was close to, but just below, the national average. The results in 1999 show seven out of ten pupils reaching the expected level. In mathematics, the 1998 results show pupils' attainment was in line with both the national average and the average for similar schools. The 1999 results were very similar. Whilst pupils' attainment was in line with the national average in science in 1998, it was below the average for similar schools. There was improvement in the 1999 results in science with over four fifths of pupils reaching the level expected at the end of Key Stage 2. Inspection findings confirm average standards in English, mathematics and science. In the remaining core subjects of information technology and religious education, standards are in line with those expected nationally for pupils aged eleven.

At the end of Key Stage 1, inspection findings show standards are average in English and mathematics but are currently below average in science. Over four fifths of pupils are achieving the expected level for their age in science, but no pupil is achieving the higher level and this makes overall attainment below average. Standards in information technology and religious education are in line with those expected at the end of Key Stage 1. At the end of the under fives phase, overall attainment is in line with that expected nationally and is higher in personal and social development. Pupils who have special educational needs are generally attaining appropriate levels for their abilities but with more regular support at Key Stage 2 they would make better progress towards their targets. Pupils who have English as an additional language are attaining appropriate levels for their ages.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Satisfactory	Satisfactory
Mathematics	Very good	Satisfactory	Satisfactory
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is satisfactory or better in 92 per cent of lessons. It is good in almost one third of lessons and is very good or excellent in a small number. There is unsatisfactory teaching in 8 per cent of lessons; these included one poor lesson. The unsatisfactory lessons are in a number of subjects across both key stages.

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	Most pupils behave well in lessons. A small number sometimes behave in an unacceptable manner. At lunchtimes, behaviour is satisfactory.
Attendance	Good; attendance rates are above average. The large majority of pupils arrive on time each day.
Ethos*	There is a supportive and caring atmosphere within the school and most pupils show positive attitudes to school and work. Relationships between adults and pupils are satisfactory. Teachers' expectations of pupils are not as high as they should be in some lessons.
Leadership and management	Satisfactory overall. The headteacher provides strong leadership and effective management of the school. She is well supported by the governors who are committed to their roles. The leadership role of the curriculum coordinators requires further development building on the progress made to date.
Curriculum	The curriculum for children under five is good and provides a wide range of activities and experiences that prepare pupils for entry to compulsory education. The curriculum at Key Stage 1 is satisfactory, but at Key Stage 2 it does not meet the needs of all pupils in mixed age classes and it is unsatisfactory. All National Curriculum subjects, religious education and personal, social and health education are taught and the curriculum meets statutory requirements.
Pupils with special educational needs	Overall provision is satisfactory. There is good support for children under five, satisfactory provision at Key Stage 1 where there are classroom assistants available, but is unsatisfactory at Key Stage 2. Additional support is only available on a regular basis on one morning each week at Key Stage 2. The class teachers and headteacher provide support on other days. Pupils with formal statements of need are well supported.
Spiritual, moral, social & cultural development	Satisfactory overall, with good provision for pupils' social development.
Staffing, resources and accommodation	There are sufficient teachers to allow for all classes to be below 30. There are sufficient support staff, but no classroom assistants to help in Key Stage 2 classes, except for those supporting pupils with formal statements of their special needs. The accommodation has been substantially improved and is adequate for the number of pupils. There are sufficient learning resources overall, but some books are worn and in need of replacement. There are sufficient resources for literacy hours.
Value for money	Satisfactory.

* *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
<p>V. The school encourages parents to play an active part in the life of the school.</p> <p>VI. All members of staff are approachable.</p> <p>VII. Children are enabled to reach a good standard of work.</p> <p>VIII. The school encourages children to get involved in more than just their daily lessons.</p> <p>IX. Their children like school.</p>	<p>X. The amount of information about the work to learn.</p> <p>XI. The amount of homework set.</p> <p>XII. The way complaints are handled</p>

Inspectors' judgements support the parents' positive views, with the exception that a small number of pupils are not enabled to reach a good standard of work as teachers' expectations are not high enough and tasks are not closely matched to their needs. From the beginning of this academic year, the school has started to send information to parents about the topics being

covered each term and what the children are expected to learn and this information is helpful. A homework policy was implemented at the beginning of this term as part of the home-school agreement which was drawn up in consultation with parents and takes account of national guidance. Inspectors judge arrangements for the setting of homework and the amount set to be satisfactory and similar to that found in most primary schools nationally. The school has set procedures for dealing with complaints, which follow the Local Education Authority's guidelines.

Key issues for action

In order to raise and sustain standards in the school, the headteacher and governors should:

1.Key issue 1: raise standards in science at Key Stage 1, and for those higher attaining pupils in mixed age classes who are underachieving by:

- improving the quality of teaching by raising teachers' expectations of pupils' capabilities;
- planning tasks which are challenging and closely matched to pupils' abilities and which build on their prior attainment.

Discussed in paragraphs 11-23, and 100-105.

1.Key issue 2: further improve curriculum planning for pupils in mixed age classes by:

- relating short term planning to National Curriculum levels;
- including assessment opportunities and methods in curriculum plans;
- identifying in weekly planning what pupils of different ages and attainments in mixed age classes are expected to learn.

Discussed in paragraphs 31, 37, 38 and 39.

1.Key issue 3: make better use of the current procedures for assessing pupils' attainment by:

- evaluating lessons on a regular basis;
- using the information gained about pupils' attainment when planning so that tasks are more closely matched to the attainments of all pupils;
- implementing a marking policy which will inform pupils how they can improve their work and which will provide more assessment information for teachers.

Discussed in paragraphs 34, 41, 47, and 56.

1.Key issue 4: further develop the role of curriculum coordinators to include effective monitoring of standards and progress, curriculum provision and evaluation.

Discussed in paragraphs 55 and 56.

2.In addition, the following minor issues should be considered for inclusion in the action plan:

- provide more regular support for pupils with special; educational needs at Key Stage 2 (discussed in paragraph 22);
- ensure the annual governors' report to parents contains all the required information (discussed in paragraph 59);
- carry out risk assessments at appropriate intervals (discussed in paragraph 51);
- improve outdoor play facilities for children under five (discussed in paragraphs 63 and 79);
- monitor the use of time for learning to prevent slippage (discussed in paragraph 67).

Introduction

Characteristics of the school

1.The school is situated in the centre of the large village of Weaverham near Northwich. In recent years, the school has undergone an intensive building improvement programme. Most pupils come from the area immediately surrounding the school, which has a predominantly white population who live in privately owned or local authority housing. However, approximately 10 per cent of pupils travel from further afield through parental choice. The children are drawn from a wide range of socio-economic backgrounds. The proportion of pupils entitled to receive free school meals is broadly in line with the national average.

2.There are currently 248 full time pupils on roll and the school is broadly average in size for primary schools. Children are admitted to the reception class in the September following their fourth birthday. There is just one admission date and, in line with the local education authority's policy, all four-year-old children are admitted full time within three weeks of the start of term.

3.There are 34 pupils on the school's register of special educational needs, with one pupil having a formal statement of need. There are four pupils who have English as an additional language, and extra-support is provided for them. The proportion of pupils with special educational needs and with English as an additional language is below the national average. The attainment of pupils on entry to the reception class is broadly average overall, with language and number skills being the weakest areas.

4.The school aims to seek quality, ensuring that all children receive their full educational entitlement and develop emotionally and physically to the limits of their potential. They aim to provide a stimulating environment, which will inspire, motivate and support all children and to promote self-discipline, respect and tolerance for one another.

5.At the time of the inspection, one third of the permanent teaching staff were on long term maternity leave or sick leave and temporary teachers had been appointed by the governors. The temporary staff had not been trained in either the National Literacy or Numeracy Strategies but had worked hard to familiarise themselves with the requirements of both. The school has targets for improvement in English, mathematics and science.

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
1998	11	21	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	9	11
	Girls	20	18	19
	Total	30	27	30
Percentage at NC Level 2 or above	School	94(87)	84(92)	94(98)
	National	80(74)	81 (80)	84(83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	11	12
	Girls	20	19	20
	Total	29	30	32
Percentage at NC Level 2 or above	School	91(94)	94(96)	100(98)
	National	81(80)	85(83)	86(85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	25	23	48

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	13	17
	Girls	16	15	16
	Total	28	28	33
Percentage at NC Level 4 or above	School	58(78)	58(80)	69(76)
	National	65(63)	59(62)	69(68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	15	17
	Girls	16	18	18
	Total	29	33	35
Percentage at NC Level 4 or above	School	60(78)	69(88)	73(80)
	National	65(63)	65(64)	72(69)

Attendance

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

		%
Authorised Absence	School	4.1
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

Exclusions

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

² Percentages in parentheses refer to the year before the latest reporting year

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

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	9
Satisfactory or better	92
Less than satisfactory	8

PART A: ASPECTS OF THE SCHOOL

10. Educational standards achieved by pupils at the school

Attainment and progress

6. Since the last inspection, standards at the end of Key Stage 1 have remained close to the national average in the core subjects of English and mathematics. The results of the national tests at the end of the key stage in 1998 showed pupils' attainment to be above the national average in reading and in line with the national average in writing and mathematics. When compared with schools with similar characteristics, the school's results were above the average in reading and in line with the average in writing and mathematics. Whilst more than four fifths of pupils are reaching the expected level in writing and mathematics, the proportion reaching higher levels is below average. In reading, the proportion of pupils reaching the higher levels is close to the national average. Teachers' assessments in science show a similar picture, with pupils' attainment at the expected level being well above average but well below average for the proportion of pupils reaching higher levels. The 1999 results mirror those of previous years, with just over four fifths of pupils reaching the expected level in reading and writing and nine out of ten pupils reaching the expected level in mathematics. Over a quarter of the pupils reached higher levels in reading, but no pupil reached a higher level in writing. In mathematics, one out of six pupils reached the higher level.

7. Standards at the end of Key Stage 2 have fluctuated since the last inspection but are currently average. Taking the three years 1996 to 1998 together, the results of the national tests show that the performance of the pupils was close to the national average in English and science and was above average in mathematics. The test results in English in 1998 showed the performance of pupils was well below the national average and the average for similar schools. These results are not typical for the school and were due to the larger than usual proportion of pupils in Year 6 with learning difficulties related to literacy skills. These pupils have now left the school. In the 1999 English tests, results have improved, with seven out of ten pupils reaching the level expected for their age and approximately one third of pupils reaching the higher level in reading. Writing is still the weakest aspect and less than a half of the pupils achieved the level expected for their age. In mathematics and science, the 1998 results were close to the national average for pupils reaching the expected level and the higher levels. When compared with similar schools, the performance of the pupils in 1998 was average in mathematics but below average in science. In 1999, the science results improved, with well over four fifths of pupils reaching the expected level and over one third reaching higher levels but, in mathematics, there was no improvement, in fact the results were lower, which was against the national trend. The headteacher has analysed the results carefully and found that irregular attendance and emotional difficulties were partly the reason for some pupils not achieving the expected level. There is no significant variation in the attainment of boys and girls at either key stage, except in mathematics where, over the three years from 1996 to 1998, girls performed better than boys at Key Stage 2 and their performance was well above the national average.

8. Assessment of children in the reception class soon after entering school shows overall attainment to be average, but language and mathematical skills are at an earlier stage of development than physical, creative and social skills, with writing being the weakest area. The large majority of children under five years of age make very good progress in developing their personal and social skills, good progress in language and literacy and mathematics and satisfactory progress in knowledge and understanding of the world, creative development and physical development. Good progress is the result of the varied and interesting experiences designed to promote their intellectual, physical and social development. By the time the children enter compulsory education, their personal and social skills are well developed and easily exceed the national expectations for pupils of this age. In all the other areas of learning, the children achieve the desirable learning outcomes that form the national expectations for children on entry to compulsory education. Careful and detailed planning, covering all areas of learning, and the good quality of relationships contribute significantly to the children's progress.

9. Inspection findings show pupils' attainment is average in speaking and listening, reading and writing at the end of both key stages. Over four fifths of pupils at the end of Key Stage 1, and approximately three quarters of pupils at the end of Key Stage 2, are achieving the expected levels or higher. Overall, pupils make satisfactory progress at Key Stage 1 in developing their skills in speaking and listening, reading and writing, but with higher expectations from teachers, more able pupils could do better in writing. There were no examples of shared writing seen during the inspection, which would help pupils develop their independent writing skills. The implementation of the literacy hour is supporting pupils' progress at both key stages, but some staff are still becoming familiar with the National Literacy Strategy as they have only been in the school for a few weeks and have not received any training.

10. The large majority of pupils at Key Stage 1 listen attentively and speak with increasing confidence, but a few are poor listeners and interrupt their teachers. They begin to read familiar words in the reception class and continue to build on these early beginnings at Key Stage 1. They have a good knowledge of letter sounds and develop strategies for attempting to read

unfamiliar words by splitting them into smaller words they know and by using their phonic skills or contextual cues. They begin to understand sentence construction and start to become independent writers. They write their own stories, which show satisfactory development of spelling and handwriting skills.

11. At Key Stage 2, pupils continue to make satisfactory progress over time, but it tends to be better for the younger pupils in mixed age group classes, and for the pupils who are set according to prior attainment in Year 6, as they are challenged more by the tasks set. Older, higher attaining pupils in mixed age classes are underachieving in a significant number of lessons due to lack of sufficient challenge. By the end of the key stage, pupils speak with confidence and clarity using a reasonable range of vocabulary. Most are willing to listen to the views of others and to challenge opposing views. This was evident during discussions with Year 6 pupils about their perceptions of the school. They use a range of strategies for reading unfamiliar words, often rereading a sentence to get a sense of it. They select books by their favourite authors. They make good use of their reading skills to research information to support their learning in other subjects such as history and religious education. They continue to develop their skills in writing and spelling through writing stories, poems, accounts and letters that show reasonably accurate use of grammar. Redrafting of work often involves correcting spelling and punctuation but does not always improve the content of the writing. The presentation of work is often untidy. A small group of the older pupils have reverted to printing after being taught how to join letters to form a cursive style of writing.

12. In mathematics, inspection findings show standards of attainment at the end of Key Stage 1 are broadly in line with the national average. Pupils make satisfactory progress. The implementation of the National Numeracy Strategy is improving the development of mental recall skills. By the end of the key stage, pupils can carry out a range of mental and written calculations and use appropriate strategies to solve problems. They can count and order numbers up to one hundred and can add or subtract ten from a given number below 100. They can use standard and non-standard measures with reasonable accuracy and give the properties of flat shapes. At Key Stage 2, overall progress is satisfactory but it is generally better for pupils in Years 3 and 5 than in Years 4 and 6. This is due to the mixed age classes, where tasks are not always closely matched to the attainment of the more able, older pupils. Progress is better for the Year 6 pupils who work as a discrete year group and where the quality of teaching is often good. By the end of the key stage, pupils have a sound grasp of the four rules of number, decimals, percentages and fractions. They understand halving and doubling of numbers but do not always see relationships between numbers, for example, they could work out $12 + 13 = 25$ with ease but found $120 + 130$ difficult. Pupils can measure accurately using standard measures, identify and name regular and irregular shapes and use simple formulae, for example, when working out perimeters and areas. They collect a range of data and present it in block graphs and pie charts. The development of mathematical vocabulary is satisfactory but teachers need to use precise vocabulary in all lessons to improve upon this.

13. In science, standards of attainment are currently below average at the end of Key Stage 1. Whilst more than four fifths of pupils are achieving the expected level, which is average, no pupil is attaining a higher level and this makes overall attainment below average. There has been improvement in pupils' investigative and experimental skills since the last inspection, and these are satisfactory, but overall progress is unsatisfactory. Overall coverage of the National Curriculum programme of study is patchy. The scrutiny of work showed more emphasis on the study of living things and, in particular, plants than on other aspects such as physical processes. By the end of Key Stage 2, pupils are attaining average levels as a result of the good progress in lessons, especially at the end of the key stage, and over time. Teachers are secure in their subject knowledge and often plan interesting activities. Progress is slower for some Year 4 pupils who were undertaking the same work on healthy eating as the Year 2 pupils, and in very little more depth. Overall, good progress is made at Key Stage 2

14. There has been an improvement in pupils' attainment in information technology at the end of both key stages. The last inspection reported attainment to be below average. The findings of this inspection show that standards of attainment are average at the end of both key stages. The increase in the number of computers and printers and additional software is enabling the school to provide a wider range of experiences and these are extended by the use of computers at home. The school now has access to the Internet and email facilities. Computers are in use most of the time and the support from a subject specialist, one day each week, is effectively sustaining the improvement during the absence of the curriculum leader. Good use is made of adult helpers to support pupils in using new software and this is beneficial to their progress. Further resources are required if pupils' attainment is to be raised further as some computers are old and slow in responding to commands. Overall progress is satisfactory at both key stages.

15. The last inspection found pupils' attainment in religious education to be in line with the requirements of the locally agreed syllabus at the end of both key stages. This continues to be the case. Pupils make satisfactory progress over time at both key stages. The weakness in pupils' understanding of the impact of religions on everyday lives has been remedied. At Key Stage 1, pupils gain some knowledge and understanding of religious festivals and celebrations and make satisfactory progress in developing their personal relationships. At Key Stage 2, pupils continue to build on their experiences and deepen their understanding of Christianity and other major world religions such as Islam and Judaism. They hear many stories from the

Bible, and in some lessons, reflect upon the messages they contain. For example, pupils in Year 3 and 4 considered the meaning of the parable of the 'Good Samaritan', and how it could be related to life today. They have a good understanding of the main beliefs and practices of other major world religions and their impact upon people's daily lives.

16. In the foundation subjects of design and technology, geography, history, music and physical education, most pupils make satisfactory progress at both key stages, but again older, higher attaining pupils are underachieving in some lessons due to insufficient challenge in the tasks set. There has been an improvement in pupils' knowledge and skills in geography since the last inspection, when pupils' progress in acquiring knowledge of contrasting localities, physical, human and environmental geography at Key Stage 2 was unsatisfactory. In all other subjects, the findings mirror those found at the time of the last inspection. In art, progress is unsatisfactory at Key Stage 1, where pupils' skills are not systematically developed, but is good at Key Stage 2. Pupils experience a wide range of media and materials in their work and have good opportunities to study the works of famous artists.

17. Pupils with special educational needs make good progress in the reception class, where they are well supported by all adults. At Key Stage 1, pupils with special educational needs make satisfactory progress towards their targets as additional support is available from the classroom assistants. At Key Stage 2, overall provision is unsatisfactory and progress is uneven. Pupils only receive regular, additional support on one day each week, with work being provided for completion in class on other days. The rest of the time they have to rely on their class teachers or the headteacher for support and, where there are several pupils in a class, they receive insufficient attention and progress is unsatisfactory. In occasional lessons, the work is not well matched to the pupils' needs in building on their prior attainment. Pupils with formal statements at Key Stage 2 receive good quality support and make satisfactory progress towards their targets. Children under five who have English as an additional language are well supported by the adults from outside and within the school, for example, the teacher and other adults are learning key words from the child's first language so they can communicate more easily during the settling in period. Other pupils receive support from outside agencies as well as from their class teachers and they make satisfactory progress.

18. A large amount of statistical information is now available to the school. This is being used effectively to target the areas in need of development and improvement. Realistic targets have been set for English, mathematics and science to the year 2002. The targets aim for improvement each year from 1999 to 2002, but are reviewed annually, to check they are still achievable, due to the turnover of pupils and the admission of pupils with special educational needs, often to Key Stage 2 classes. The school exceeded the Key Stage 2 targets for English and mathematics agreed with the local education authority for 1999. There is a clear commitment on the part of the headteacher to continue to strive for higher standards and, as part of the process, targets for individual pupils are to be discussed with parents at the forthcoming parents' evening.

Attitudes, behaviour and personal development

19. Attitudes to school and work are satisfactory. Most pupils concentrate well on their work, especially when lessons are interesting and challenging. For example, the very young pupils in the reception class show great enjoyment in activities based around the theme of The Three Bears and Year 3 and Year 4 pupils are fascinated by the way in which their heart rate increases after exercise. However, there are a small number of pupils who find it difficult to maintain concentration and are fairly easily distracted. Literacy and numeracy lessons require longer periods of sustained study, and most pupils are able to work sensibly for 20 to 30 minutes, particularly when the task and time limits are set in advance. Pupils with special educational needs at Key Stage 2 find it difficult to remain motivated in lessons when the work is insufficiently appropriate for their needs.

20. Behaviour is satisfactory. One boy was excluded for a fixed period for unacceptable behaviour during the previous year, but the rate of exclusions is falling. The dining room at lunchtime is quite noisy but behaviour in the playground is of an acceptable standard. The most effective teachers know how to manage behaviour so that it does not get out of hand. A very few of the oldest pupils can be insolent but most pupils are well behaved, polite and well mannered. They want to please their teachers.

21. Relationships are satisfactory. No bullying or harassment was observed during the inspection. Both pupils and parents report a distinct improvement in relationships recently. Pupils care for the school property well, with no signs of damage or graffiti.

22. The pupils' personal development is satisfactory. Pupils work well in pairs or groups. Very young pupils know how to take turns in circle time, when the child with the teddy bear is the one who can talk. They practise caring for a Teddy Bear, who comes home overnight with his pyjamas and toothbrush. Older pupils spontaneously make up a circle dance game in the playground. Year 5 and 6 pupils' work together well to design a Jewish harvest tabernacle from branches. In team games

after school, team skills are very evident. Pupils collect money to send to Kosovan refugees and to Alder Hey children's hospital. Great concern was shown for a Year 5 girl by her friends when she was suffering from severe toothache. Pupils show initiative in small ways, for example in operating the overhead projector in assemblies, mounting displays, and bringing messages and dinner money to the school office. There is no formal channel for them to make suggestions about the way the school operates, and very few opportunities for older pupils to be involved in looking after the younger ones.

27. **Attendance**

23. The rate of attendance is good and remains above the national average for primary schools. Most pupils arrive at school well before the official starting time, although there are a few regular latecomers. There is some slippage of time during the school day, which is partly because of the layout of the school. Some lessons finish before the timetabled end of the day.

Quality of education provided

Teaching

24. The quality of teaching has improved since the last inspection. Most of the weaknesses identified in the last report have been remedied, with the exception of planning tasks that challenge all pupils and avoid repetition of work. Teaching observed during the inspection was satisfactory or better in 92 per cent of lessons. It was good in just under one third of lessons, which included almost one tenth of lessons which were very good and, occasionally, excellent. Teaching was unsatisfactory in the remaining 8 per cent, which included an example of poor teaching. The overall quality of teaching is satisfactory, and for children under five it is good. There are examples of very good and excellent teaching with the under fives and of very good teaching in English and mathematics at Key Stage 2. In the very good lessons, there was detailed planning and good use of the information from assessing pupils or evaluating teaching to plan tasks that closely match the pupils' attainment. The lessons proceed at a brisk pace and the teachers are secure in their understanding of the National Literacy and Numeracy Strategies. Homework is set which supports learning in school with teachers checking that it has been handed in on time. There are high expectations both of pupils' behaviour and work. There is good teaching in mathematics and geography at both key stages and in art, science and music at Key Stage 2. These lessons are underpinned by the secure subject knowledge and detailed planning. There are examples of unsatisfactory teaching in English at Key Stage 2, science at both key stages, and in design and technology, physical education and art at Key Stage 1. The unsatisfactory lessons often involve ineffective class management, for example in a design and technology lesson too many activities were planned so that it was impossible for the teacher to give adequate support to all the groups. In a physical education lesson there was insufficient emphasis on health and safety when moving apparatus and discipline was lax at times. Unsatisfactory teaching in science is due to insufficient challenge for a significant number of pupils.

25. The weaknesses in teachers' subject knowledge reported at the last inspection have been overcome. Teachers working with children under five have a very good knowledge and understanding of the areas of learning and of how young children learn. Literacy hours have been adjusted for these young children and, together with other activities, they provide a good foundation for entry to Key Stage 1. Teachers at both key stages have a sound working knowledge of National Curriculum and religious education requirements. Much hard work has resulted in most teachers developing satisfactory levels of competence in implementing the literacy hour and the Numeracy Strategy, with some being very competent. In-service training for literacy, and more recently for numeracy, is helping teachers to improve the quality of teaching. Teachers' expectations of children under five are high, but are not high enough for pupils in Key Stage 1 and the higher attaining pupils are not being stretched in all lessons. Overall at Key Stage 2, teachers have sufficiently high expectations of pupils' work and behaviour and pupils respond well to the challenges.

26. Daily planning for the under fives is good and detailed. Lessons are satisfactorily prepared at both key stages based upon medium and long term plans which reflect National Curriculum requirements. Lesson plans contain the intended learning outcomes, which give a focus for the teaching. In the very good lessons these aims were specific, shared with the pupils and checked at the end of lessons. Some lesson plans are very detailed and of good quality, others are brief. Few lesson plans in mixed age classes show what pupils of differing ages are expected to attain. There is no reference to National Curriculum levels and teachers in mixed age classes are not always sure to which level they are teaching. The methods of assessing pupils' attainment are not identified. Good quality plans show clearly what pupils of differing abilities are expected to attain, including those with special educational needs, but this does not happen often enough. All teachers have individual education programmes for pupils with special educational needs and, where appropriate, the special needs teacher provides tasks to be undertaken in the classroom over the course of the week. The individual education programmes are not consistently followed in all classes and this hinders progress for these pupils.

27. All teachers are competent communicators with the children in their classes. They usually use an appropriate vocabulary and generally give clear explanations, although there are examples of imprecise use of vocabulary. Lessons often conclude effectively with pupils sharing their work with the class and reinforcing the new learning that has taken place. Most lessons contain an appropriate balance of whole class teaching and opportunities for individual or group work. Teachers deploy classroom assistants effectively to support groups of pupils. The organisation of pupils into sets in Years 5 and 6 is effective in helping the group of higher attaining Year 6 pupils make good progress in English and mathematics but is less effective for the other Year 6 pupils, who are not always sufficiently challenged in lessons. The Year 5 pupils are usually appropriately challenged and make satisfactory progress. Teaching methods used with under fives are good and varied and enable the children to settle quickly to school routines and to make good progress.

28. Teachers manage most of their pupils well and achieve satisfactory levels of discipline, with very good levels in the reception class of under fives. Instances of unacceptable behaviour are confronted and usually successfully managed to the benefit of other pupils in the classes. Resources for learning are usually well organised and used satisfactorily, but the choice of texts during literacy hours results in some Year 6 pupils saying they do not enjoy these sessions. The school has a good

range of 'big books'. However, posters, and enlarged photocopied materials, glued together, were used in most Key Stage 2 literacy hours during the inspection and these were not easy for pupils to read, especially when seated at their desks. There was an example of good quality resources being made by staff for use with children under five. An interactive 'big book' had been made and this provided much enjoyment for the children. Good use is made of the computers available to support work in a range of subjects, for example when processing data in spreadsheets and researching information in history and religious education. There is some slippage of time in lessons, particularly at Key Stage 1, due to the time taken to move pupils from the playgrounds to classrooms and finishing early to collect coats. Registration time is not used to good effect. At Key Stage 2, pupils are given time deadlines for the completion of tasks, but these are not adhered to.

29. Occasionally, teachers make appropriate adjustments to their lessons in the light of pupils' answers to questions designed to check their level of understanding, but this does not happen often enough. Written work is marked but this is mostly perfunctory and does not set targets for pupils to improve their work in the future. The marking policy implemented as part of the action plan from the last inspection is being replaced and a draft policy has been written but is yet to be agreed by all staff. There are few examples of teachers noting where pupils have done better, or not as well as expected, although lessons in religious education were changed during the inspection following discussions amongst staff. Overall, the use of day to day assessment is still in the early stages of development in both key stages and is not promoting pupils' progress as it should, although it is very good in the reception class.

30. Some effective homework is given to augment learning in class and is consistently set in all classes. Often the homework set follows on directly from work that has taken place in school. The homework set is identified in lesson plans and recorded in pupils' homework diaries along with the completion date. Pupils in Years 5 and 6 have an effective weekly log for recording the use of computers, either in school or at home. This provides valuable information on the activities and experience pupils have over the course of each week.

The curriculum and assessment

31. The school provides a broad and balanced curriculum with good provision for the children under five in the reception class. The school fulfils the statutory requirements of the National Curriculum and has made an effective start in introducing the National Literacy and Numeracy Strategies. In religious education, the school is following the locally agreed syllabus. The school successfully promotes health education, as seen for example in the science lessons relating to healthy eating. There is an appropriate policy for drug awareness and sex education is provided with particular emphasis on the provision for Year 6 pupils. The curriculum promotes pupils' intellectual, physical and personal development and prepares them satisfactorily for the next stage of education.

32. The provision for equal opportunities is generally satisfactory. A wide range of activities is provided for the pupils in the reception class, which cover all areas of learning. The classroom organisation ensures all these young children are experiencing a stimulating curriculum with good quality support and an appropriate curriculum for children with special educational needs. In other parts of the school, there are occasions when pupils do not receive equal access to learning opportunities. This is partly due to disparity in the quality of teaching but also due to the school's internal organisation. For example, the Year 2 pupils in the mixed age class of Year 2 and 3 were unable to attend the Key Stage 2 visitor's assembly, which provided a good opportunity for spiritual development. However, opportunities are provided for all Key Stage 1 pupils to be involved in extra-curricular activities. Pupils with special educational needs have appropriately detailed individual education programmes that contain achievable targets for improvement, although there are occasions, especially in Key Stage 2, when these programmes are inconsistently applied due to insufficient support being available. Assessment records for pupils with special educational needs are not always sufficiently detailed to enable teachers to gain an accurate picture of progress over time.

33. In response to the previous inspection report, the school has reviewed its planning to provide a progressive development of each subject throughout both key stages. However, the outcome of the review has only been partially successful and planning for continuity in teaching and progression in pupil's learning is unsatisfactory in both key stages. The planning for progression in children's learning is good for the under fives, it builds on the information from assessments soon after entry to school and the on-going teachers' assessments. The long term planning for both key stages provides an overview of the content to be covered in a two-year cycle, for example the science documentation is particularly clear on the coverage. However, in the medium and short term planning there is insufficient reference to National Curriculum levels of attainment. There is also little indication of the expectations for the performance of individual age groups and of different levels of attainment. The lack of clear focus in the planning results in a significant number of higher attaining pupils' underachieving, for example in Year 4 science, where the task was inappropriate for higher attaining pupils. The same task had been set for pupils in Year 2. In another lesson in the Year 2/3 class, a science activity was too demanding and not appropriate for a substantial number of pupils. The present method of planning does not systematically promote pupils' progress and for this

reason the overall curriculum provision is unsatisfactory. The school has identified this weakness and it is included in the school development plan.

34. Teachers plan together and support each other well in their work. Curriculum coordinators monitor curriculum coverage but there is insufficient attention given to the consistency of work between classes and the progress which pupils are making towards National Curriculum levels of attainment. Examples of this weakness include the difference between the provision in the reception class to that in Year 1 and the planning for the Year 2/3 class being the same as for the Year 3/4 classes. This was not helpful to the supply teacher of this class.

35. The very good provision for extra-curricular activities is a strength of the school and makes a valuable contribution to pupils' physical and social development. During the inspection, opportunities for sport, music, gymnastics and the study of birds were provided. The curriculum is enriched through visits to places of interest, for example a sea-life centre and a residential visit to Burwardsley. Visitors to the school include drama groups, local clergy, artists and musicians.

36. Procedures for assessing pupils' attainment and the use of assessment information in lesson planning are very good for under fives but are unsatisfactory at both of the other key stages. This was a weakness identified in the previous inspection report. The assessment of children soon after admission to the reception class provides information that is used well to plan activities to meet the needs of each individual. Further assessments of the children's attainments are made during activities, with sheets already prepared for recording information. The procedures are very effective and easily manageable. The school uses a range of standardised tests and optional national tests and has a policy that sets out the administrative procedures. In Key Stages 1 and 2, the school's assessment policy is not fully implemented in a consistent manner, for example in religious education a sample of pupils' work is kept to show attainment and progress and is reviewed annually. In other subjects, this conscientious approach is not evident. Work in portfolios is not annotated with National Curriculum levels. Sheets for recording pupils' progress against set objectives have been introduced recently but are not completed in the majority of classes. The current procedures do not make it easy to see the level of attainment of each pupil. This hinders teachers' planning and in many lessons it is clear that teachers are not fully aware of the pupils' prior levels of attainment and how the work is to meet the needs of individuals or groups of pupils.

Pupils' spiritual, moral, social and cultural development

37. Overall provision for the development of pupils' spiritual, moral, social and cultural development is satisfactory with some good features. The quality of the provision has been maintained since the last inspection.

38. The school makes satisfactory provision for the spiritual development of its pupils. Acts of worship promote Christian values and traditions and introduce pupils to those of other religions, for example the Jewish Harvest Festival. Prayers are appropriate and songs in assemblies include a spiritual dimension. The school has secure links with local churches and representatives visit regularly to lead acts of worship. During the inspection, a lively, Bible based assembly was provided by a representative of a local church organisation. Pupils visit the parish church for celebrations and to support their curriculum studies. Opportunities for pupils to understand the values of other communities are included in their work in geography. In the previous inspection, it was noted that there were few opportunities provided for quiet reflection. This is still the case and pupils are given few opportunities to reflect upon their own lives and the lives of others, although a good example was provided in a lesson relating to the parable of the Good Samaritan. There are some classes where the joy of learning is a strong feature, for example in the reception class, where pupils are introduced to the beauty of nature.

39. The school satisfactorily promotes the moral development of its pupils. A clear set of rules is displayed in each classroom together with the rewards and sanctions that support the discipline policy. This policy is maintained throughout the school. Pupils understand the system and appreciate the difference between right and wrong. Relationships between staff and pupils are usually positive and most adults in the school community act as appropriate role models, the exception being some midday supervisors who tend to shout at pupils. The school provides opportunities for the pupils to contribute towards charity appeals, for example to help the Kosovan refugees.

40. There is good provision for the pupils' social development and this is a strength of the school. For example, the children under the age of five are successfully introduced to school routines in a well-organised reception class. All pupils have an opportunity to cooperate at playtimes when following a well-designed trail in the grounds. The school takes part in numerous sporting events in the local community and residential visits to a field study centre are provided for older pupils. There are some opportunities for pupils to take responsibility and contribute towards the running of the school, for example taking dinner money and notes to the office, or helping teachers, but this is not a strong feature in the day-to-day life of the school. In a few lessons, opportunities are provided for pupils to work in groups. There is very good provision of a wide range of extra-curricular activities for pupils in both key stages and these activities make a significant contribution to pupils' social

development. The school is involved in community activities, for example local plans to celebrate the millennium.

41. The school provides a satisfactory range of activities for pupils to develop their cultural awareness. The reference to the work of well known artists is a good feature of art lessons. During an artist's visit to the school, pupils were introduced to fabric designs and styles. Works of art are displayed throughout the school. Satisfactory provision is made for the appreciation of music, for example through a visiting percussion band. The school promotes pupils' interest in books and authors, but some of the texts used in literacy hours do not stimulate the pupils' appreciation of literature. Through their studies of contrasting localities in geography, pupils are provided with an insight into the culture of India and displays in the school help to promote their awareness of other cultures. Visits to the nearby village enable pupils to understand local traditions. In history lessons the pupils are introduced to important cultural events in ancient and modern Britain. Through religious education pupils are made aware of the multi-cultural society of which they are a part.

Support, guidance and pupils' welfare

46.

42. Provision for the support, guidance and welfare of pupils is good overall. Procedures for monitoring progress and personal development are satisfactory. However, there is no agreed system in place across the school for marking pupils' work or setting future targets. Recording systems to ensure that pupils in mixed age classes do not repeat work are ineffective. The recent changes to the teaching staff have made it more difficult for pupils to be known individually. However there are good systems in place for identifying pupils who are unhappy or come to school hungry, and for ensuring that appropriate action is taken. Pupils may choose to confide in any member of staff, as well as their usual class teacher. Overall provision for pupils with special educational needs is satisfactory but varies across the key stages.

43. Procedures for monitoring and promoting discipline and good behaviour are good. The recently introduced systems for assertive discipline have enabled improvements to be made. Pupils have a clear view of the system of rewards and sanctions in place. They report that incidents of bullying and bad behaviour have declined. Achievement assemblies, and the system for collecting vouchers to be exchanged for free choice time, underline the importance of good behaviour. Some temporary teachers were not, however, totally clear about the school's procedures, and this causes confusion to pupils who, inappropriately, are made to stand apart from the group for long periods. Some pupils with identified behaviour problems have been referred to the Behaviour Support Service and are awaiting assessment or review.

44. Procedures for monitoring and promoting good attendance are good. Registers are correctly completed at the beginning of both sessions every day. Notes explaining absence are filed with registers, and a good system is in place for recording telephone calls. The school stresses the importance of good attendance and very few pupils are taken out of school for extended holidays in term time. The Education Welfare Officer is appropriately involved where absence rates give cause for concern and prosecutions have been initiated where pupils had very poor attendance patterns.

45. Procedures for child protection and promoting pupils' well-being, health and safety are good. The headteacher is the appointed person for child protection. Appropriate procedures are followed when child protection issues arise, and effective liaison is maintained with the Social Services. Confidential records relating to children about whom the school has concerns are stored securely. Further training for teaching and support staff, to enable them to identify signs of possible abuse, has been included in the staff development programme.

46. The school has effective procedures for promoting pupils' health and safety. Monthly surveys of each classroom and area of the school are recorded in a central file, with records of the action taken. However, a formal assessment of risks has not been undertaken. The caretaker's stores and equipment are securely locked away from pupils. Appropriate provision is made for pupils who need access to inhalers. Pupils who feel ill are appropriately comforted and looked after until their parents collect them and good systems are in place to call an ambulance in the rare cases when this is necessary. Accidents are properly recorded and letters are sent home when pupils have bumped heads. The school cook and her staff cooperate in the healthy eating programme and provide an extensive range of choices for morning break and midday meals and snacks. Advice on traffic problems outside the school has been sought from the local road safety service and parents have been repeatedly asked to cooperate by not bringing cars into the school grounds. Some, unfortunately, refuse to comply. The school's personal, social and health education programme is taught mainly through science and school assemblies. An appropriate sex education curriculum is in place, and the welfare of older girls is the responsibility of a female Year 6 teacher. Outbreaks of head lice are reported to parents so that action can be taken to eradicate them.

Partnership with parents and the community

47. Partnerships with parents and the community are good overall. Parents who attended the parents' meeting said they felt

positively welcomed and encouraged to work in school. The quality of information provided for parents is good. Regular parents' evenings, sometimes with a session about aspects of the curriculum such as literacy targets, provide good opportunities for discussion between parents and teachers. Annual reports on pupils' progress are informative and, in one or two cases, refer to pupils' progress when set against national expectations. They do not yet provide written targets to be attained during the academic year. The prospectus and the governors' annual report are clearly written, although some information required by law is missing. Regular newsletters help to keep parents informed about school activities and give reminders, for example about bringing cars on to school premises, or dealing with head lice.

48. Parental involvement in the children's learning is good. Parents give valuable help in classrooms, especially in reception and Key Stage 1 classes. They help pupils to make gruel as part of history studies, and to make dough for harvest festival loaves. The Friends of Weaverham Forest raise considerable sums to supplement the school's budget. The Home-School Partnership documents have been implemented following appropriate consultation. Parents of pupils with special educational needs are appropriately involved in the development and review of individual education programmes.

49. Enrichment of the work of the school through links with the community is good, as it was at the last inspection. A rota of ministers and lay people from 'Churches Together' contributes well to assemblies. The parish church hosts the school's harvest and Christmas services. Visiting drama groups and artists broaden the curriculum. Local industry has helped to obtain grant aid to develop the school grounds. Links with the nearby High School have been extended to provide liaison in subjects and for pupils with special educational needs. Links with other primary schools in the area, and with the village millennium committee help to reinforce the school's role within the community.

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

Leadership and management

50. The leadership and the management of the school are satisfactory overall. The headteacher provides strong leadership and effective management and gives clear educational direction for the work of the school. She is aware of its strengths and weaknesses and how to overcome them. At present, one third of the teaching staff are on long term maternity leave or sick leave and this includes two members of the senior management team. This staff absence is slowing progress in some subjects, but competent temporary teachers have been employed which has been the main priority in sustaining the quality of teaching. The headteacher has rightly seen the absence of key staff as an opportunity to increase the leadership roles of other staff who show potential. The governors are committed to their work and are actively involved in the daily life of the school, for example the chair of governors works with the children under five most mornings. The governors are aware of their roles and responsibilities and have a view of where the school needs to improve. There is an appropriate committee structure that makes best use of the expertise of individual governors. The role of curriculum coordinators has developed since the last inspection, particularly in the monitoring of planning and pupils' progress, but needs further development to include accountability for the monitoring of standards and progress in their subjects. The role of curriculum coordinators is defined in their job descriptions, but is focused on sharing expertise, organising resources and writing policy documents; the leadership aspects of the role are underdeveloped. The special educational needs coordinator provides good leadership, giving appropriate support and advice with individual education programmes

51. The procedures for monitoring teaching and curriculum development are satisfactory. Classroom teaching is monitored on a regular basis, with teachers identified as having problems, for example in implementing the literacy hour, observed more frequently and guidance given. This monitoring has led to improved quality of teaching since the last inspection. The monitoring is currently carried out by the headteacher, although there are plans to extend this. Curriculum leaders and the headteacher are involved in monitoring curriculum planning to check for continuity in teaching and progression in pupils' learning. This monitoring is conscientiously carried out, but occasionally lacks rigour in checking that all pupils are making satisfactory progress. Through the scrutiny of pupils' work, curriculum leaders have an overview of the progress made by pupils over time and some have profiles to show this. This enables them to note any shortcomings in covering the National Curriculum and to respond to them. The headteacher has recently introduced the self-evaluation of teaching and pupils' progress against lesson objectives, as part of weekly records. However, in several classes, no comments have been recorded so far this term by the class teachers. In other classes, there are detailed comments about pupils' progress and these comments are being used effectively in planning lessons. Schemes of work have been produced for all subjects since the last inspection and many of these are currently being revised and adapted to reflect recent national guidelines.

52. The school development plan is a useful tool for development that identifies the relevant priorities; literacy, numeracy, information technology and target setting. The plan covers a two year period, with some aspects covering a longer period. The action taken in implementing the National Literacy and Numeracy Strategies has been successful to date and there is evidence of improvement in standards in information technology. Targets for individual pupils are to be discussed with parents at the forthcoming parents evening. Targets for the end of Key Stage 2 have been set up to 2001 and progress towards them is checked through optional national and standardised tests.

53. The school has an appropriate set of aims which are underpinned by values of care and respect and are reflected in the home-school agreement, but which do not focus on high academic achievement. The school is successful in securing most of its aims although there is some underachievement by some higher attaining pupils. The school is committed to providing equal opportunity for all pupils and does so for those with special educational needs at Key Stage 2 as far as funding allows. The headteacher supports these pupils at Key Stage 2 alongside the part-time teacher when she can. The Year 2 pupils in the same class as Year 3 pupils miss out on infant assemblies, but do have an afternoon playtime, but in doing so miss some work. The school ethos is caring and supportive and conducive to learning. The headteacher has appropriate systems for securing school improvement and raising standards.

54. The governing body fulfils most of its statutory obligations, however, there are some omissions in the annual report to parents and no risk assessment is carried out. The information omitted from the annual governors' report includes term dates, arrangements for the admission of disabled pupils and action taken to prevent disabled pupils being treated less favourably.

Staffing, accommodation and learning resources

55. The match of the number, qualifications and experience of teachers to the demands of the curriculum is satisfactory. The school has sufficient permanent teachers to meet the needs of the curriculum. They are all appropriately qualified and experienced in the primary sector. At the time of the inspection, three temporary staff were employed to cover for illness or

maternity leave. Two classes are normally staffed by a job- share arrangement. Additional visiting teachers provide individual help to two pupils for whom English is a second language, and for a pupil with a statement of special educational needs. Electronic keyboard and stringed instrument tuition is provided for some pupils by visiting experts.

56.The match of the number, qualifications and experience of support staff to the demands of the curriculum is satisfactory. The support staff in Key Stage 1 classes are appropriately qualified and play an important role in extending pupils' learning opportunities. Support staff for the one pupil with a statement of special educational needs enable him to fit in well with his class. There is a classroom assistant in the mixed key stage class to support the younger, lower attaining pupils.

57.Arrangements for the professional development of all staff are satisfactory and have covered a wide range of curriculum and management issues to enable the school to meet national and local priorities. The overall effectiveness of this development programme has been reduced by the sickness and maternity absence of key teachers. The temporary teachers have not all been trained for the National Numeracy and Literacy Strategies.

58.There is adequate accommodation for the effective delivery of the curriculum. Since the last inspection, the remodelling and extension programme has been completed, and indoor toilets and a new hall/ dining room and kitchen have been provided. The classrooms used for the reception and Year 1 pupils are appropriately large enough to provide a variety of learning areas. Other classrooms vary in size, but all are large enough for the numbers of pupils currently using them. Corridors are used to supplement the classrooms for library, cooking, art and quiet reading activities. The library area is too small and there is no space for a central computer suite, should the school decide this to be necessary. Outdoor areas are large, and external finance has been obtained to extend the existing garden areas. There is, however, no suitably equipped secure outdoor play area for children under five.

59.There is a satisfactory range of learning resources overall. The school has a good range of books for use in literacy hours, and a library policy for replenishing books following a recent audit. Classroom book corners contain sufficient appropriate books to cater for pupils' differing preferences, but some are worn. There are adequate artefacts for religious education, but an extension of these would enhance pupils' learning. There are sufficient computers, but if the school is to raise standards further then more up to date machines will be necessary. The local education authority's library resources service lends good quality books and artefacts to supplement the school's own collections.

Efficiency of the school

60.Financial planning is good. The governing body is fully involved, and alternative budget projections are drawn up, with expert help from the area education office. Expenditure is monitored throughout the year and appropriate changes to the budget are incorporated, as needed, for example when additional funding for class sizes became available. The school has sensibly bid for central funding to provide additional support for some pupils before the Key Stage 2 national tests in 2000.

61.The use of teaching and support staff is satisfactory; careful consideration was given to the deployment of teachers to classes at the start of the school year given the absence of several key members of staff. The role played by the deputy head teacher, and the targets set for him by governors, are inappropriate for his status in the school. For the size of school, the salary structure is generous. The role of curriculum coordinators has been developed but can be developed further. As a result of the absence of key members of staff, the headteacher is currently attempting to take on too many responsibilities directly and this is adversely affecting the time available to her for monitoring and improving the teaching and standards.

62.The use of learning resources and the accommodation is satisfactory. However, there is a certain amount of slippage on lesson times, and the layout of the school site means that it takes some time to line pupils up and escort them to classrooms at the beginning of the day and after breaks. There is good use of learning resources in mathematics, art, history and physical education. The reception class for children under 5 makes very good use of learning resources.

63.The efficiency of financial control and school administration is good. The last auditor's report dates from before the previous inspection, and has been fully implemented. Office and financial systems are efficient. The school purchases appropriate support for budget and payments procedures from the local education authority. Appropriate provision is made for auditing the school fund and Friends of Weaverham Forest accounts. The school is coping well with the challenge of additional budget delegation. The school secretary and administrative assistant provide effective support to the school management, and are welcoming and helpful to visitors and pupils.

64.Taking into account the standards of attainment on entry to the school, the progress made, the quality of education provided, the attitudes and behaviour of the pupils, improvements since the last inspection and the average unit costs, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

65.Children enter the reception class at the beginning of the year in which they are five. The majority of children have had some pre-school education. Children's attainment when they first enter school is broad but overall is in line with that expected for children of a similar age. Children make generally good progress in the reception class. On entry to compulsory education they reach the targets set nationally in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. A minority of children exceed these levels and are working towards the lower level of the National Curriculum.

70. Personal and social development

66.Children make very good progress in personal and social development and their attainment is above the nationally expected outcomes. It is well above these for a small minority of children. The children enjoy coming to school and quickly become happy and confident learners. They are made to feel welcome and rapidly settle to their new surroundings and routines. Relationships between the teacher, support staff and children are very good. The children are very well behaved and have a very clear understanding of what is expected of them. Children have the opportunity to make some choices in the activities they are involved in, especially in the afternoon sessions. When specifically directed to other learning experiences they respond positively. When given the opportunity, they use their initiative well, organise their own activities and work enthusiastically and independently and are absorbed in their tasks. This is the result of a well-organised curriculum and the, often, very good methods used by the class teacher with the help of the classroom support staff. What the children are to learn is specifically tailored to meet the needs of all the children and is presented in an interesting and challenging way. Learning is fun for the children and they are eager and enthusiastic to meet the learning challenges of each new day. This approach has a positive impact on their personal and social development as well as on their attainment and progress. Children celebrate birthdays and appropriately link this with their understanding of months and days. They are beginning to understand how others live and work in their immediate environment. They look at different cultures and develop an understanding of the life of others through costume, assemblies, books and stories. This understanding is further enhanced through experience of art and music from around the world. The staff are very good role models. They have high expectations of behaviour. Children have some classroom responsibilities such as changing the weatherman and feeding the fish. They tidy away quickly and carefully at the end of sessions and look after their materials and resources. Despite being early in the school year, children are learning to dress themselves appropriately for physical education and demonstrate a good understanding of the routines. Children share resources well with one another, for example pupils using the costumes in the "Three Bears House" and the tape recorder to listen to stories. They cooperate with one another with maturity. Parents are supportive to the staff and make a satisfactory contribution to the children's learning. The school has yet to develop a range of activities to provide parents with help and advice on the development of early literacy and number skills.

67.The teaching of personal and social education is very good. The staff's knowledge and understanding of the needs of the children ensure that they are all met. The curriculum is well organised. Learning is presented in a challenging and interesting way. Very good methods are employed by the class teacher with the assistance of the non-teaching assistant and other significant adults. Staff are unfailingly polite, patient and caring and set children a very good example. The teacher and classroom assistant ensure that children know exactly what is expected of them and this results in secure, confident learners.

72. Language and literacy

68.In language and literacy, children make good progress and on entry to compulsory education their attainment is a little above the national expectation in speaking and listening skills and reading. Writing skills on entry to the reception class are well below average but, because of the good progress made, many reach satisfactory levels by the time they transfer to the next stage of their education. A small minority of children achieve above the national expectation and are working within the first National Curriculum level. Children with special educational needs, and those who have English as an additional language, also make good progress as a result of the support they receive from all adults. Children have begun to read and write. They learn to enjoy books and value them. Books used and often made by the staff such as the storybook of "My Old Teddy" are viewed as special. Children are able to recognise that illustrations relate to the text of the book and can retell the story in their own words. They write their feelings and stories about their bears and illustrate them appropriately. Letters are written and envelopes addressed and posted, for example a letter to the three bears from Goldilocks apologising for eating their porridge. Children learn early on entry to the reception class to recognise their own names by finding their own name card and "self registering". Children become very involved in role play activities and are able to experience real life situations in, for example, the sweet shop, the post office or the vets surgery. Imagination is developed well, currently through the three bears stories, and speaking and listening skills are well developed. There is an effective shared reading partnership with parents. However, children do not extend their writing skills by writing their own stories based on what they

have read. The children develop understanding of letter sounds through literacy lessons.

69. The teaching of language and literacy is very good. The class teacher has a very good knowledge and understanding of how to enhance children's progress in literacy. A high priority is placed on developing children's vocabulary. Staff continually talk with children to explore their ideas, reinforcing what they know, ensuring that they use correct vocabulary and extending their thinking and learning. Pupils are engaged in high quality learning experiences during the full day. Good use is made of the time available to teach language skills in the context of the children's experiences and imagination. The children respond well to this good teaching and are developing a love of books. They are willing to wait for their turn to speak.

74. **Mathematics**

70. In mathematics, children make good progress and their attainment is in line with the nationally expected target. A small minority of children are expected to achieve above the national expectation by the time they move to the next stage of education. Children are beginning to know shapes and can count on and back in ones. They can pick out missing numbers on a "number washing line" and use appropriate language to locate the number correctly for example "before" and "after". Children can sort a range of small equipment by shape, size and colour and use appropriate vocabulary such as tall, taller, tallest. They know counting rhymes and songs and can count securely to 10. Many can count accurately to 20 with understanding. Some children are able to solve simple problems of addition and subtraction using blocks and counters. They learn to handle numbers in every day situations and confidently handle money in their role play situations giving change for the goods purchased. Number knowledge is reinforced during each day as the teacher uses the children's experiences to ensure their understanding for example the date and month, birthdays or pupil numbers. Some solve mental mathematics problems discovering the number present in class each day by both adding and subtracting. Children further extend their number knowledge through playing games and puzzles and use dice to reinforce their understanding of number. They appropriately use art to print numbers so aiding number recognition. Mathematical vocabulary is well developed and children are familiar with and understand words such as before and after, up and down, over and under.

71. The teaching of mathematics is very good. The class teacher plans a very good range of challenging and interesting activities that encourage children to investigate numbers in the world around them. She displays very good subject knowledge and uses this well to stimulate the children's natural curiosity and to develop correct number vocabulary. The children respond well to their tasks and at least half have the confidence to answer questions. They are beginning to work independently for short periods.

76. **Knowledge and understanding of the world**

72. The children make satisfactory progress in knowledge and understanding of the world and their attainment is in line with the nationally expected outcomes. The attainment of a small minority of pupils is above the national expectation and they are working towards the first National Curriculum level. Most talk confidently about their likes and dislikes, about holidays they have been on, about their families and about school. They can talk about the weather and take turns to record what they see as the weather changes. They use correct vocabulary when discussing similarities and differences between polar bears and brown bears and a small minority can describe the habitats of these animals. They understand that materials have different properties and that some change is reversible, like ice melting, and some change is not, for example when they make porridge for the three bears. Children carry out baking activities and use mathematics skills in measuring out ingredients using non-standard measures. Their understanding of change is reinforced as they make tasty pizzas and develop an understanding of hygiene. Children competently use computers and are developing skills of control technology. The school has planned further developments in this area to increase children's understanding of the use of technology.

73. The teaching of knowledge and understanding of the world is good. The teacher and the non-teaching assistant work very well together. They effectively develop children's early concepts of weight and capacity and understanding of materials as they weigh, observe and predict changes to ingredients by making cakes. The children respond with enthusiasm to their activities.

78. **Physical development**

74. Children's physical development is in line with the expected learning outcomes by the time they enter compulsory education. They make satisfactory progress in their development of skills in handling a variety of small equipment such as scissors, brushes, counting blocks and construction kits. Children can, for example, cut reasonably accurately using scissors and glue with appropriate care to make collage pictures. They use large construction kits to make imaginative models but few pupils possess sufficient skills to manipulate the smaller materials effectively. In physical education lessons, children move with confidence and listen to directions carefully. They use their imagination creatively, for example when catching

imaginary snow flakes and use stretching and curling movements to try to interpret moods. As they move, they have a good awareness of space and direction and build on their prior attainment. There were limited opportunities during the inspection to observe children using larger apparatus either in the hall or outside. Overall, children's opportunities to practise their climbing, jumping and balancing skills are limited because there is insufficient large apparatus. There is no designated outdoor play area for the under fives to practise these skills and the school possesses no large wheeled vehicles.

75.The teaching of physical development is satisfactory. Children are provided with a suitable range of interesting and challenging activities to develop their coordination and spatial awareness. The planning effectively links current and past learning. Children respond positively to physical activities and join in happily.

80. **Creative development**

76.Attainment in creative development is in line with the national expectation and they make satisfactory progress by the time they enter compulsory education. Children develop a good range of skills in art and use a variety of media to create their pictures using paint boldly. They learn to weave and print and make bright, lively patterns and have developed good levels of vocabulary to describe their work. When describing shades of colour they are precise in their descriptions. They look at the work of artists such as Paul Klee and learn to appreciate colour and tone. In music, they sing in time and recognise high and low notes and fast and slow rhythms. Children have an appreciation of percussion instruments and are beginning to understand rhythm and beat. The teaching of creative development is satisfactory. The teacher and classroom assistant work well together as a team. There is a good balance between teacher directed tasks and activities that the children choose. Learning activities contain a sufficiently high practical element, are well thought out and interesting. Children are made to feel secure and develop sufficient confidence to experiment with colour and sound. This has a positive effect on their progress and response.

77.There is a good policy for the early years, which is informative, well planned and taught with good links to the National Curriculum. Planning is sufficiently detailed and covers all the areas of learning. The activities provide a broad and balanced programme of work for all pupils. Those children with special educational needs make good progress because their needs are identified early and they are effectively supported. Assessments of children's abilities are used well to carefully plan and match the activities to the attainment of each child so that they move easily from one area of learning to another. Appropriate records are kept and progress is tracked very carefully through a well worked out grid system. Resources with the exception of large outdoor wheeled and play equipment are good. The environment actively promotes good quality learning.

82. **English, mathematics and science**

English

78.Overall, standards in English are average and have been sustained since the last inspection with some improvement in aspects of writing. The 1998 results of the National Curriculum tests for seven-year-olds show above average standards in reading and average standards in writing, both in comparison with all schools and with similar schools. In reading in 1999, just over eight out of ten pupils achieved the level expected for seven-year-olds and over one quarter achieved higher levels. The proportion of pupils reaching the expected level is lower than in 1998, when pupils' attainment was above average due to the overall ability of the pupils in the year group. However, the proportion of pupils reaching the higher level in 1999 was higher than in 1998. In writing, the results in 1998 and 1999 are very similar, although in 1999 no pupils achieved the higher levels. The inspection findings mirror the 1999 results and show a small number achieving the higher level in writing. There is no significant difference in the attainment of boys and girls.

79.Standards at the end of Key Stage 2 have fluctuated in recent years, but are currently average. The 1998 results of national tests at the end of the key stage were well below the national average and the average for similar schools. These results are not typical for the school and reflect a higher than usual proportion of pupils with learning difficulties relating to reading and writing. Taking the school's results for the 3 years 1996 to 1998 together, the figures show that the performance of the pupils in English was close to, but slightly below' the national average. The 1999 test results showed improvement with seven out of ten pupils reaching the level expected for their age or higher. One fifth of the pupils reached higher levels. In reading eight out of ten pupils reached the level expected, but less than half the pupils reached the expected level in writing. The school had identified this shortcoming and writing is a priority area for development. The inspection findings are that attainment is slightly higher than in the 1999 national tests. Higher standards in Year 6 can be accounted for by the improved quality of teaching since the last inspection; the well structured literacy hour; the setting arrangements for Year 5 and 6 pupils; and the high priority given to English in the school development plan.

80.At the end of Key Stage 1, standards in speaking and listening are in line with those expected nationally. For example,

pupils in Year 2 talk about the people who are special to them, speaking clearly and with confidence. They have frequent opportunities in the literacy hour to talk about familiar texts, such as when Year 1 pupils describe the events in 'Handa's Surprise' with clarity and some confidence. Lessons often conclude effectively with time given to encouraging pupils to talk about what they have learned. Progress is satisfactory throughout the key stage for pupils of all abilities, including those with special educational needs.

81. At the end of Key Stage 2, standards in speaking and listening are in line with the level expected nationally. For example, pupils in Year 6 confidently express their views about the school to inspectors and challenge the views of others who disagree with their point of view. The large majority of pupils listen attentively to each other and their teacher during literacy hours, but there are a few pupils throughout the key stage who have less positive attitudes to school, who interrupt teachers and are unwilling to listen to other pupils. Teachers encourage pupils to talk about their understanding of new work, for example when Year 6 pupils confidently give their view of what a short passage from Macbeth is about. Teachers correct misuse of English but miss opportunities to extend the pupils' range of vocabulary in occasional lessons due to insufficient planning. Pupils with special educational needs contribute to class discussions and are developing increased confidence in making oral contributions. All pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress. The use of drama to enhance pupils' speaking and listening skills in lessons is limited. However, there is a drama club after school for those interested and there are annual school productions. The headteacher has identified the lack of opportunities for drama as a weakness and has plans to develop this aspect of the subject.

82. In reading, inspection findings are that standards of attainment are average at the end of Key Stage 1. High attainers can read fluently and attempt to read unfamiliar words by splitting them into smaller parts or using phonic strategies. They are able to predict sensible outcomes to stories and understand alphabetical order and the use of dictionaries. All pupils have a good range of phonic strategies, which they apply, when needed, to their independent reading. The use of a shared 'big book' or other text as the main resource to teach reading is effective in developing pupils' ability to read with expression and understanding. The word level work in the literacy strategy is often satisfactorily integrated into the shared text of the week. Pupils heard reading could not name any authors of children's books and did not have a favourite story. Pupils make satisfactory progress throughout the key stage, including those with special educational needs. A range of books is available as home readers and these are colour coded to ensure pupils choose books at the appropriate level. The reading records sent home contain a list of books and pages read, usually signed by parents. There are no comments or guidance from teachers to advise parents on how best to support their children.

83. Standards of attainment at the end of Key Stage 2 are average in reading. Progress throughout the key stage is satisfactory, but is only just satisfactory for some pupils with special educational needs. There are no classroom support assistants in Key Stage 2 and pupils on the early stages of the special needs programme have one individual or small group session per week with a teacher. The headteacher provides additional support when she can, but this is insufficient to meet the needs of all the pupils concerned. High attainers read aloud with confidence and accuracy. They have an appropriate range of strategies to decode unfamiliar words, and make particularly good use of the strategy of re-reading a sentence to get a sense of it. Pupils can scan texts and make effective use of computers, CD-ROMs and reference books to gather information for a history topic. A group of higher attaining readers make good deductions about the age of the author of 'Zlata's Diary' by reading the blurb and introduction to the book. Lower attaining pupils in Year 6 read fiction and non-fiction books with confidence and few errors. Knowledge and understanding of the works of several authors and poets is strong.

84. Standards of attainment in writing at the end of Key Stage 1 are in line with the national average. Pupils make satisfactory progress, except for a small number of lower attaining pupils whose work has not improved this term, with less being produced and presentation deteriorating. Attainment is currently slightly above that of the 1999 national tests with a small number achieving the higher level. Higher attainers use punctuation and capital letters appropriately in their writing. They can write stories with a clearly defined beginning, middle and end. Commonly used words are spelt accurately and good attempts are made at spelling more difficult words. Other pupils are beginning to understand sentence construction and use to full stops and capital letters but these are not always in the correct place. Shared and guided writing are not regular features of the literacy hour and were not observed throughout the inspection period. They would provide a good basis for developing pupils' ability to write independently and would be more beneficial than the current practice of writing weekly news, particularly in Year 1.

85. Standards of attainment in writing are average at the end of Key Stage 2 and are slightly higher than shown in the national test results in 1999. Approximately three-quarters of the pupils are attaining the expected level or higher and one fifth are attaining the higher level. The scrutiny of work from the current and previous school years shows that the weaknesses identified in the last report, relating to sustained independent writing and the use of information technology, have been remedied. Pupils in Year 6 write instructions, poems, plays, narratives, stories and pieces of persuasive writing, for example a letter stating the disadvantages of wearing school uniform. The guidelines for redrafting writing are clearly displayed on classroom walls, but there is little evidence of this happening except in pupils' rough jotters. Where redrafting

takes place, pupils correct spelling errors and some punctuation but seldom improve the content of what they have written. Progress throughout the key stage is satisfactory, but is better in some classes than others, usually where teachers have a secure understanding of the National Literacy Strategy and the teaching is better. Pupils with special educational needs and those with English as an additional language make satisfactory progress in building on their prior attainment. Pupils are aware of the features of a story opening, characters, settings and plot and use this knowledge effectively in their writing. They understand how to move between tenses. Year 6 pupils report liking poetry, particularly writing their own, and there is a good response to this activity.

86. The presentation of pupils' work varies considerably. Pupils in Year 5 are still writing in pencil in one class. There had been no clear policy on teaching handwriting until the implementation of the National Literacy Strategy and some pupils who have been taught to join up their letters have reverted to printing. Pupils in the infant classes are now starting to join their letters in line with the programme of study. Most higher and average attaining pupils respond well to literacy sessions; present their work neatly and have pride in what they achieve. However, a significant number of average and lower attaining pupils produce poorly presented and untidy work. Allowing pupils to write all over their jotters, and scribble over whole sections of work, as currently happens, makes it difficult for others to read and does not encourage good attitudes to presentation of work. Pupils' literacy skills are supported and developed through writing in other subjects. For example, pupils in Years 3 and 4 research information on the Victorians and make notes about daily life in that period which they then use to produce a piece of writing about an aspect or artefact. Writing frames are used in occasional lessons to support pupils with special educational needs but these are not used as frequently as they could be to improve the quality of written work.

87. The quality of teaching is satisfactory at both key stages, although there are examples of good and very good teaching at Key Stage 2. There is little unsatisfactory teaching. The teachers who are covering for absent staff have worked hard to get to grips with the National Literacy Strategy and are satisfactorily teaching the literacy hour. The good teaching in Key Stage 2 results from detailed planning with very clear aims for pupils' learning and these aims are checked at the end of the lesson in a plenary session. Guided reading is incorporated well, and skilful questioning challenges the pupils' thinking. There is a clear explanation of the task to be undertaken and high expectations in terms of pupils' work and behaviour. In all other lessons of the National Literacy Strategy planning is adequate. The purpose of lessons and the tasks to be undertaken are identified. However, the teaching of mixed age classes at Key Stage 2 rarely has different aims for the different age groups and this often leads to the younger pupils being challenged and the older, and higher attaining pupils coasting. Resources are used satisfactorily, but few good quality 'big books' are used for shared text work even though the school has a good range. In most classes, there are a small number of pupils with behavioural difficulties who are managed well by teachers and support staff and this minimises disruption for others. The success in managing these pupils is underpinned by the consistency in applying the behaviour policy. In the more successful lessons, introductions effectively recapitulate on previous work, for example in Year 6, when introducing one of Shakespeare's poems, the teacher referred to the poems by R L Stevenson and Dodie Smith already studied. There are few examples of pupils' writing displayed on classroom walls. The organisation of pupils in one classroom was unsatisfactory as pupils remained seated at their desks during the shared text work and the photocopied text was not large enough for them to read easily. The marking of pupils' work is kept up to date but there are few comments that help pupils improve on their work. The evaluation of teaching and pupils' learning is developing, but is not yet being used consistently to plan work in all classes. Where it is conscientiously carried out in Year 5/6 classes and the information is used in planning, the teaching is usually good or very good. Information technology is effectively integrated into lessons and pupils are taught to construct databases and retrieve information using the CD-ROM well. Class libraries have sufficient books, but some are worn. Dictionaries of various types and thesauruses are used continually. Homework is set regularly in line with the home-school agreement. The literacy coordinator is currently on sick leave, but her responsibilities are being carried out satisfactorily by the Key Stage 1 English coordinator and a temporary member of staff

Mathematics

88. Standards of attainment at the end of both key stages are average. The results of the 1998 national standardised attainment tasks at the end of Key Stage 1 indicate that the percentage of pupils reaching the expected level, or above, was above the national average. The percentage of pupils reaching the higher level was below the national average. In comparison with schools with pupils from similar backgrounds a similar picture occurs with the proportion of those achieving the expected level, or better, being about average, and the proportion achieving the higher level being well below the average. Results of the 1998 national standardised assessments for pupils at the end of Key Stage 2 indicate that the percentage of Year 6 pupils achieving level 4 was close to the average as was the number attaining the higher level. Although there have been fluctuations the standards for pupils in Key Stage 1 over the last three years have remained a little above the national average. A similar picture exists in Key Stage 2 with the school's results of national tests being close to the national average in 1998 for pupils reaching the expected level and higher levels. There was a fall in results in 1999, due to the proportion of pupils with learning difficulties related to number work. Inspection findings show attainment in broadly average. Standards are broadly the same as at the time of the last inspection.

89. At the end of Key Stage 1, the majority of pupils use and apply mathematics in problem solving activities and are increasing their range of mathematical vocabulary. They are becoming more confident in carrying out mental calculations. Pupils can add and subtract numbers up to 20, and count in twos, fives and tens. Most pupils can follow number patterns and identify those that are missing. A significant majority of pupils understand the difference between odd and even numbers and have a secure understanding of place value to 100. They have a good knowledge of two and three-dimensional shapes and use the correct vocabulary to describe them using, for example, corners, faces, sides and edges. Pupils can measure using non-standard measures, such as cubits and spans to measure length, and cups and spoons to measure capacity with secure understanding. They use their data handling skills to create different graphs and collect the information they require.

90. By the end of Key Stage 2, the majority of pupils are developing their own strategies for solving problems and for recording their findings both in mathematics lessons and when applying mathematics to other subjects. A good example of this is the design and technology project pupils carry out in the summer term that requires measurement and calculations skills. They extend their mathematical vocabulary and know terms such as median, mode and mean and can calculate these using simple data. A majority of pupils are able to carry out long multiplication accurately and have a secure understanding of place value in numbers over 1,000. Most have a secure knowledge of multiplication facts up to 10×10 . They understand decimal fractions and can convert decimals to fractions accurately. They use data to create pie, column and line graphs and can calculate percentages accurately. They have a secure understanding of how to calculate perimeter, area and volume. Pupils investigate and display a good understanding of probability and are able to calculate answers to simple equations. They begin to understand negative numbers and show a good understanding of square, triangular and cube numbers. They can measure angles accurately using protractors. Pupils recognise shapes that have line symmetry. They construct graphs using appropriate scales on the vertical and horizontal axes.

91. In each key stage, pupils have opportunities to apply their mathematical skills, knowledge and understanding to other subjects. From the time the pupils enter the reception class they learn to count, add and subtract, learn number rhymes and play number games to consolidate their learning. They sort, order and match numbers in a variety of contexts. As they progress through Key Stage 1, pupils use counters, money and weight with increasing confidence and in a range of contexts. In Key Stage 2, pupils collect, record and display data appropriately. They use time lines in history and measure distances accurately on a map. They locate features using coordinates in geography and use measuring techniques in design and technology.

92. Pupils' progress is satisfactory overall in both key stages, including pupils who have English as an additional language. The satisfactory introduction of the National Numeracy Strategy is showing signs of accelerating the progress being made by the majority of pupils. In particular, progress in developing strategies used in problem solving and in the collection and use of data is improving. This is well illustrated by the increasing range of data and types of graphs that result from the pupil's activities. However, progress is not always consistent throughout the school. The arrangement of classes containing two year groups, and some teachers' not providing work that meets the needs of all age groups and abilities, means that progress is less certain in some age groups, particularly Years 4 and 6. Pupils with special educational needs make satisfactory progress in Key Stage 1 but in Key Stage 2 some pupils fail to make appropriate progress in relation to their prior attainment. These pupils are not always provided with appropriate work and their individual needs are not always met.

93. Pupils' attitudes to the subject, although satisfactory overall, range from unsatisfactory to very good. A majority of pupils listen attentively and respond eagerly to questions. Most show good application to their work and persevere when tasks are difficult. A small minority of pupils find it difficult to settle to their tasks and to concentrate for an appropriate length of time. This is often the result of lessons which are not sufficiently focused and where the pace is slow. Most pupils demonstrate the ability to work cooperatively on joint tasks and work comfortably on their own when required to do so. The quality of presentation is variable across the school and insufficient attention is given to this in some classes. The overall quality of teaching is satisfactory in both key stages. This is similar to that found in the last inspection. The teaching ranges in quality from satisfactory to very good. The teaching is very good with Year 6 pupils where the planning contains detail on each section of learning to be covered and is closely related to the National Numeracy Framework. The teacher shares with the pupils what they were going to learn during the lesson, provides clear direct teaching and assesses what pupils have learned. The development and assessment of mental strategies is purposeful. Teachers' questioning is effective and there are high expectations of behaviour and achievements. The lessons are characterised by the provision of tasks designed to encourage pupils to apply their knowledge to new situations. Pupils of different attainment are planned for and work set at appropriate levels. In the majority of lessons, teachers exhibit good subject knowledge, provide sound explanations and manage pupils well. Most lessons have a sound pace but, in less successful lessons, pupils are allowed too much time to complete tasks and pace and effectiveness falls. The quality of marking is not consistent between classes. Some teachers provide detailed comments that help pupils to evaluate and improve their work. Others simply mark with ticks and crosses. Homework is not consistently provided to support the work of pupils in the classroom. The recent introduction of the Numeracy Strategy is making a positive impact on the planning, balance, range and quality of lessons.

94. There is a mathematics policy that sets out the aims and objectives for the subject. The school has incorporated the National Numeracy Strategy into their scheme of work. Following the last inspection report there has been an appropriate focus on the development of pupils' skills in using and applying mathematics and on data handling. Standards in these two areas have improved. Statutory requirements are carried out at each key stage. Some assessments are carried out through standardised tests, discussion, observation and marking. However, too few opportunities are created for pupils' progress to be accurately plotted and standards assessed. The school has not updated its portfolio of work in the subject. The management role of the coordinator is currently under developed. The coordinator does not monitor standards or teachers' short term planning and has had no recent opportunities to monitor teaching and learning in the classroom. The provision, organisation and management of resources are satisfactory.

Science

95. At the end of Key Stage 1, standards are below the national average. Pupils are not being challenged to reach a sufficiently high standard. In the 1998 and 1999 National Curriculum teacher assessments, nearly all the pupils reached the standard expected for seven-year-olds. This performance was very high compared to schools with similar intakes. However, no pupil attained a higher level and this result is very low in comparison with similar schools. By the end of Key Stage 2, the standard of attainment is broadly in line with the national average. This was the case in results of the 1998 National Curriculum tests, although the results were below those of similar schools. The 1999 results show an improvement in the school's performance, and overall attainment is in line with that of similar schools. The proportion of pupils reaching higher levels, a third, is above the average for similar schools. At the end of Key Stage 2, the overall performance of the school since 1996 has been close to the national average.

96. Pupils in Key Stage 1 make unsatisfactory progress. There is an inconsistency in the amount of work covered in aspects of the subject. For example, pupils learn a lot about living things, especially green plants. They observe the growth of hyacinths, grow sunflowers, investigate plants in the school grounds and study conditions for the growth of seeds. However, the coverage of light and sound is superficial and evidence for work relating to human senses is limited. Pupils in Year 1 make good progress in their knowledge and understanding of healthy foods and the human body. However, in Year 2, where pupils are introduced to the idea of a balanced diet, higher attaining pupils are not fully challenged. The Key Stage 1 pupils in a Year 2/3 lesson make slow progress when introduced to rates of heart beats and find it difficult to draw a matrix suitable for recording the results of an investigation. The content of the lessons and style of teaching do not help to promote progress in understanding scientific investigation. There are occasions when the work is too demanding for lower attaining pupils, including those with special educational needs, although overall, pupils with special educational needs make satisfactory progress at both key stages.

97. In Key Stage 2 lessons, pupils' progress varies between unsatisfactory and good. Overall, pupils make good progress, especially in some classes at the end of the key stage. Pupils can recall the names of muscles, explain a balanced diet and know the effect of sugar on teeth. The tasks set for some pupils are not appropriate, for example a cutting and sticking activity in classifying food types, is not a challenging activity for the higher attaining pupils in Year 4 and restricts their progress towards reaching higher standards. Pupils are making good progress when carrying out scientific investigations, for example in their work on the composition of soil and the insulation properties of various materials. Pupils develop the ability to use keys for the classification of living things and techniques for separating materials. Higher attaining pupils are introduced to the structure of matter and atoms. The work of the present Year 5/6 cohorts shows good progress in pupils' knowledge of diet, parts of the body and the work of muscles. Most pupils make good progress in lessons on developing an understanding of how the heart pumps blood around the body. Pupils have a reasonable knowledge of materials and their properties and of physical processes.

98. At both key stages, pupils are interested in the subject and enthusiastic when provided with stimulating activities. For example, in a Year 5/6 class, pupils enjoyed working in a group to simulate the flow of blood around the heart. Pupils are enthusiastic in explaining their work and successfully work together. Pupils' concentration and behaviour diminishes where the pace of the lesson is slow or the tasks inappropriate. Examples of this unsatisfactory response were seen in a Year 2/3 lesson. There is a wide variation in the presentation of pupils' work. Where teachers expect high standards and give clear instructions and support, pupils set out their work neatly and take pride in their achievements. However, in some classes, standards are not satisfactory and the recording of results, drawings and writing are poor.

99. The quality of teaching is satisfactory at Key Stage 1 and is good at Key Stage 2. It is most effective in lessons at the end of Key Stage 2. However, there are examples of unsatisfactory teaching at both key stages. Teachers have a secure understanding of the subject. In the best lessons, they explain clearly the objectives and return to them at the end of the lesson to check they have been achieved, as seen in a Year 5/6 lesson. Teachers' expectations of what pupils can achieve are not

always high enough, especially at Key Stage 1. In a Year 3/4 lesson, the activity was similar to that set for pupils in younger age groups. Teachers' expectations for the pupil's behaviour and presentation of work also vary. From the scrutiny of work in Key Stage 1 and in Years 3 and 4, the standards of recording are unsatisfactory. The plans for lessons are usually satisfactory and most lessons run smoothly. However, there is inadequate planning for pupils of different levels of attainment. As a result, some pupils, including those with special educational needs, find lessons difficult to understand and higher attaining pupils are not fully challenged. Most teachers maintain satisfactory standards of discipline. The teachers use the school grounds for interesting activities and good opportunities for science work are included in residential visits to field centres and in the after school bird club. The marking of pupils' work is not always satisfactory and the results of assessment are not used sufficiently in the planning of pupils' work. This is a further cause for the mismatch between attainment and the tasks set for pupils.

100. A good scheme of work has been devised to ensure consistent coverage of the curriculum. However, there is a variation in the quality of the teaching methods used. There is also insufficient reference to the National Curriculum levels and the needs of individual pupils in the teachers' short term planning. The enthusiastic coordinator has a clear vision for the subject, but is currently not a full-time member of staff. This limits the opportunities for monitoring and supporting colleagues. Resources are adequate, but not easily accessible. Some use is made of information technology and numeracy is promoted in the use of instruments and recording data. In most classrooms, displays of models, posters and artefacts promote pupils' interest in the subject.

105. **Other subjects or courses**

Information technology

101. Standards at the end of both key stages are broadly in line with national expectations. At the end of Key Stage 1, most pupils can use a word processor to enter words and some can refine sentences. They understand that words can be moved around the screen to create sentences. Pupils can use return and enter keys and have satisfactory control of a mouse. They are able to create pictures, for example by the use of spray techniques and select other tools from a menu bar. There was little evidence to show that pupils are able to locate information but the school's plans indicate that this will be introduced at a later stage in the year. Pupils are beginning to develop skills in the control of floor turtles, but are not yet able to predict or program for repeat patterns.

102. At the end of Key Stage 2, pupils can describe how to create text and pictures by importing from CD-ROM reference material. They can enter data onto spreadsheets and understand that spreadsheets can be used to explore mathematical ideas. They can collect data and use it to create a range of graphs, for example on favourite authors. Although there are only limited opportunities, some pupils can access the Internet and discuss its uses. No evidence of the use of control and monitoring devices was seen but planning shows that it is to be covered during the summer term. Most pupils have developed an appropriate vocabulary for the subject. The standards that some pupils attain also reflect the support and experience they gain by using home computers.

103. Pupils make satisfactory progress in both key stages. In Year 1, pupils are able to enter single words in a program, which enables them to develop vocabulary and sentence building skills. They can also move words around a screen by the use of a 'dragging' technique to match words with the parts of a frog. They are developing some knowledge on how to use printers, but the height of the equipment and the slowness of the machine impede their progress. They are able to create interesting designs using a simple graphics program. Not all these skills are developed fully in Year 2, but word processing is successfully maintained. In Years 3 and 4, some pupils are able to demonstrate how to change font size, colour of print, highlight text, use icons on tools bars and alter text to create an effect, for example to use a Gothic style of lettering.

104. Most, but not all, pupils know how to save their work. There was no evidence of pupils using sound or creating musical patterns. Pupils are able to create patterns using a tiling program and are able to repeat the design to produce some pleasing effects and symmetrical patterns. From the scrutiny of the previous year's work, there is evidence of pupils using CD-ROMs to help in their science work, for example on living and non-living things. Opportunities were also provided for pupils to simulate models for planning a small town. A pupil was able to explain clearly how the work was done. In Year 5, pupils build upon the work of the earlier units of learning, for example the work on spreadsheets continues to enable pupils to collate information on the members of their class and produce a range of graphs to present the data. Data relating to mealtime arrangements and the contents of food are also collected and analysed. Pupils are beginning to learn how to use the Internet and some are confident in this area.

105. The progress of pupils with special educational needs is good. The school provides regular support for pupils to develop their skills in the subject, and also to raise their standards of literacy, for example by using spelling patterns.

106. The pupils are interested in the subject and have a positive attitude towards learning. They are patient when the equipment works slowly and deal well with disappointments when the computer fails, as was seen in a Year 3/4 history lesson. They are enthusiastic when talking about their work and relate well to each other when having to share equipment. They take care of the resources and are sensible when working alone. Pupils with special educational needs are punctual when it is their turn to receive individual tuition and they are eager to make progress.

107. Overall, teaching is satisfactory at both key stages. No direct teaching was seen during the inspection. However, in most lessons teachers provide appropriate opportunities for pupils to develop their skills and understanding of the subject. During the inspection, a number of teachers were temporary or working on a daily supply basis. This had an impact upon the provision and, in some cases, the work from the previous year was of higher quality. The teachers have a satisfactory understanding of the subject and cope well with the limited resources. They link the subject well to other areas of the curriculum, for example in art and science, but there is still scope to improve opportunities for pupils' learning. Each teacher has a checklist to ensure that all pupils have an equal opportunity to use the computers. The support for pupils with special educational needs is well organised and teachers and other adults give good guidance and support to these pupils. A good recording system for homework has recently been introduced in Years 5 and 6.

108. The curriculum documents relate well to national guidelines. Assessment systems are being introduced, but have yet to make an impact upon raising standards. The coordinator was on leave during the inspection but is ably supported by a well qualified temporary teacher. The school has made a good response to the issues of the previous inspection. The subject has been introduced throughout the school. Provision for pupils with special educational needs has been maintained and, in Key Stage 1, floor robots are used more frequently. The use of spreadsheets and data handling is now more evident and the school has taken steps to ensure that skills are developed and used in other areas of the curriculum. Resources have improved and the school is striving to increase this quality and range. However, at the time of the inspection, resources were still not sufficient and there is still scope for increasing pupils' opportunities to use information technology. The school's development plan indicates that further action will be taken to improve the provision and also provide training for staff, especially in the use of the Internet.

113. **Religious education**

109. Standards of attainment have been sustained since the last inspection. At the end of both key stages pupils' attainment continues to be in line with the requirements of the locally agreed syllabus. Pupils also continue to make satisfactory progress at both key stages and this includes those who have special educational needs.

110. At Key Stage 1, pupils begin to gain knowledge of Christian festivals and ceremonies such as Harvest and Christmas and they learn about the main events in Jesus' life. They become aware of the value of treating everyone as important and of equal value, for example in Year 2 where pupils consider what they are good at, or what is good about themselves. They soon realise that we are all different and learn to pick out the good points in others; relating their experiences in life to their own feelings and the kindness shown by others. By the end of the key stage, pupils have a reasonable understanding of the importance of symbols such as light in some of the major world religions. For example, they know that Hindus celebrate Diwali, Jews celebrate Hannukah and Christians light candles during Christmas celebrations. At Key Stage 2, the pupils continue to build on their knowledge through their studies of Christianity and other faiths and gain insights into their own position in the world. By the end of the key stage, they have knowledge of the Holy books, celebrations, signs and symbols and they have a sound knowledge and appreciation of many of the festivals and beliefs of Christianity, Islam, Judaism and Hinduism. By studying the signs and symbols of the different world faiths they can identify similarities and differences. For example, in Year 6 they can compare a mosque with a church; and know that a mosque has a dome and minaret whereas a church has a tower or steeple, and that both have a lectern and pulpit. They are beginning to understand such concepts as stewardship and sacrifice from their current work on the main events in the life of Jesus and how He began to realise He was different. The school has close links with local churches which pupils visit to enhance their learning about places of worship. The pupils can recall many Bible stories they have heard and understand that Jesus told stories with meanings, which may influence life today. The weakness in pupils' understanding of the impact of religions on everyday lives, identified in the last report has been remedied.

111. The pupils' response varies from those who are interested and listen intently to stories to those who have little interest. Overall the response is satisfactory. Where teachers know the Bible stories in detail and do not have to read them, the pupils' response is usually better. This was evident in a Year 5/6 class where the story of the feeding of the five thousand was told and pupils were encouraged to think how the people would have felt. Most pupils are willing to participate in discussions and answer questions. They respond well to opportunities for quiet consideration and personal reflection. They settle to written tasks and help each other with spellings where appropriate. The subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development.

112. The quality of teaching is satisfactory at both key stages. The locally agreed syllabus provides good support for teachers through the units of work that identify the key points to be learned. Lesson plans are of satisfactory quality. They show the aims of lessons and the activities to be undertaken. The better lesson plans include activities for pupils of differing abilities and include homework to be set, for example in a Year 5/6 class pupils were required to find out about the Passover. At Key Stage 1, a quiet, calm atmosphere was created at the start of a lesson on the value of kindness and this encouraged pupils to participate; there was a period of quiet reflection about themselves at the beginning and on everyone else in the world at the end. However, the time available for the lesson was not used effectively as the last five minutes were taken up with pupils collecting their coats in readiness to go home. At Key Stage 2, there was an effective recall of the previous lesson in a Year 3/4 class which set the lesson in context, and a good example of how the message from the story of the Good Samaritan could influence everyday lives in school. The resources available are used satisfactorily but the range of artefacts to support teaching about other world faiths is inadequate. The subject is satisfactorily coordinated.

117. **Art**

118. The last inspection reported that pupils' attainment was in line with that expected nationally at the end of both key stages. This inspection found unsatisfactory progress at Key Stage 1. The quality of provision is better in Key Stage 2, particularly in Years 5 and 6 where there are examples of high quality work on display.

113. Pupils make rather slow progress in Years 1 and 2, especially in developing skills in observational drawing. There is a lack of detail and care and work is completed too quickly. Pupils' paintings are bold and they show confidence in expressing themselves in colour. Some good examples of work include interesting designs based on the use of toasted bread in Year 1 and some careful potato printing in Year 2. On display, there were some examples of designs generated by the use of information technology.

114. In Key Stage 2, pupils make good progress, including those with special educational needs. In Years 3 and 4, pupils are introduced to a wide range of techniques and the work of famous artists, but drawing skills remain under-developed. Collage work using green and yellow inks, wax, glue and tissue paper is well mounted and shows that pupils are developing a good sense of colour and design. The work inspired by a visiting artist is of particular note and focuses upon patterns in fabric designs. Pupils use watercolours to produce works of good quality and they pay attention to detail in their designs. The pupils work in the style of other artists and paintings are successful in capturing the original mood, for example of a Victorian winter snowscape. Pupils' skills in printing are well developed and they produce interesting work using mushrooms, apples and other fruit when working with textiles. Three-dimensional work includes simple sculptures in wood, rubber and polystyrene, based upon patterns found in the structure of rocks.

115. In Years 5 and 6, pupils' skills in mixing colours and using a limited range of tones are well developed, for example, in the painting of buildings by observing black and white photographs. A display of high quality work, based upon the work of Matisse, enriches the school's learning environment. Sketchbooks are used, but not always for the development of ideas and techniques. Observational drawing is generally weak and the artwork in exercise books is sometimes of an unsatisfactory standard. Pupils usually respond in a positive manner to the subject. There are, however, exceptions, as seen for example in a Year 2/3 class where a small number of pupils misbehave during the lesson. In most lessons, pupils concentrate, show interest and work carefully. Most are cooperative in tidying away materials and work at the end of lessons.

116. The overall quality of teaching is unsatisfactory at Key Stage 1 and is good at Key Stage 2. Only one full lesson was seen at Key Stage 1, but displays of work support the judgement. The lesson seen lacked structure. There was a poor use of time, which inhibited pupils' progress. Taking into account the displayed work and the lessons observed, the teaching is good at Key Stage 2 where teachers have a secure knowledge of the subject, especially in Years 4, 5 and 6. The use of artist's work to stimulate pupils' imagination and knowledge is a strength of the teaching, for example the painting and pastel work of Degas is effectively used to give pupils opportunities to experiment with charcoal and pastel on brown paper. In one lesson, a story was used to help pupils understand the character and disability of the artist. In another Year 3/4 class, two pupils posed in ballet costume so that others could attempt a drawing in the style of Degas. Teachers use art to enrich other areas of the curriculum, for example, the covers of Roman topic books included a mosaic design. Information technology is also used well, for example to create symmetrical patterns and designs. Most lessons are well structured and provide sufficient time for pupils to make a good start or to complete their work. In a Year 5/6 lesson, the teacher provided a good opportunity for pupils to work outside and observe and record light and shade in plants. These drawings were used effectively for work on a much larger scale. In another Year 5/6 lesson, pupils studied a work by Paul Klee, constructed a design with fabrics and then developed the idea into a painting. Lessons in art make a significant contribution to pupils' social and cultural development. There is no formal assessment of art and no systematic method for recording pupils' progress. The subject is satisfactorily coordinated and there is an appropriate range of media and materials available.

122.

Design and technology

117. Progress is satisfactory at both key stages for pupils of all abilities, including those with special educational needs. Only one lesson was seen during the inspection. However teachers' planning was scrutinised, photographic evidence seen and work carried out in the previous year was inspected. Discussions were held with pupils and from this evidence it is apparent that by the end of Key Stage 2 three out of every five pupils reach the nationally expected levels for their age. Pupils show a satisfactory understanding of the designing and making processes and have a clear and secure idea of the safety rules that govern the subject.

118. From the evidence seen and discussions with pupils it is evident that pupils have a secure understanding of the design process. Their designs are sound and lead to satisfactory levels of understanding prior to embarking on the making process. The products are usually well made but attention needs to be paid to the quality of finish of some of the work.

119. The school carries out a major design and technology project during the summer term. This incorporates the skills pupils have learned during their time in school and includes mathematics, science and art in addition to design and technology. Pupils investigate the making of games suitable for inclusion in the "summer fayre". This involves investigation of the product, working out profits to be made from the event and the making process. Pupils use appropriate vocabulary to describe the designing and making processes. Food technology is also taught and as part of a history lesson pupils learned how to make gruel. Pupils have an appropriate understanding of simple mechanisms and movements such as those of gears and cogs. However, there is little evidence of pupils exploring the use of simple hydraulics or the use of more complex electrical control and mechanical components. There is no evidence of pupils using computer control of models.

120. Pupils are interested in the subject and show this in the way that they discuss the models that they have made and the skills that they have learned. National Curriculum requirements are met. There is a satisfactory policy that provides appropriate guidance for teachers. A scheme of work has been introduced but is not fully or consistently developed. Resources are adequate.

126.

126. Geography

121. Progress in geography is satisfactory at both key stages. Few geography lessons were seen during the period of the inspection but pupils' previous work was examined, teachers' planning scrutinised and discussions held with pupils. By the age of eleven pupils have acquired a satisfactory knowledge of places, the weather and how river systems work. They are able to carry out geographical enquiries such as their work on the traffic calming project to ease congestion in their local village. They apply appropriate skills and techniques using knowledge gained from other areas of the curriculum such as English, mathematics and art. There are some variations in the quality of work, progress and attainment between different classes. This is linked to the teachers' knowledge, understanding and enthusiasm for the subject. There are no significant variations in the progress between pupils of different gender or background. The progress of pupils with special educational needs is satisfactory and in line with their abilities.

122. By the end of Key Stage 1 pupils are able to make and read simple maps and plans of their local area and locate significant features around the village. Pupils have a clear idea about the use of aerial photographs and used their knowledge to describe in geographical terms what they could see. A minority of pupils understood the importance of scale and the use of keys on a map. Pupils gave clear expression to their ideas about their local environment and their likes and dislikes. Road and rail links, rivers and local woodland provide important and familiar landmarks for the pupils.

123. By the age of eleven, pupils have developed appropriate vocabulary to describe features of the landscape. They have a sound understanding of climate and the differing weather conditions to be found in some other parts of the world. Older pupils have an effective understanding of maps and mapping and are able to use coordinates to locate features. Pupils know about and can recognise continents and oceans and can name and locate them. They know about the water cycle and can describe the process. Pupils can describe the stages of development of a river and have a sound understanding of erosion. They talk knowledgeably about transport systems and know how and why canals and railways developed and why settlements were established along these routes. Pupils are learning about the life of people in other parts of the world. Older pupils know about monsoons and their affects on agriculture. The use of fieldwork is an established part of the learning in geography.

124. Many pupils have positive attitudes to their work. They concentrate well and when the opportunity arises, cooperate effectively in their learning, as in a good lesson when pupils brainstormed ideas on the life of people in India. They respond well to teacher's questions and are interested when provided with visual and documentary evidence about the way of life

experienced by others.

125. The quality of teaching is satisfactory at both key stages. The planning identifies aims for lessons but does not always contain sufficient detail on the specific skills pupils are to acquire. Classroom organisation and management are satisfactory, but not all teachers set tasks that offer sufficient challenge to the higher attaining pupils and some fail to motivate their pupils to complete their work satisfactorily.

126. The school has a policy and a scheme of work is in its early stages of implementation. Teachers' planning, whilst in line with the National Curriculum programme of study, does not always focus sufficiently on the skills and knowledge to be taught. Some of the tasks fail to provide sufficient challenge for the more able pupils. The coordinator is keen and enthusiastic and has moved the subject on considerably from that seen during the last inspection. Assessment opportunities are very limited and few records are kept on the pupils' development of skills and knowledge. Resources are well organised and adequate.

132. **History**

127. Due to the timetable and the organisation of the curriculum, it was only possible to see one lesson during the inspection. However, from the scrutiny of work, including examples from the previous year, and by talking to the pupils there is sufficient evidence to say that standards have been sustained and continue to be in line with those expected for pupils' ages. Pupils in both key stages make satisfactory progress.

128. Pupils in Key Stage 1 develop a sense of time, for example, by recalling past events in their own lives. These are represented in a paper patchwork of memories. They can relate this understanding to their surroundings and are able to identify old buildings, compare old and new kitchens and are able to say how hospitals have changed over the years. Good opportunities are provided for pupils to investigate history in their locality by visiting the local village, church and graveyard. Pupils can create their own collages of old houses by using a range of suitable fabrics.

129. In Key Stage 2, pupils can write accounts of Viking lifestyles, name the parts of longboats, plot Viking expeditions on a map of the world and show an understanding of place names relating to present day settlements. They develop word processing skills when evaluating the reputation of Vikings and can retell a saga in an appropriate style. Pupils in Years 3 and 4 also learn about the lives of working children of the Victorian era. They understand the reasons for factory labour and have views on whether or not it was a fair system. By the end of the key stage, pupils have also developed a basic understanding of the modern era and explain events and lifestyles in the Second World War. For example, they could give a simple reason for the start of the war, describe what types of air raid shelters were used, briefly retell the experiences of evacuee children and describe some of the roles of women during the war. In their written work, pupils had considered the reliability of different sources of evidence.

130. Pupils' response to the subject varies between good and unsatisfactory. Overall it is satisfactory. Pupils are positive in their approach to the subject, show enjoyment in their learning and are enthusiastic in talking about their work. However, in the lesson observed the general atmosphere was not satisfactory and pupils were restless and not fully concentrating on their work. There is a wide variation in the presentation of pupils' work. The pupils' work from the previous year is usually neat, well written and of satisfactory and sometimes a very good standard. The present work is not always of the same standard and, in some cases, is untidy and badly presented.

131. The overall standard of teaching is satisfactory. In the lesson observed the standard of teaching was barely satisfactory due to the restless attitude of the children and the teacher's lack of success in gaining high standards of behaviour and presentation of work. However, discussions with pupils and scrutiny of past work shows stimulating activities are provided for pupils, plans show clear objectives and pupils with special educational needs are well supported. Teachers make appropriate use of word processing, for example in designing an invitation to a Victorian Diamond Jubilee. Teachers also provide opportunities for investigating and the planning has been developed to provide continuity and progression. However, there is scope to develop short term planning in order to take account of pupils of different ages and levels of attainment and to provide opportunities for assessment. The curriculum coordinator is currently on sick leave and the headteacher is satisfactorily coordinating the subject. Resources for learning are good, with a wide range of artefacts available and a good collection of books to support research work.

137.

137. **Music**

132. The previous inspection found that standards at the end of both key stages were in line with those expected for pupils'

ages and that progress was satisfactory both in lessons and over time in the school. This continues to be the case and, for a small number of pupils who choose to learn to play musical instruments, progress is good. Pupils with special educational needs are fully included in lessons and in peripatetic instrumental tuition if they wish and they make satisfactory progress.

133. In Year 1, pupils can repeat simple rhythmic patterns and begin to sustain a steady beat. When singing about Mr McGrew the pupils kept in tune and the singing was of good quality for their age. The pupils can name a range of percussion instruments including a guiro, triangle and maracas and are beginning to recognise the musical element of tempo. Pupils hold the instruments correctly when playing fast or slow rhythms. By the end of the key stage, pupils are beginning to recognise the instruments being played in some of the music they hear. They can recognise the musical element of dynamics and sing from a repertoire of songs with clear diction. Pupils are confident performers, one pupil asking to sing a difficult song as an unaccompanied solo. They begin to understand the need for conductors and perform this role with some confidence. Pupils continue to develop understanding of the musical elements on entry to Key Stage 2, where pupils show an understanding of duration. They begin to understand notation and create their own music using symbols to indicate change of pace. By the end of the key stage pupils understand the length of notes such as crochets and quavers and can read simple music accurately. They listen to a wide range of music from around the world, both in lessons and at the start of assemblies. However, Year 6 pupils' knowledge of famous composers is weak. Singing is of a high standard by the end of Key Stage 2. School productions support pupils' progress. Peripatetic instrumental tuition involves both boys and girls and includes keyboards, brass and woodwind. The extra-curricular activities in school include choir and recorders and all these activities enhance pupils' progress.

134. Most pupils enjoy the subject and take part happily. Behaviour is satisfactory and the majority of pupils respond well to teachers' requests to join in, or to listen and follow the pupil who is conducting their performance. Pupils in Year 3/4 classes work well in pairs when writing their own compositions. In Key Stage 1 classes, pupils wait patiently for their turn to play an instrument. Pupils involved in peripatetic tuition on keyboards are very enthusiastic and willing to practise in order to improve. In occasional lessons there are a very small number of pupils who misbehave, but disruption for others is kept to a minimum.

135. The quality of teaching is satisfactory at both key stages, and there are some good features in lessons at Key Stage 2. There are several staff with subject expertise which is used well to support other staff. Lesson planning is satisfactory and activities clearly build on the pupils' prior attainment. Teaching methods used at Key Stage 1 only allow a small number of pupils to play instruments during lessons, and time is taken singing a song whilst passing a toy or shape to decide who is to choose an instrument to play. This is not the most effective use of time for developing pupils' skills. At Key Stage 2, there is a good balance between listening and performing, with all pupils involved in composing their own music. Pupils who play keyboards can play chords and the melody to tunes such as White Rose of Athens. Lessons and extra-curricular activities make a significant contribution to pupils' social and cultural development. The curriculum coordinator is currently on sick leave and other teachers with subject expertise are giving appropriate support to colleagues where necessary. There is a satisfactory range and quantity of tuned and untuned instruments available, along with a range of appropriate taped music for developing pupils' skills in listening to and appraising music.

Physical education

136. Progress is satisfactory across both key stages. Evidence from teacher's planning indicates that the full range of the National Curriculum is taught and that, by the ages of seven and eleven, the majority of pupils attain the nationally expected standards. Pupils with special educational needs make progress comparable with their peers.

137. Most of the children in the reception class display confidence and imagination in their gymnastics work. In the lesson observed, they moved rhythmically to the music provided and thought carefully about the space around them and the shapes they made using stretched and curled movements. By the end of Year 2, children have acquired the skills of balance and movement expected of the pupils of that age. Pupils can hop, run and skip and can show different ways of travelling across apparatus and on the floor using different parts of their bodies. They show themselves adept at choosing and exploring different shapes, heights and speeds as they move. Pupils show good control as they dismount from apparatus, landing with a good finish. By the age of seven, pupils are aware of the need for safety in the use of floor space and the apparatus. By the age of eleven, pupils have improved the standard of their gymnastic movement and have refined the way they travel over, under and off apparatus. They appropriately link movements and body shapes with control and thought. Although gymnastic movements are satisfactory, pupils often give insufficient consideration to the quality of the movement. Older pupils were observed developing appropriate games' skills. The large majority of pupils have appropriate skills in throwing and catching with a significant number of pupils exceeding the average level. They practise different types of passing and carry out the skill satisfactorily. Half of the pupils involved in these activities have a good understanding of the use of space in which to give and receive passes. Pupils willingly demonstrate their skills to others and show satisfactory knowledge when

commenting on how skills can be improved. Although swimming lessons were not observed, an inspection of the teachers planning and the awards achieved by the children indicates that swimming skills are in line with those seen nationally.

138. Attitudes to physical activity range from good to satisfactory. A majority of pupils follow instructions carefully and safely. They practise their skills appropriately and make efforts to improve the quality of their actions. Some, however, find it difficult to practise consistently and fail to use the opportunities to improve their skills.

139. Overall, the quality of teaching is satisfactory at both key stages, although one unsatisfactory lesson was seen at Key Stage 1. Teachers have a sound understanding of the content of the subject and provide appropriate levels of warm up activities, direct teaching and skills practice. The teachers' planning, especially in lessons involving games skills, build successively on what has been taught before. Pupils are provided with sufficient time to practise and improve skills. There are occasions when the pace of the lesson is slow and there is an insufficient variation of task when exploring and extending specific skills such as throwing and catching. Some lessons do not contain a sustained level of energetic activity.

140. The quality of the work and the teaching have improved since the last inspection. Teachers have increased their own knowledge and now include a wider range of skill development and activity in their lessons. The coordinator has enthusiasm and the necessary skills to promote the subject but has yet to have the opportunity to work alongside colleagues. Resources are good. The range of extra curricular activities is extensive. Pupils have the opportunity to participate in netball, football, athletics, rounders, swimming and rugby. Competitive inter- school tournaments and galas are part of the school's sports programme.

PART C: INSPECTION DATA

146. Summary of inspection evidence

141. The inspection was carried out by a team of four inspectors, including a lay inspector, over a period of five days. Almost fifty hours were spent observing 77 lessons or parts of lessons. Over 12 hours were spent interviewing staff, with further time spent talking to governors and parents. In addition, assemblies, registrations, lunch times, playtimes and extra-curricular activities were observed.

142. A sample of written and practical work from the current and the previous school years, covering pupils of all ages and abilities was scrutinised. This took a further 14 hours. Inspectors talked to pupils about their work and what they had learned, heard at least one tenth of pupils read and asked them about their perceptions of the school. Inspectors examined teachers' plans and a full range of data, records and reports. In total almost 70 hours were spent on gathering information and evidence.

143. A meeting attended by 18 parents was held to seek their views. A questionnaire was sent to all parents to seek their opinions on the work of the school. Fifty-eight questionnaires were returned out of 189 sent out. In addition, 17 letters were received.

DATA AND INDICATORS

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	248	1	34	35

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	10.1
Number of pupils per qualified teacher	25

Education support staff (YR - Y6)

Total number of education support staff	4
Total aggregate hours worked each week	81.5
Average class size:	28

Financial data

Financial year:	1998/9
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	£
Total Income	412,979
Total Expenditure	398,489
Expenditure per pupil	1550.54
Balance brought forward from previous year	5,558
Balance carried forward to next year	20,048

PARENTAL SURVEY

Number of questionnaires sent out:

189

Number of questionnaires returned:

58

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	45	48	7	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	60	35	2	3	0
The school handles complaints from parents well	25	46	19	10	0
The school gives me a clear understanding of what is taught	29	45	14	10	2
The school keeps me well informed about my child(ren)'s progress	40	42	13	5	0
The school enables my child(ren) to achieve a good standard of work	32	57	9	2	0
The school encourages children to get involved in more than just their daily lessons	34	57	7	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	41	12	9	7
The school's values and attitudes have a positive effect on my child(ren)	38	50	10	2	0
The school achieves high standards of good behaviour	29	48	21	0	2
My child(ren) like(s) school	58	31	11	0	0

Other issues raised by parents

The parents' questionnaires showed parental concern at the frequency of outbreaks of head lice in the school.