

INSPECTION REPORT

HAYFIELD LANE PRIMARY SCHOOL

Auckley, Doncaster

LEA area: Doncaster MBC

Unique reference number: 106746

Headteacher: Mr J S Carter

Reporting inspector: Colin Henderson
23742

Dates of inspection: 22nd – 26th May 2000

Inspection number: 185877

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Hayfield Lane Auckley Doncaster
Postcode:	DN9 3NB
Telephone number:	01302 770427
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I Heavisides
Date of previous inspection:	14 th – 16 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson	Registered inspector	Mathematics; Music; Physical education	What sort of school is it? The school's results and achievements. How well are the pupils taught?
Barbara Moore	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Ted Cox	Team inspector	Science; Information technology; Art; Design and technology; Under fives	
Joe Haves	Team inspector	English; Geography; History; Religious education; Special educational needs	How good are curricular and other opportunities?

The inspection contractor was:

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hayfield Lane Primary School is situated on an attractive site on the former RAF base at Finningley, near the village of Auckley. The number of pupils dropped significantly following the closure of the base. The school is now increasing in size as the base houses are sold privately or rented from Housing Associations. The school currently has 220 pupils (124 girls and 96 boys). This is broadly average in size and bigger than at the time of the last inspection. Most pupils come from the local area, a community of mixed socio-economic backgrounds, although some travel daily on public transport from nearby villages. The school aims to develop the whole child, through a partnership approach, which forms the basis for a caring and secure family environment where Christian values are respected. During the inspection, the deputy was acting headteacher due to the absence of the headteacher.

The pupils are mainly of white United Kingdom ethnic background. Three per cent of pupils are from homes where English is an additional language, which is just above the national average. There are 65 pupils (29 per cent) on the school's register of special educational needs which is broadly average, most of whom have moderate learning difficulties. 0.5 per cent of pupils have a specific statement of need which is below the national average. Twenty-one per cent of pupils are entitled to free school meals which is broadly average. Baseline assessment indicates that attainment on entry to the Nursery at the age of three is below the national average overall, with significant weaknesses in language and social development.

HOW GOOD THE SCHOOL IS

Hayfield Lane Primary School is an orderly, caring and supportive community. Pupils are very positive in their approach to school and relationships are of a very high quality. Teaching is good overall, with frequent examples of very good and excellent practice. The school has not been given clear and effective leadership to enable it to focus on consistently improving the standards of attainment. Recent improvements in aspects of management are contributing to a more effective team approach and beginning to raise standards. The school gives sound value for money overall.

What the school does well

- Pupils have a consistently positive and enthusiastic approach to school.
- Behaviour is good in classrooms and around the school.
- Relationships are very good throughout the school.
- Teaching is good overall. It is of a consistently high quality for under fives and in the early years of each key stage.
- The provision for pupils' moral development is very good.

What could be improved

- Attainment in English, mathematics, science and information technology is below average at the end of Key Stage 2.
- The headteacher does not give a positive direction to the work of the school focused clearly on raising standards.
- Procedures to rigorously monitor teaching and learning are not established
- The curriculum at the end of Key Stage 2 does not have sufficient breadth and balance.
- The governing body is not effectively involved in identifying strengths and weaknesses and targeting improvement.
- Statutory requirements are not met fully.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made unsatisfactory progress overall since the last inspection in October 1996. Some progress has been made on some of the issues identified in the last report. Good improvements have been made to the quality of teaching in the Early Years and in teachers' planning. There has been some improvement in the range of curriculum activities and in assessment procedures, although these are not consistent in all classes. There are still weaknesses in the range of learning activities, especially in Key Stage 2. Standards of attainment are lower than at the time of the last inspection. Although the school has experienced considerable changes in pupil numbers and their range of ability, management procedures have not been established to enable staff and governors to clearly evaluate strengths and weaknesses and target improvement. Developments within the last twelve months, especially those being promoted by the deputy headteacher in close co-operation with key staff and governors, are beginning to focus on improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	D	C	well above average A above average B average C below average D well below average E
mathematics	E	D	D	C	
science	D	D	E	D	

Although there is some variation from year to year due to the changing nature of different year groups, standards have remained below and well below the national average. They are broadly in line with similar schools; those which have a similar number of pupils entitled to free school meals. The school's annual targets for the number of pupils achieving Level 4 or above in English and mathematics are not sufficiently challenging to be effective in raising standards. For example, the 1999 target of 46 per cent was exceeded by 13 per cent in English and 23 per cent in mathematics. Targets for 2000 are below the standards achieved in 1999. Key Stage 1 test results over the last three years show that attainment in reading, writing and mathematics at the age of seven is well below the national average. It is below the average for similar school in reading and mathematics and well below in writing.

Inspection evidence shows that standards are beginning to improve. The quality of teaching is improving. The school has soundly implemented its strategies for literacy and numeracy, together with extra literacy support activities. These are beginning to raise standards, although they are not being consistently targeted upon areas of weakness to raise standards further. In mathematics and science, the number of pupils achieving the nationally expected levels at the end of both key stages is now broadly in line with the national average. In English, the number is below average levels. The number of pupils achieving higher than expected levels is well below average. Teachers at the end of each key stage do not consistently challenge higher attaining pupils to achieve above average levels. Standards in religious education are broadly in line with expected in the Locally Agreed Syllabus. Attainment in information technology is in line with expectations at the end of Key Stage 1 but below at the end of Key Stage 2. Insufficient resources and a lack of frequent and regular opportunities for pupils to extend their information technology skills restrict standards. Children under five are taught well. They settle quickly and happily into school. They make sound progress in their learning, although weaknesses in language and social development lead to standards overall being below nationally expected levels at the age of five.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive and enthusiastic attitudes. They are keen to learn and sustain concentration well, particularly when the work is interesting and challenging.
Behaviour	Behaviour is good, both in classrooms and around the school.
Personal development and relationships	Very good relationships promote very good personal development. Pupils willingly take on responsibilities and show respect for each other and for adults.
Attendance	Attendance is broadly in line with the national average. There is a prompt and effective start to the day.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good.	Good.

Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good overall. It was good in 38 per cent of lessons and very good or excellent in a further 36 per cent. Teaching was unsatisfactory in two per cent of lessons with a further two per cent being of poor quality. Teaching is of a consistently high quality for children under five. It enables them to settle quickly into the Nursery and when they start in Reception. Teaching is consistently good in the early years of each key stage and is improving standards of attainment. Teachers have high expectations and use a good range of challenging activities to interest pupils and extend their knowledge and understanding. Sound teaching at the end of each key stage enhances pupils' skills and knowledge, although does not consistently challenge them to achieve above average standards. The unsatisfactory teaching was focused in Year 5. The usual teacher for this class was acting headteacher during the inspection. This resulted in the use of a temporary cover teacher whose weaknesses in subject knowledge and poor pace to lessons did not enable pupils to make satisfactory progress overall in their learning. English and mathematics are taught well and are beginning to improve pupils' literacy and numeracy skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five is good. It is sound overall for both key stages, although there are significant weaknesses in its breadth and balance at the end of Key Stage 2. Requirements are not met in information technology and there are insufficient opportunities in investigative science, art and design and technology.
Provision for pupils with special educational needs	The provision is sound overall. Pupils are supported well when withdrawn to focus on learning targets. They are generally supported effectively in class although the level and use of support staff is unsatisfactory.
Provision for pupils with English as an additional language	The provision is sound overall. Class teachers provide sound individual support to ensure pupils' full participation.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision overall. The very good moral provision promotes a clear understanding of right and wrong. Good use of visitors to promote pupils' understanding of different cultural traditions.
How well the school cares for its pupils	Good procedures for monitoring pupils' personal development. Academic progress monitored closely in early years, although not consistent throughout the school. Good procedures for child protection, monitoring behaviour and ensuring pupils' welfare.
How well the school works in partnership with parents	The school has maintained sound links with parents. They are kept soundly informed about what is happening in school and some regularly help in school. A supportive Friends Association makes a valuable contribution to promoting children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management is unsatisfactory overall. No clear direction is given to the work of the school to enable it to focus on improvement. Subject co-ordinators have not, until recently, been given opportunities to monitor and evaluate teaching and learning and to contribute to raising standards.
How well the governors fulfil their responsibilities	The governors are very supportive of the school but have not been effectively involved in targeting improvement. They are kept well informed and are keen for greater involvement. Procedures to enable them to gain a greater understanding of the school's strengths and weaknesses are not established. Statutory requirements are met, except for aspects of information technology and the annual report to parents.
The school's evaluation of its performance	The school is beginning to use an increasing range of assessment data to monitor pupil performance. This is not sufficiently rigorous nor consistently used to target areas for improvement. Procedures to monitor and evaluate teaching and learning are not well developed.
The strategic use of resources	A detailed development plan identifies priorities but is not drawn up and agreed with staff and governors to ensure that finances are effectively targeted on improvement. Long-term strategic plans are not developed. Sound financial procedures have recently become more effectively focused on school improvement. The principles of best value are applied soundly and the school gives sound value for money. Staffing levels are satisfactory to meet curriculum needs, although the level of support staff is low. Resources are adequate overall. There are still shortages for developing advanced reading skills, information technology and the range of mathematical resources. The accommodation is adequate overall and maintained well. Year 6 accommodation limits the range of practical learning activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in school is good. • Their children are expected to work hard and achieve their best. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • A greater range of activities outside of lessons. • Greater consistency in the use, and marking of homework. • Better organisation for parent-teacher interviews. • The school could work more closely and be more welcoming to parents.

Parental responses from 89 questionnaires returned (32 per cent) and from the ten parents (4 per cent) who attended the meeting. Inspectors confirm parents' positive comments. Inspection evidence has shown that homework is not consistently used and marked well, particularly at Key Stage 2, to support pupils' learning. Teachers would welcome more parental involvement and are always ready to discuss parental concerns. Visitors were made welcome during the week of the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five make a good start to school life. Attainment on entry to the Nursery is below average with a significant majority of children having weaknesses in language and social development. The consistently high quality of teaching and education provided for these children enables them to settle and happily. They make good progress in developing the skills required to become successful and confident learners. A strong focus is given to providing a broad range of opportunities to develop children's personal and social skills and their basic literacy and numeracy skills. They are provided with a broad range of learning activities to develop their knowledge and understanding of the world, for example by regularly using the computer or using a magnifying glass to closely study the different parts of a plant. Their physical skills are developed soundly through physical education sessions in the Hall and through developing their fine motor skills when using such equipment as scissors or brushes. However, the range of outdoor activities is restricted by limited resources such as large toys and playground markings. Children under five make sound progress overall in their learning. By the time they are five, a significant number do not achieve the desirable learning outcomes in all areas of learning, particularly language and literacy and mathematics. Attainment overall is below nationally expected standards. Some of the higher attaining children in the Nursery transfer to start at other local schools.
2. The results of the 1999 National Curriculum tests at the end of Key Stage 1 showed that standards were well below the national average in reading and writing. Although the number of pupils achieving the expected Level 2 in reading was close to the average, the number achieving higher levels was below average. It was well below average in writing. Although test results over the last two years are beginning to improve, standards in reading and writing remain well below average nationally and below the average of similar schools. At the end of Key Stage 2, the 1999 test results showed attainment in English was below average nationally and close to the average of similar schools. Results over recent years show that standards remain well below average.
3. Inspection evidence shows that standards in English are beginning to improve and are below the national average, rather than well below. Pupils' speaking and listening skills are generally developed soundly and they gain in confidence as they make progress through the school. Although their skills are just below expectations at seven, they are broadly in line with standards expected of pupils at the age of eleven. Standards in reading are below average overall. Although pupils make sound progress in reading for accuracy and fluency, their understanding of what they have read is not consistently well developed. Pupils are not always challenged effectively to extend their reading skills, particularly towards the end of each key stage. Handwriting is introduced soundly and many pupils develop a fluent, cursive style in Key Stage 1. This is not sufficiently extended in Key Stage 2 and a significant minority of pupils does not maintain a high standard of presentation. Many pupils write for a broad range of purposes, showing an increasing understanding of the use of language. However, their writing illustrates weaknesses in both punctuation and spelling which restricts the standards achieved.

4. The results of the 1999 Key Stage 1 National Curriculum tests in mathematics showed that standards were well below the national average and close to the average of similar schools. The number of pupils achieving the nationally expected Level 2 was broadly average. The number achieving Level 3 was below average. At Key Stage 2, test results in 1999 showed that standards were below average nationally and close to the average of similar schools. The number of pupils achieving the nationally expected Level 4 was close to the average. The number achieving Level 5 was well below average. Test results over the last four years show that there was a drop in standards, although they are now beginning to improve in both key stages. Inspection evidence confirms that standards are improving. Improvements in teaching, the pupils' consistently positive attitude and numeracy skills being improved due to the sound implementation of the Numeracy Strategy, are all beginning to promote higher standards.
5. In science, the 1999 teacher assessments at Key Stage 1 showed that the number of pupils achieving Level 2 was above average, and the number achieving Level 3 was well below average. The Key Stage 2 test results in 1999 showed that standards were well below average nationally and below the average of similar schools. The number of pupils achieving Level 4 was close to the national average. The number achieving Level 5 was well below average. Inspection evidence confirms these test results. Although the number of pupils achieving expected levels is broadly average, few pupils achieve higher levels. Standards are beginning to improve, being promoted by consistently good quality teaching in the early years of each key stage. However, there is insufficient challenge at the end of each key stage to ensure that higher attaining pupils consistently achieve the standards of which they are capable. Pupils' knowledge and understanding of how to carry out a scientific investigation are not developed well at the end of Key Stage 2 and are below expected standards.
6. Standards in the core subjects of English, mathematics and science have dropped since the last inspection. However, there have been substantial changes in the number of pupils in the school and in their range of ability since the closure of the local military base. Standards dropped significantly four years ago. They are beginning to improve, particularly over the last two years. New staff, working closely with experienced colleagues, have contributed significantly to raising the quality of teaching and implementing the National Literacy and Numeracy strategies soundly to promote standards of pupils' knowledge and skills.
7. Attainment in information technology broadly meets national expectations at the age of seven but is below what is expected by the age of eleven. Although pupils are given suitable opportunities to develop their skills and knowledge in the early years, these are not effectively built on later in the school. Resources are not adequate to meet all the required aspects, for example in control technology. Teachers do not provide frequent and regular opportunities for pupils to extend their skills and support work in other subjects.
8. Attainment in religious education meets the standards expected in the Locally Agreed Syllabus at the end of each key stage. Pupils show an increasing understanding of religious beliefs and practices. Their knowledge and understanding of Christianity is developed well at Key Stage 1. Pupils recall well-known stories from the Bible and recognise that Jesus was a 'special person'. In Key Stage 2, they extend their knowledge of Christianity and gain a greater insight into other religions such as Judaism and Hinduism. Many show a sound

understanding of how beliefs can influence people's lives, for example those of Martin Luther King and Mother Teresa.

9. Pupils' learning is soundly developed overall throughout the school. There are some inconsistencies, particularly towards the end of Key Stage 2, where pupils' skills and understanding in aspects of information technology, investigative science and art are not effectively built on prior knowledge. Pupils make good progress in their learning in aspects of music, particularly singing, and physical education, especially swimming and gymnastics sequence activities. They make sound progress overall in other subjects.
10. Pupils with special educational needs make sound progress throughout the school. They receive good individual support from a teacher from the local Teacher Support Service who withdraws pupils from class to work on their specific learning needs. The support teacher works closely with class teachers to keep them informed about progress towards the targets on pupils' individual education plans. However, the level of support given in class activities is not sufficient to ensure that consistent progress is made towards these targets. The small number of pupils for whom English is an additional language receive suitable support in class to ensure that they are fully involved and make sound progress. Higher attaining pupils are not always challenged to extend their skills and knowledge, particularly towards the end of each key stage. This does not enable them to consistently achieve the standards of which they are capable.

Pupils' attitudes, values and personal development

11. Attitudes throughout the school are very good. This is an improvement since the last inspection when then attitudes were judged to be generally good. Pupils' attitudes to school and to their work are now a strength of the school. They are enthusiastic and keen to participate in lessons and other activities around school. Pupils are attentive and generally sustain their concentration well. Children under five, especially in the Nursery, show a confident approach to work. They work and play well together.
12. Pupils' behaviour is good and is a positive influence on attainment. They behave very well in and around the school. Pupils work co-operatively and enjoy learning. Parents recognise and value the high standards of behaviour.
13. From early in their school life in the Nursery, children form very good relationships with one another and with adults. Throughout the school pupils are courteous and polite and very welcoming to visitors. The personal development of pupils is very good, and this also is a strength of the school. Pupils take responsibility for some of the daily routines and they undertake their tasks with quiet efficiency. This ready involvement in the life of the school is highlighted through the very successful lunch time arrangements, with older children looking after younger children in family sittings.
14. Attendance levels in the school are satisfactory and are broadly in line with the national average. The rate of unauthorised absence is also broadly in line with the national average. Pupils generally arrive at school on time and there is a prompt and efficient start to the day.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good. It is good in thirty-eight per cent of lessons and very good or excellent in a further thirty-six per cent. It has improved significantly since the last inspection. Significant changes in the number of pupils on roll have resulted in high levels of staff changes, with nearly half of the teaching staff having only been at the school for two years or less. They have contributed significantly to the high quality of teaching, which is beginning to promote improved standards of attainment. "Early Years" teaching is consistently very good and enables the children under five to make a happy and settled start to school. Teaching in the early years of both key stages is consistently good. It is sound overall at the end of each key stage, although teachers' expectations are not consistently high enough to enable pupils to fully extend their knowledge and understanding from earlier in the key stage. The teaching in Year 5 was unsatisfactory during the inspection. The unexpected absence of the headteacher resulted in a temporary cover teacher being used for this class who was unable to effectively build on the standards achieved by the usual class teacher. This did not promote the learning of pupils in that class. The teaching of English and mathematics is good. Teachers use the National Literacy and Numeracy Frameworks to plan in detail. They generally follow the recommended strategies to promote improving standards in literacy and numeracy skills.
16. The teaching of pupils with special educational needs and the small number of pupils for whom English is an additional language, is sound overall and they make sound progress in their learning. The teacher from the local authority's support service withdraws individual pupils to give good support to meet their specific learning needs. However, all teachers do not ensure that learning activities are consistently matched well to meet these pupils' needs. The level of support given is not always sufficient to ensure that they are fully involved in class activities.
17. Throughout the school teachers plan their lessons well. They generally identify clear learning objectives, and most teachers ensure that pupils are aware of what they are trying to achieve. In almost all classes, teachers know their pupils well and manage them very effectively to ensure that they stay focused on their work. Teachers ensure that the positive and enthusiastic approach of their pupils is channelled effectively into their work and they sustain their concentration well. For example, in a Year 1 mathematics lesson, the teacher quickly encourages pupils' involvement through an introductory mental skills activity which requires them to listen and think carefully before trying to explain how they worked out the answers to subtraction problems. She uses questions well to ensure that everyone is fully involved, for example, by asking individuals to answer questions which are matched well to their ability level.
18. The consistently high quality of teaching in the early years of both key stages is characterised by high expectations, good subject knowledge and a brisk and challenging pace. Teachers use a very good range of interesting learning activities to develop pupils' skills and understanding and then apply them to solve problems. For example, in a very good Year 3 science lesson, the teacher used her good subject knowledge to extend pupils' understanding of the reasons for, and effects of, flooding and drainage. She had high expectations of pupils by requiring them to develop a "drainage" test and explain how they can ensure that their scientific test was fair. They responded very well to this and provided imaginative replies about what type of equipment to use in their test. The teacher maintained a brisk pace

and expected pupils to develop their ideas and complete their work in a specific time. Pupils concentrated well throughout the activity. They were keen to achieve the target and this resulted in significant improvements in pupils' skills and knowledge.

19. Many teachers plan and develop their lessons to ensure that learning activities are generally matched well to the different abilities within the class. For example, in an excellent mathematics lesson in Reception, the teacher organises a broad range of activities focused on extending pupils' understanding and use of addition and subtraction. She makes the learning objectives clear to all pupils and then through excellent organisation, constant encouragement and a brisk pace, ensures that she extends all pupils' learning. However, all teachers do not consistently ensure this close match of activities to learning needs. Some teachers, particularly at the end of each key stage, focus their learning activities at the average ability level and do not provide sufficient opportunities for higher attaining pupils to be challenged to extend their learning. For example, in a Year 2 mathematics lesson, the teacher gave clear, specific directions to pupils on how to solve their addition and subtraction activity. High attaining pupils quickly understood the meaning of "inverse" and successfully applied it to accurately complete the worksheet. However, the teacher did not expect them to then extend this knowledge by applying it to solve more challenging problems.
20. The teaching for children under five is very good overall and, on occasions, excellent. It is particularly effective in developing children's personal and social skills and in promoting language skills. The consistent high quality is a significant influence in encouraging children to become confident in their relationships with adults and other children. Teaching and support staff encourage children to become more independent and to get actively involved in their own learning. This promotes their interest and teachers use the opportunities very effectively to extend children's understanding and use of a broader range of language skills.
21. The unsatisfactory and poor teaching in Year 5 resulted mainly from low expectations, a slow pace to the lessons and uncertain subject knowledge. For example, in a poor religious education lesson, the teacher spent too much time talking about issues which were not related to the learning objective. This resulted in pupils becoming restless and not understanding what was required of them. The teacher did not make his expectations clear and uncertainties in subject knowledge over aspects of Moses and the Ten Commandments did not promote pupils' knowledge and understanding. Pupils achieved very little in the lesson and they did not make any progress in their learning.
22. Most teachers, effectively especially in Key Stage 1, use homework to support and extend pupils' learning, particularly in literacy and numeracy. However, there is some variation in its use between classes, especially in Key Stage 2. This does not promote consistency in pupils' learning and confirms the views of some parents that homework is not used well in all classes. Although many teachers use homework worksheets to consolidate pupils' skills, particularly in numeracy, they are not always marked appropriately to ensure that pupils know how well they have achieved or how they can improve their work. There was very little evidence that teachers frequently use information technology to promote learning.

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

23. The school's curriculum is sound overall, but has significant weaknesses at the end of Key Stage 2. The quality of the curriculum for the under fives is good. The school offers a broad and balanced curriculum in Key Stage 1. The curriculum for younger pupils in Key Stage 2 is satisfactory. However, it lacks breadth and balance at the end of Key Stage 2. Here, National Curriculum requirements are not being fully met in experimental and investigative science and information technology; insufficient work is completed in art and design technology. Statutory requirements are met in all curricular areas except information technology at Key Stage 2. Overall, the Key Stage 2 curriculum is unsatisfactory, as it does not fully meet the needs of the oldest pupils. The school appropriately meets the requirements of the Locally Agreed Syllabus for religious education.
24. The provision for pupils with special educational needs is very good for under fives' and satisfactory overall. Progress is carefully monitored and recorded through pupils' individual education plans. However, this relies significantly upon the work of a teacher from the local authority's Teacher Support Service. She withdraws pupils from class to support their work and records their progress on the individual education plans. There is no school funded classroom support for pupils with special educational needs and the level of support in this respect is unsatisfactory. The sound progress achieved by these pupils throughout the week is largely dependent upon the individual support and guidance of classroom teachers. The school makes adequate provision for pupils for whom English is an additional language.
25. The school has sound strategies for teaching the basic skills of literacy and numeracy. For example, in literacy careful attention is paid to phonic work. In numeracy, due attention is given to developing an understanding of number, particularly pupils' mental mathematical skills. Some opportunities are used to extend literacy and numeracy skills in other curriculum subjects, for example in history and science, although this is not done consistently in all classes.
26. All pupils have equal access to the curriculum. However, there are insufficient opportunities provided to enrich the curriculum through extra-curricular activities. Currently, mixed, as well as separate, boys and girls' soccer are the only regular activities provided by the school.
27. The provision for personal, social and health education is satisfactory and is provided for all pupils. This is specifically time-tabled in Key Stage 1, but not in Key Stage 2. An appropriate input of health education is included in the science curriculum and the school nurse works with all classes. The school is developing a focus on citizenship and has developed good links with the local police force's 'Lifestyle Unit'. As part of this initiative, 'drugs awareness' issues are dealt with suitably. The school has an appropriate policy on sex education. Whilst the personal, social and health education is operating appropriately, the lack of a co-ordinator and a fully developed policy does prevent effective monitoring taking place.
28. The school has developed a satisfactory range of community links which make a positive contribution to pupils' learning. Local churches and church leaders contribute to assemblies and help promote spiritual understanding and moral

values. Pupils are encouraged to reflect upon environmental issues and are also involved in charitable fundraising. There are a number of parent helpers who provide valuable support in class; for example, hearing pupils read. The Friends' Association helps to raise funds for specific items of equipment.

29. The school has good links with partner organisations. It takes part in inter-school sports competitions within the local 'pyramid' grouping. Staff from the nearby secondary school visit to help with the transfer arrangements of Year 6 pupils. Some of their pupils also spend some time in school on work experience. Opportunities are provided for trainee teachers and nursery nurses to gain practical experience in working with pupils. The school is an effective provider for initial teacher training. The balance of strengths and weaknesses in the curriculum is similar to the last inspection.
30. Provision for pupils' spiritual, moral, social and cultural development is good. This constitutes an improvement since the last inspection when a new mission statement and school aims had recently been introduced. Provision for spiritual and social development is satisfactory. The school makes very good provision for moral development. Provision for pupils' cultural development is good.
31. Collective worship takes place in a calm atmosphere. Assemblies at both key stages have time for the singing of hymns, such as "He's got the whole world in his hands", and for quiet prayer. Worship is of a broadly Christian nature but teachers also provide opportunities that help pupils explore the values and beliefs of others, such as in the description of the Greek naming day. Assemblies are based on a theme for the week. The theme of 'Birthdays' allowed teachers and the visiting vicar to explain the meaning the word and the importance of sharing our gifts with others. Pupils are given an insight into the personal nature of celebrations when teachers describe family traditions and this enables pupils to put their own experiences into a wider context. The vicar explained that people are valued more than possessions. This provided the opportunity for pupils to reflect on their own value and importance to their relatives and on the importance of Christ in the year of the Millennium. Few displays round the school show spirituality. However, Year 6 pupils study the Jewish religion and exhibit drawings of Seder plates and displays in the Nursery classroom makes pupils aware of the major religions of the world.
32. A strong moral code is part of the ethos of the school. The 'Five Golden Rules' for behaviour are displayed prominently in the corridor and repeated in classrooms. Pupils follow their principles, moving quietly and sensibly around the school, behaving well to each other and adults, respecting school property and being friendly and helpful. Teachers provide clear guidelines for acceptable behaviour and caring attitudes and act as good role models for pupils. Pupils are taught the difference between right and wrong from the earliest age and teachers expect them to respect the rights of others. They keep the school tidy and there is a noticeable lack of litter in the school.
33. Provision for social development is satisfactory. Opportunities to work together help to develop pupils' social skills. The school provides opportunities for pupils to take responsibility. There are monitors for many of the school's routine tasks. Year 6 pupils collect attendance registers and pupils clear away chairs and the overhead projector after assemblies. They do this unobtrusively, without needing to be reminded. A caring, community atmosphere is developed when Year 6 pupils serve younger pupils at lunchtime; lunchtime supervisors treat pupils in a calm and

respectful way and these two factors lead to the mid-day meal becoming a pleasant social occasion. Consideration for others is promoted through charitable work. Pupils contribute gifts through the Toy Box Charity to refugees in Kosovo and Ethiopia. They support Age Concern and following a visit by a blind person, pupils in Year 3 investigated the work of Louis Braille. There are few after-school activities and no residential visit has been arranged for this year, which would develop pupils' social skills in an unfamiliar setting. However, concerts and fairs are held at Christmas and in the summer, and parents organise discos for pupils and fashion shows attended by parents and pupils.

34. Provision for cultural development has improved since the last inspection. The school makes good use of families from different ethnic backgrounds who have children in school, and discusses their local customs and religions, for example the Greek 'Naming Day'. In the recent past, a Hindu dancer performed for pupils. Teachers make use of artefacts brought back from holidays by themselves and pupils and put up displays showing, for example, postcards and samples of money from China and the Czech Republic. However, some aspects are still not fully developed. For instance, the school does not make use of the multicultural aspects of the area and does not visit the local mosque. Visits are made to a local theatre, the most recent being to see a production of Roald Dahl's "Big Friendly Giant". Few visits are made places of local interest such as museums, art galleries and historic buildings to further pupils' cultural development. They study contemporary cultures in India to broaden their knowledge and compare other cultures with their own. Year 5 and 6 pupils take part in the Lifestyle scheme organised by the police.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Since the last inspection report this aspect has improved and is now good. Procedures for child protection and for ensuring pupils' welfare, health and safety are all good. There is a clear policy and staff are aware of the procedures to be followed. The school is a secure and caring community. Teachers know and understand their pupils very well. This ensures that the monitoring of pupils' academic performance and their personal development is good overall. There are satisfactory procedures in place for the educational, personal support and guidance of all pupils. Effective procedures are in place to ensure that all the related matters of health, safety, security and first aid are dealt with to a high standard. Pupils are well-supervised at play-times and lunch-times.
36. Procedures for monitoring and promoting good behaviour, eliminating oppressive behaviour and improving attendance are all good. The 'Golden Rules' are clearly displayed in classrooms and understood well by pupils. A sharing assembly is used well to recognise achievement both in academic and personal development.
37. Procedures for assessing pupils' attainment and progress are satisfactory overall with some examples of good practice. Procedures for monitoring and supporting pupils' academic progress are also satisfactory. However, there is a lack of consistency in the use of assessment information to guide curricular planning and this is unsatisfactory. Although class teachers generally keep detailed records on individual pupils, this information is not consistently passed on to ensure that pupils' progress is built effectively on prior achievement. It is not used well to inform improvement targets. Procedures for monitoring and supporting pupils' personal development are good. There are many instances showing the thoroughness of the

support the school gives to personal development. This was confirmed through the very good relationships, which develop as pupils move through the school from Nursery to preparing for their next stage of education. The good support provided by staff makes a positive contribution to pupil's well being, and enables them to take full advantage of the educational opportunities offered.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Since the last inspection report the school's partnership with parents has been satisfactorily maintained. Information given in reports is now more detailed with some information on targets. The parental questionnaire indicates that parents are generally happy with the school but twenty per cent of the returned questionnaires would welcome the opportunity to work more closely with the school. Similar views were expressed at the parents' meeting where parents were concerned about the lack of information about their children's learning and the school did not always receive them in a welcoming manner. Whilst many parents help with reading several parents said they would like more involvement through other homework topics. Inspection evidence shows that overall information for parents is satisfactory. Newsletters to parents are clear and informative. The school held a meeting and issued booklets about the Literacy Hour and is planning a similar meeting regarding the Numeracy Strategy.
39. Overall parental involvement in the life of the school is good. Parent governors were helpful in the presentation of the home school agreements, which are now in place. Some parents help in classrooms and this is appreciated by the teaching staff. The school has a very supportive Friends Association, which raises valuable funds to support children's education. They also arrange social events, the discos are greatly appreciated by the children and well supported by the teaching staff. All the funds raised are used to provide resources to help improve pupils' work and their life in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The management of the school is unsatisfactory overall. The headteacher has not built on the direction indicated in the last inspection to provide clear leadership in achieving the school's aims, which are set out in its prospectus. Although some improvement has been made on some of the issues identified in the previous inspection, particularly the quality of teaching in the Early Years, progress overall is unsatisfactory. Attainment is lower, although pupils' attitudes and behaviour remain at a high standard. However, there are significant weaknesses in aspects of school management. The headteacher has not established effective procedures, involving staff and members of the governing body, to evaluate strengths and weaknesses. He has not developed a team approach targeted on school improvement. Senior staff and those with subject responsibilities are not given regular opportunities to evaluate teaching and learning in order to provide guidance on ways in which standards can be raised. Some improvements within the last twelve months, many involving the current acting headteacher, are beginning to encourage staff and governors to become more effectively involved and to work more cohesively as a team. It was clear that, during the time of the inspection, all teaching and non-teaching staff, supported well by the governing body, were working well together for the benefit of the community as a whole.

41. The school has had to adjust to changes in the size and nature of its pupil roll and this has had a significant impact on its development. Staffing changes and a financial deficit have also influenced development priorities. Although a school development plan has been drawn up to identify priorities for improvement, it was not based on discussions with staff and governors. This has not led to a clear understanding of what the priorities are or how they can be achieved. Subject co-ordinators, whose subjects were identified as priorities for development, have had very little time or opportunity to evaluate strengths or implement an improvement action plan. They were not given clear guidance over how to raise standards. Although many staff have tried to develop suitable procedures for their own subjects, they were not co-ordinated in an effective and cohesive manner.
42. There are monthly meetings of the headteacher and his deputy and of the senior management team. However staff are not aware of the focus of these meetings and do not receive information about decisions made. The school does not have any system for appraisal or regularly reviewing the professional development of staff. Many staff do not have clear job-descriptions against which their performance can be evaluated.
43. The headteacher, supported by his deputy, is beginning to use an increasing range of assessment data. The school has agreed performance targets with the local education authority for pupils' attainment in literacy and numeracy at the end of Key Stage 2. However, they are not sufficiently challenging to be effective in raising standards to national average levels. For example, the literacy target for 1999 was 46 per cent for the number of pupils achieving level 4 and above. This is well below the 1998 national average of 65 per cent and the school exceeded its target by 13 per cent. The projected target for 2000 is 52 per cent and an analysis of some of the attainment data currently available to the school would indicate that a more challenging target is clearly achievable.
44. The governing body is very supportive and keen to become more actively involved in their governing role. For example, governors have recently made significant contributions to developing more secure financial planning and to use resources to target areas for improvement, such as information technology. They have identified their training needs for the local authority. However, they have not been effectively involved in shaping the direction of the school's work. They have been kept informed by the headteacher on school developments, but have not established procedures which have allowed them to gain a full understanding of the school's strengths and weaknesses. The school has yet to enable governors to work closely with the headteacher and staff to agree priorities and to monitor and evaluate their development. Governors willingly give their time to support the school and are currently not being encouraged to play a full and influential role in seeking to raise standards. The governing body generally fulfils its statutory requirements, although those for information technology and ensuring that parents receive a copy of its annual report are not fully met.
45. The governing body, mainly through its finance committee, has established generally sound procedures for monitoring spending, although the level of underspend at the end of the financial year needs to be closely monitored to ensure that resources are fully used to promote improvement. The governors have not developed a more strategic aspect to its financial planning to ensure that the school prepares effectively for its development, particularly any future changes in pupil

numbers. Specific grants, for example those for literacy and numeracy, have generally been used effectively to target additional support for pupils. Day-to-day financial procedures are good, providing up to date information, and contributing to the smooth running of the school. The school is increasingly applying the principles of best value to ensure that finances are efficiently used and that the school gives sound value for money.

46. The governors have established an appropriate policy for special educational needs provision. It is managed by the headteacher in his role as special educational needs co-ordinator. This is an administrative role, with much day-to-day work delegated to the local authority's support teacher, who, for example, completes the individual education plans. They are of generally sound quality. The headteacher links with outside agencies and takes a lead in conducting the annual reviews. Parents are generally kept informed and most attend review meetings, although not all are consistently informed about the procedures or the targets on the education plans.
47. The school has an adequate number of appropriately qualified teachers with a good range of teaching experience. The non-teaching staff, although few in number, make a substantial contribution to the school community. The school provides good support for students training to become teachers, but the induction procedures and support given to new staff are weak. They are not given sufficient opportunities to identify areas for their own professional development and to observe other staff or receive suitable training.
48. The accommodation is adequate overall to meet the needs of pupils. The premises are well-maintained and there are some good quality displays in some classrooms and around the school to provide an attractive learning environment. There is adequate space in most classrooms, although the temporary accommodation for Year 6 is cramped. It does not provide appropriate facilities to meet curriculum needs. Although the school is using part of the library as an information technology facility, it does not provide sufficient space to enable efficient use of these resources. The school has good facilities for physical education, particularly for outdoor activities, and it uses them well.
49. Overall, the quality and quantity of resources are satisfactory. Literacy and numeracy resources have been improved. However, there are still some weaknesses in the range of reading resources, particularly in developing more advanced skills. These have not been improved significantly since the last inspection. The range of mathematics resources is not sufficiently broad to meet the needs of higher attaining pupils. Although information technology resources have recently been improved, they are not sufficient to meet full curriculum requirements, for example, in aspects of control technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to improve the effectiveness of the school, the headteacher, governors and staff should;

- (1) raise standards in English, mathematics and science by
 - providing more opportunities in English for pupils to extend their reading skills, particularly those of higher attainment, and their range of writing skills.
(paragraphs 3, 69, 72, 75)
 - ensuring that all teachers have consistently high expectations in mathematics and science and an improved range of resources to challenge pupils to fully extend their skills, knowledge and understanding in all required aspects.
(paragraphs 5, 19, 77, 82, 85, 86, 87.)
- (2) raise standards in information technology by ensuring that pupils have frequent opportunities in all classes to develop their skills in all required aspects and build them on prior knowledge and understanding.
(paragraphs 7, 112, 116.)
- (3) establish management procedures, which effectively involve staff and governors, to ensure that the school is given a clear vision of what needs to be done next to develop the school's work in raising standards.
(paragraphs 40, 42, 44)
- (4) Provide time and opportunities for curriculum co-ordinators to monitor and evaluate teaching and learning in their subjects and use their reports to maintain strengths and target weaknesses.
(paragraphs 40, 41, 75, 92, 96, 100, 117)
- (5) Improve the curriculum at the end of Key Stage 2 by ensuring that pupils are given appropriate opportunities to build on and extend their skills in art, design and technology and scientific investigations.
(paragraphs 23, 87, 93)
- (6) Ensure that the statutory requirements for information technology and for parents to receive a copy of the governors' annual report are met.
(paragraphs 23, 44)

In addition to the issues listed above, the following less important issues should be considered for inclusion in the action plan. These are indicated in paragraphs 19, 26, 37.

- ensure that assessment information is consistently used by all teachers to guide planning.
- enhance the curriculum through a broader range of extra-curricular activities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	14	19	11	1	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	220
Number of full-time pupils eligible for free school meals	0	47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	0	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	9	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	13	19
	Girls	7	6	8
	Total	25	19	27
Percentage of pupils at NC level 2 or above	School	83 (50)	63 (50)	90 (75)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	20
	Girls	7	8	8
	Total	23	27	28
Percentage of pupils at NC level 2 or above	School	77 (57)	90 (75)	93 (69)
	National	82 (80)	86 (84)	87(85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	11
	Girls	11	14	12
	Total	17	20	23
Percentage of pupils at NC level 4 or above	School	59 (60)	69 (56)	79 (60)
	National	70 (64)	69 (65)	78 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	8
	Girls	10	10	10
	Total	15	15	18
Percentage of pupils at NC level 4 or above	School	52 (64)	52 (56)	62 (64)
	National	68 (65)	69 (65)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	188
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	24
Average class size	31.6

Education support staff: YR– Y6

Total number of education support staff	1
Total aggregate hours worked per week	28

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28

Total number of education support staff	2
Total aggregate hours worked per week	46

Number of pupils per FTE adult	9.3
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	434,444
Total expenditure	392,084
Expenditure per pupil	1,437
Balance brought forward from previous year	5,528
Balance carried forward to next year	47,888

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	276
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	3	3	1
My child is making good progress in school.	43	49	7	0	1
Behaviour in the school is good.	35	57	7	0	1
My child gets the right amount of work to do at home.	38	40	11	4	7
The teaching is good.	49	40	8	0	3
I am kept well informed about how my child is getting on.	30	51	13	4	2
I would feel comfortable about approaching the school with questions or a problem.	38	42	10	10	0
The school expects my child to work hard and achieve his or her best.	46	49	3	0	2
The school works closely with parents.	27	48	19	6	0
The school is well led and managed.	30	46	10	7	7
The school is helping my child become mature and responsible.	36	54	9	0	1
The school provides an interesting range of activities outside lessons.	11	17	35	21	16

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. The previous inspection report noted weaknesses in the range of activities for children under five. These deficiencies have been remedied. The quality of education provided for children in the foundation stage is always good and often very good. It is now a strength of the school.
52. In Reception, ten children under five are taught alongside twenty children who have already had their fifth birthday. Most children benefit from attending the Nursery attached to the school. In the Nursery, there are fifty-five children who receive part time schooling. The school gains a good range of information about the early attainments of four-year-olds from home visits and discussions with parents. When children start school, they are tested with the Doncaster Baseline Assessment for Nursery Children. These assessments show that on entry to school, the majority of children have poor language and social skills and attainment is lower than normally expected for their age. The majority of children make good progress in the Nursery, particularly in improving their social skills and developing their independence. However, by the time they enter Reception, attainment is still below that expected for their age. This is because some of the more able children leave the Nursery at the end of the year to go to other schools in the area. Some of the twenty-nine children expected to move into the Reception class are very young and show immature behaviour. The results of baseline assessment, taken in the first term in Reception, show that over two out of every three children enter school with below average knowledge of phonics and their speaking and listening skills are poor. Continuous assessment by the teacher shows that, by the time of the inspection, almost half of the group had average or better reading and mathematics skills. This shows that the good progress begun in the Nursery continues in the Reception class.

Personal and social development

53. Children's very good attitudes towards learning and behaviour provide a foundation for the values they need throughout their time in school. On entry into school, many children quickly acquire the social skills required to become successful learners. As a direct result of consistent support, children make good progress and most achieve the desirable outcomes of learning in personal and social development by the age of five. They play without arguing, take part in activities with enthusiasm and co-operate well with each other.
54. The quality of teaching is good in this area of learning. The control teachers have over children's behaviour is unobtrusive, yet is constantly evident in the calm and ordered environment created for learning. As a result of very good relationships established by teachers and the Nursery nurse, children soon become confident, independent and familiar with the school's routines. They need little help to move around the building by themselves and take good care of the school's and their own belongings. With little help from adults, children work well together at enjoyable tasks such as dressing up and acting as police-officers and fire-fighters. Teachers make children feel secure in school. This is clearly seen when they confidently approach visitors to talk about their work. Children's independence is encouraged when teachers expect children to 'have a try first' at dressing after physical

education lessons, before any help is given. Good teaching and high teacher expectations ensure that children know right from wrong and develop knowledge of how to re-act in various situations. For instance, a girl helped her friend put on her shoes after a physical education lesson and children took turns to roll dice in games.

Language and literacy

55. Teachers provide good opportunities for children to practise writing in enjoyable ways. For instance, they supply a note pad by the side of the telephone that children use in their role-play to make marks, scribble and copy down what letters they know when holding imaginary telephone conversations. Consequently, when children are asked to write instructions for looking after their sunflower plants that they take home during holidays, they approach the task with enjoyment and with no worries. Some children only make marks but a large number include recognisable letter shapes, even though some are written back-to-front. The three or four higher attaining children write most of the words and set down the instructions in the form of a list.
56. Good teaching ensures that children under five make good progress in developing language and literacy skills. Standards overall are just below those expected nationally by the age of five. Teaching and support staff both in the Nursery and Reception ensure that children have sufficient understanding of the names and sounds of letters and that print carries meaning. Teachers explain individual letter sounds and relate them to words familiar to children, such as mentioning the letter 'V' in Oliver, one of the children's names. Children respond by saying where they have seen the letter, for example on car registration plates. Teachers and the Nursery nurse constantly improve the poor vocabulary of some children by introducing new words. This was particularly well done in a topic on fruit, when fruits such as mango and passion fruit were shown. Most children have a limited range of vocabulary. Some try to make up for their lack of knowledge by using imaginative speech. The teacher's question "What kind of shape is a banana?" received the response "A moon one". This enabled the teacher to introduce the 'curve' to children.
57. Teachers effectively use approaches along the lines of the literacy strategy to increase children's awareness of books and that they contain a story. Children in the Nursery hold books correctly, turn pages in the right direction and some children relate pictures to names of different animals. Individual children follow the words and repeat well-known rhymes. Pupils approaching five years of age have reading books, which are allocated according to their ability. Higher and average attaining pupils talk confidently about books they have at home, such as 'The Lion King' but lower attaining pupils cannot describe books they have had read to them. Higher attaining pupils know all the letters and sounds of the alphabet, and recognise most words in their book, using picture clues to help with unknown words. Average attaining pupils read most three letter words but the progress of lower attaining pupils is held up by poor knowledge of letter sounds. The speech of some children is indistinct. However, teachers provide many opportunities for speaking and listening to ensure that children make good progress in individual conversations and small and large group settings.

Mathematics

58. Children's attainments in mathematics are just below those expected for their age and they make steady progress towards the desirable learning outcomes for five-year-olds. Activities that children can choose on coming to school encourage them to count beads and match shapes. Scales and containers of different sizes allow children to judge the weight of sand in the sand tray and the volume of water in the wet play area. Most children count beads up to ten and some count confidently to higher numbers, for example when a boy counted the twenty-six pupils at circle time. In lessons about fruit, children learn to count backwards from ten as the teacher removes fruit from a basket. They learn to compare the weights of fruits by weighing them in their hands. Teachers encourage the correct use of mathematical language, for instance, long, short, tall and small, when a boy noticed the different sizes of plants embroidered on his teacher's jumper. By the age of five, many children are beginning to undertake mental exercises and their success motivates them to attempt simple addition and subtraction problems.

Knowledge and understanding of the world

59. Children's knowledge and understanding of the world is similar to that expected by the age of five. As a significant number of children have poor understanding of things beyond their immediate home circle, this represents good progress. This area of learning is often taught with a particular focus, such as science. Teachers plan activities well that extend children's knowledge and are aimed at the correct level for their age. Both Nursery and Reception classes study plants and fruits. In the Reception class, pupils learn the names for parts of plants and what functions the roots have. They tell the teacher that plants need water and food to grow. To help with their understanding, teachers put plants and seeds around the room so that children see them grow, care for them and look closely at them with magnifying glasses. They experience the textures, smell and taste of different types of fruit. Children's knowledge of the natural world is also shown when they describe and talk about wild animals and they learn about animals new to them, such as the antelope. Teachers provide children with resources that attract them to work with computers. Working independently, children complete sequences of coloured lollipops to reinforce their knowledge of colours and use the mouse to click on characters and objects to move them about the screen. They use a graphics program to draw pictures and, with the help of the teacher, click on icons to print out their work.

Creative development

60. Children's creative development broadly meets the desirable learning outcomes in this area of learning. When four-year-olds produce their own original work, their creative development is typical for their age. They use shades of yellow and green to paint daffodils and a collage of sunflowers after the style of Van Gogh is vibrant with life. Children put life and movement into pencil drawings after looking at pictures by Breughel. When adults direct children's work too closely and provide ready-prepared shapes for pictures of flowers, it lacks originality. Work of this type inhibits children developing skills in cutting out and in judging the proportions of their pictures. Teachers provide some opportunities for children to develop ideas in role-play. Nursery children pretend to be police officers, drive cars and make telephone calls. However, opportunities for children under the age of five to engage in role-play in the Reception class are limited. They do not have access to a secure play area or the large ride-on toys they need and have to use small items that the

teacher has obtained from the physical education store or provided herself. Teachers use stories they have read to children to develop role-play and encourage responses from them. The teacher made learning fun and encouraged good quality movements when encouraging children to out the story of 'The Gigantic Turnip'.

Physical development

61. Children's physical development meets learning outcomes expected of their age and progress is satisfactory. Children under five use a range of tools, toys, techniques and materials with increasing confidence. They work confidently with pencils, paint, crayons and glue. Children play with small figures and vehicles and mould playdough well into shapes. When pretending to plant flowers, children use spades accurately to fill plant pots with compost. Some of the younger children still cannot pedal tricycles but most have mastered this skill, and the skill of climbing on large apparatus. The further development of physical skills and children's imagination is limited because of the lack of stimulating playground markings for children in the Nursery and the Reception class. However, most children achieve nationally expected standards in their physical development by the age of five.
62. This important aspect of the school's provision is well led. Teachers, Nursery nurse and other adult helpers work with a common purpose to provide pupils with a stimulating environment and rich learning experiences. Such positive co-operative, attitudes place the school in a very good position to improve its provision even further.

ENGLISH

63. Standards of attainment in speaking and listening are just below the national expectation for pupils aged seven and broadly in line with the national expectation for pupils aged eleven. In reading and writing, standards of attainment are below the national average at the end of Key Stages 1 and 2. In all areas of English, pupils make sound progress in their learning as they move through the school. Pupils with special educational needs, and those for whom English is an additional language, also make sound progress. The school is making sound use of the National Literacy Strategy and more effective use of targeting additional literacy support on specific groups of pupils. These are promoting improving standards.
64. In the 1999 National Curriculum tests for seven-year-olds the number of pupils who achieved the national average in reading of Level 2 was close to the national average. The number who achieved Level 3 was below average. In writing achievement was well below the national average at Level 2 and below at Level 3. Teacher assessments broadly match these figures. After a sharp dip in standards in 1997, they are now rising again. However the school's results are still below those achieved in similar schools.
65. In the 1999 National Curriculum tests for eleven-year-olds, pupils' achievement was below the national average at both Level 4 and Level 5. There has been a decline in standards since 1996 and results for 1999 were lower than those in 1998 when compared with the national figure. In comparison with similar schools in 1999, the school's results were broadly average. Although some additional support was provided to develop pupils' below average literacy skills, this was not sufficiently focused to promote improved standards.

66. By the age of seven, pupils' speaking and listening skills are variable. Higher attaining pupils normally listen carefully and respond appropriately; for example, they clearly explain differences between fiction and non-fiction and confidently offer opinions about books. About half of the year group listen and respond well to questions, however the remainder are far more reluctant. This latter group has still to achieve a sufficiently broad and varied vocabulary to meet national requirements.
67. As they move through Key Stage 2, most pupils gain confidence in speaking and listening. They explore issues effectively. For example, in Year 4, listening to the poem 'Nobody Knows' and then discussing its social implications. By the age of eleven, most pupils listen carefully and speak clearly. Some are able to pronounce and interpret complex terminology; for example, medical terms such as 'conjunctivitis'. Pupils listen attentively to questions and discuss issues thoughtfully. A discussion about leadership leads to an impressive range of comments; for example, "Martin Luther King was a leader who stopped racism". Most pupils identify a range of qualities, suggesting leaders might be: 'trustworthy, popular and flamboyant'. Overall, the majority of pupils in Year 6 discuss their work confidently, using appropriate styles of formal vocabulary when doing so.
68. By the age of seven, most pupils read quite accurately. About half the year group use phonics confidently to aid pronunciation. Higher attaining pupils are fluent, but lack expression. These pupils interpret plot and motive within a story, offering opinions on its' outcome. Other pupils have more difficulty in expressing opinions. This is partly due to limited vocabulary, but also to a lack of understanding. In Key Stage 2, fluency and expression improve steadily as pupils gain in confidence and begin to experience a wider range of literature. At the end of the key stage, pupils' accuracy does vary as does fluency and expression. Most use phonics and other clues successfully. Their range of reading covers a number of popular children's authors, such as White, Dahl and Blyton. Whilst some poetry is read, there is less evidence of pupils reading non-fiction. Pupils are capable of discussing books, but lack sufficient skills in interpretation and use of information.
69. Reading levels remain fairly constant between Years 1 and 2 and also between Years 5 and 6. They are broadly in line with national expectations for the younger pupils in each key stage. A number of pupils indicate that they can read more difficult books than those suggested in school. In some classes, the teachers' organisation of their groups within the literacy hour does not enable them to hear all pupils read individually on a regular basis. This does limit opportunities for assessment and can restrict pupils from moving onto more difficult texts at more frequent intervals.
70. Standards of attainment in handwriting show that most pupils adopt a cursive style at an early age. Many pupils are joining their letters in Year 2. As they progress through Key Stage 2, many pupils use joined writing confidently. By the age of eleven, most pupils write fluently, however, letter shape is often irregular and presentation can be untidy. A significant minority of pupils fails to write accurately at the end of each key stage. In all classes, however, about half of pupils consistently write well.
71. The development of writing for differing purposes has improved since the last inspection. By the end of Key Stage 1 most pupils write descriptively and imaginatively. Basic punctuation varies in quality, as does spelling. Pupils write extensively; for example, 'The Train' and 'The Rainbow'. Through comprehension

exercises, many pupils demonstrate an understanding of the use of language. A significant minority of pupils does not always complete their tasks, but others write in substantial detail.

72. As pupils move through Key Stage 2, they widen their range. For example, in Year 3, poetry entitled 'The Smile,' and creative descriptions in 'The Pirate' indicate that pupils are developing an understanding of language and its' appropriate use. Older pupils move onto writing news reports, such as, 'Kosovo Faces Hard Winter'. A good range of comprehension exercises is completed. However the range of poetry is quite limited. Most pupils spell and punctuate competently. Whilst writing extensively, many lack a sufficiently wide vocabulary to enliven their work. Overall, there are many examples of good descriptive and imaginative writing. There are some opportunities for pupils to extend their literacy skills in other subjects, for example when writing about famous historical people such as Samuel Pepys. However, there is a lack of dialogue and biography and insufficient evidence of pupils extending meaning through more complex sentences.
73. The standard of teaching is good overall in both key stages. During the inspection examples of excellent and very good teaching were observed. The qualities of the best lessons include using an expressive tone when reading to children for example, the rhyme 'Wee Willie & Winkie'. There are challenging activities; for example analysing social poetry and later focussing upon the 'es' sound. Where good teaching occurs, questioning skills encourage pupils to think and participate actively. For example, in discussing a story, pupils were asked "is that the best ending"? Teachers' knowledge and understanding of the National Literacy Strategy is secure and this informs their planning well. Some short term planning is excellent and focuses sharply upon high expectations. Relationships are positive and teachers manage their pupils well and the work they set them. Group activities are usually organised effectively and plenary sessions help consolidate learning. Areas for development include to maintain pace and ensure that pupils move on swiftly when learning points are accomplished; to ensure that written tasks emphasise good handwriting practice. The impact of this good teaching upon learning is that all pupils make sound progress in most lessons, they clearly enjoy much of their work, engage actively in discussion and remain focused upon their tasks.
74. From the evidence seen, all pupils are making sound progress, standards are at least being maintained and aspects are improving within each key stage. The strategy of developing literacy is sound and class teachers are clear when applying it. The quality of teaching has improved since the last inspection and there has been an improvement in the range of tasks set.
75. To improve standards further, there are a number of potential areas for development. These include: to provide opportunities for the co-ordinator to monitor pupils' progress in all classes; to set more ambitious targets; to devise a means of checking pupils reading levels more frequently to enable them to move forward speedily; to continue encouraging greater consistency in handwriting style and continue to improve the range of writing opportunities, and to develop the use of information technology and provide all pupils with greater access to it.

MATHEMATICS

76. At the end of Key Stage 1, attainment is broadly in line with the national average. Standards are below those reported in the last inspection, although the school has undergone significant changes in the number and ability range of its pupils in the last four years. The results of the Key Stage 1 National Curriculum tests over the last two years show that standards are beginning to improve. This trend is confirmed by inspection evidence. Standards are slightly higher than the results attained in the 1999 Key Stage 1 tests, although the number of pupils achieving above the nationally expected Level 2 is still below average.
77. Attainment at the end of Key Stage 2 is below the national average. This confirms the results of the 1999 National Curriculum tests. Test results show that, although standards dropped significantly when the closure of the nearby military base reduced the number of pupils, they are beginning to improve overall in the last three years. The number of pupils achieving the nationally expected Level 4 is just below the national average. The number achieving Level 5 is well below average. Improvements in the quality of teaching since the last inspection, particularly in the early years of each key stage, supported by the school soundly implementing the National Numeracy Strategy and pupils' consistently positive attitudes, are beginning to promote higher standards. However, the work for pupils at the end of the key stage is too frequently targeted at the average level. It does not challenge pupils, particularly those of higher attainment, to extend their knowledge and skills. This restricts the number of pupils achieving above average levels. Inspection evidence shows improvements, particularly in pupils' mental mathematical skills, are promoting higher standards, although these are not consistently achieved throughout the school.
78. Pupils enjoy mathematics and make sound progress in their learning, particularly in number aspects. At Key Stage 1 many use a sound range of strategies to mentally add and subtract tens and units. For example, many Year 1 pupils show different ways of adding numbers to 20, with some higher attainers carefully explaining how they used 15 add 5 to accurately solve 20 subtract 4. Pupils are keen to answer the rapid mental arithmetic questions. The average and below average pupils use number lines well to support and check their "finger" method when subtracting from ten or twenty. A focus on number activities is beginning to give pupils confidence in solving a range of number problems, for example, when Year 1 pupils were very keen to "shop" and work out how much change they would get from their ten or twenty pence coin. Many confidently use terms such as 'total' and 'change'. This is reinforced effectively in Year 2 when many pupils build on their knowledge and understanding of addition and subtraction to twenty to use the inverse accurately to solve other problems. For example, they know that if $10 + 4 = 14$, then $14 - 10 = 4$.
79. Pupils' learning is developed well in the early part of Key Stage 2, for example a large majority of Year 4 pupils confidently recall addition facts to 100 and use them well to solve quick-fire questions. Many explain how they worked out their answers, for example a higher attaining pupil clearly explained that "38 is two less than 40" when asked "What number is added to 62 to make 100?" Year 5 and 6 pupils begin to understand and use multiplication and division in mental number activities, for example when Year 6 pupils accurately double and halve numbers up to 100. Most Year 6 pupils have a secure knowledge and understanding of such terms as 'factor' and 'multiple'. They use metric measurements accurately, for example to change kilometres into metres, and know different angle types such as 'obtuse' and

'reflex'. Although there was some evidence of Key Stage 2 pupils handling data and producing graphs, they were not sufficiently challenged to interpret graphs and understand and use such terms as 'mode' and 'mean'.

80. Pupils' learning, including those with special educational needs and those for whom English is an additional language, is developed soundly overall. Pupils often make good progress in their learning, particularly when they are challenged to extend and apply their skills and knowledge. For example, Year 3 pupils successfully apply their knowledge of right-angles to guide a "pupil robot" around the classroom and gain an improved understanding of direction and the amount of turn. This is then further used to identify shapes which contain right angles. When pupils are asked to complete worksheets containing a large number of similar questions, which do not require them to apply their knowledge, their learning is consolidated but not extended. For example, Year 6 pupils' understanding of division was reinforced through accurately completing several questions, although the opportunity was not taken to extend their knowledge of place value when developing decimal numbers.
81. The quality of teaching is good overall. It is good at Key Stage 1, with frequent examples of very good and excellent practice. It is more variable at Key Stage 2, being good in Years 3 and 4 and sound in Year 6. There was some unsatisfactory teaching in Year 5, where unexpected staff absence had resulted in the use of short term supply cover. Although teaching plans had been prepared in detail to try to ensure that Year 5 pupils continued to make sound progress, the slow pace of lessons and weaknesses in teachers' subject knowledge did not enable pupils to build on prior knowledge and understanding.
82. All teachers use the National Numeracy Framework effectively to plan for developing pupils' skills and there is a suitable focus on improving number aspects. Most teachers use the mental mathematical activity well to encourage pupils to quickly apply their mental recall skills. For example, in a Year 1 lesson, the teacher uses a good range of questions to check on pupils' understanding of subtraction. She is particularly effective in targeting individual pupils with questions aimed to challenge them to extend their skills, for example with lower attainers developing their number bonds to five and higher attainers with numbers up to twenty. However, this high expectation is not consistent in all classes and some teachers use specific, rather limited questions, which do not encourage pupils to apply their skills. For example, in a Year 2 lesson, the teacher asked pupils to identify the signs that have changed on some number cards but did not expect the pupil to explain "why".
83. Teaching is particularly effective when the teacher uses the pupils' enthusiastic and positive approach to actively involve them in practical learning activities which require them to extend their knowledge. For example, in a Year 4 lesson on capacity, all pupils were required to accurately measure the capacity of a broad range of different bottles and containers. The teacher had organised the activity to ensure that all pupils had to use their knowledge. Higher attainers were required to estimate the likely amount before completing the measurement while others had to decide which bottles were bigger or smaller than a litre. The teacher maintained an effective pace to the lesson and set a clear time and target for completion. Pupils responded very well to the challenge and make significant gains in their learning.
84. Teaching is unsatisfactory when weaknesses in subject knowledge do not promote pupils' understanding. For example, Year 5 pupils were confused in their

understanding of multiplying whole numbers and decimal numbers by 10 or 100 when they were told to “move the columns”; “move the decimal point” and “simply add a nought”. Teaching is less effective, and does not promote higher standards, when teachers do not consistently challenge pupils to extend their knowledge. For example, in a Year 6 lesson, the teacher asked pupils about their knowledge of fractions but provided answers when pupils were uncertain rather than challenging others in the group to explain their thinking.

85. The range of resources is limited, particularly for enabling higher attainers to reach above average standards. Teachers spend considerable time in preparing their own resources to try to meet pupils’ needs, and they would benefit from improvements in the range and accessibility of mathematical materials. There was very little evidence of teachers using information technology frequently to promote higher standards in mathematics, for example number skills or graph work. Homework is used satisfactorily overall to reinforce number understanding, for example through the learning of multiplication tables and completion of worksheets, although these are not consistently used in all classes.

SCIENCE

86. Standards have fallen in National Curriculum tests at Key Stage 2 since the last inspection. In 1996, attainment was well above the national average but fell to below the national average in 1997. There was a further slight fall in 1998 but performance rose in 1999, although it was still below the national average. The fall in standards corresponded to the sudden fall in the school roll. There are signs that standards are beginning to rise again but standards reached by higher attaining pupils are too low and are well below those reached by higher attainers nationally. Consequently, pupil’s performance is below that of pupils in similar schools.
87. Inspection evidence shows that the proportion of pupils in Year 6 on course to attain the expected level is about average but that not enough pupils will reach the higher level. Most pupils in Year 2 are likely to achieve the expected level and a small number will reach higher levels. Pupils at the end of both key stages could do better in science. Their progress is limited by a weakness in teaching that prevents more pupils reaching higher standards. It lies in the few opportunities their teachers provide for pupils to take part in investigations to explore the knowledge they are taught and to develop the strong connection between knowledge and understanding that enables them to appreciate scientific ideas. Too often, pupils at the end of the key stages copy work that the teacher has written out. Although this means that pupils of all abilities write down the correct answers, they do not have the opportunity to put down their ideas in their own words to show that they have understood what they have done. However, pupils in the earlier years in both key stages, who are given opportunities to carry out investigations, receive a good start in developing their scientific knowledge and have their curiosity aroused. Pupils on the register of special educational needs at both key stages, and those for whom English is an additional language, make sound progress with support from their teachers.
88. Improving standards are evident in some classes in Key Stage 1, where teachers challenge pupils to do their best in well-planned lessons. This teaching is based on good scientific knowledge. Effective questioning ensures that pupils understand what they observe. Teachers who provide a good level of challenge in their lessons

keep pupils' interest and make them think carefully about what they are doing. Good preparations for investigations ensure that suitable objects are available to reinforce pupils' scientific knowledge. For example, pupils' learning increased at a brisk pace when they used tinsel in different parts of the classroom and stock cupboard to learn that shiny objects are not a light source and that they need a light source if they are to shine. They saw how the tinsel did not shine in a totally blacked-out cupboard and the shine was less bright in areas shaded from the windows. Other pupils learn to record their observations of plants and their seeds in a simple table. Teaching does not develop pupils' scientific understanding when work is not provided to make higher achieving pupils extend their thinking.

89. The school has recently adopted a system of assessing each pupil's progress which should give teachers confidence that their judgements are secure, and which answer criticisms noted in the previous inspection. However, the new assessment procedures have not been in place long enough to enable teachers to plan their work more effectively. Collections of pupils' work, which teachers can use to check levels of attainment, which were discontinued some years ago, are being reintroduced. These, too, will help teachers make better judgements of pupils' attainment. Teachers are not consistent when marking pupils work. Much work is marked simply with a tick and some work is not marked accurately. When comments are added, they are mainly to congratulate pupils. They seldom inform pupils what they have done well or how they might improve their work.
90. Progress in developing pupils' investigative skills is limited when activities do not meet the needs of pupils of all abilities. For example, in Year 2, higher attaining pupils who examined the number, size and colour of seeds on fruit did not question why some fruits, such as the kiwi fruit, have a great number of small seeds while the avocado has only one large seed with a thick outer coating.
91. It was not possible to see any lessons in Year 6. However, from discussions with pupils, it is clear that their knowledge of how to conduct a scientific investigation and draw information from it is not well established. This leads to weaknesses in their knowledge of scientific ideas. For example, pupils were unsure how to separate a mixture of rice, sand and nails. Some pupils incorrectly said they would put the mixture into water so that the sand would dissolve. One pupil suggested using a sieve to separate the sand from the rice and nails. It was not until they were prompted to think about what nails are made of that one pupil suggested using a magnet to take out the nails. Their knowledge of how to conduct a fair test, however, is secure and they know that they must change only one element at each stage of testing. Pupils in Year 6 learn that physical change in materials, such as melting ice cubes, can be reversed, but that chemical change, such as cooking food, cannot be reversed. Younger pupils in Key Stage 2 have good attitudes to science. Clear instructions, challenging work and high expectations of behaviour ensure that Year 3 pupils are attentive and work carefully when measuring how much water passes through different types of soil – clay, sand and compost – in a set amount of time. They watch the teacher's demonstrations carefully and make their own decisions about the length of time to conduct the experiment. A measure of pupils' good understanding and level of thought was seen when one girl explained that gardeners would not grow plants in sand because it allowed water to pass through it too quickly, whereas compost was better because it held the water for longer so that plants could drink. Pupils in Year 4 enjoy practical work. Good levels of concentration and interest support their learning when they carry out

experiments to show that water resistance slows an object moving through water. They extend this work to learn about air resistance.

92. Although the school has taken steps to stop the fall in results by introducing an assessment sheet for each pupil, management in the subject is not as effective as it should be. This is largely because the co-ordinator is not given time to work alongside his colleagues to monitor their teaching and the progress of pupils. The co-ordinator monitors teachers' long and medium term planning but does not see weekly plans, which show what is actually taught. Consequently, he cannot be sure that all elements of the science curriculum are covered, in particular opportunities to introduce investigative work. The subject has not been allocated a sufficiently large budget in the past and resources need improving to allow teachers to teach to the new nationally agreed guidelines. Given the good teaching that takes place in some areas, which provides a broad and balanced curriculum, the support teachers receive from the acting head teacher and the development of a more settled school population, the school is in a sound position to further raise standards.

ART

93. The standard of work in art is broadly in line with expectations at the end Key Stage 1. Pupils in the early years of Key Stage 2 are provided with sufficient experiences for them to make sound, and in some cases good progress. However opportunities for them to develop their artistic skills in Year 6 are limited and restricts their progress. Attainment by the end of the key stage is judged to be below expectations. This represents a fall in standards since the previous inspection. Some improvements have been made in the study of the work of artists. However, there is now little three-dimensional work. The main strength of pupils' attainment results from the emphasis teachers place on drawing, painting and colouring with crayons. In one of only two lessons seen, Year 1 pupils are introduced to a variety of art techniques. They learn about primary colours, mixing them well to reproduce the colours exposed on the sides of a carved candle and the majority of pupils successfully produce a wide range of colours. Other pupils gain further knowledge by adding white paint to produce different shades of red and yellow when painting 'the sun'. Experience in using pencils to produce patterns and shading shows imaginative work and a good standard of shading, while a fourth group learns to produce a simple running stitch in a straight line. By the end of the key stage, pupils use their knowledge of colour mixing to produce some good self-portraits in the style of Van Gogh.
94. Further study of this artist takes place in Key Stage 2, where pupils in Years 4 and 5 accurately draw pictures of sunflowers using crayons. Work in the style of book illustrators, such as Quentin Blake and Roger Hargreaves, are attempted by pupils in both key stages. Reception pupils create pencil drawings and paintings inspired by Picasso and Breughel. However, pupils' progress is limited because they do not study a wide enough range of artists nor do they investigate the work of artists from different cultures. Pupils in Year 6 do not receive a balanced curriculum in art. Little of their work was seen apart from patterns drawn with a compass, and decorated Seder plates from religious education lessons. Discussions with pupils reveal that they seldom use paint and do not use clay to produce three-dimensional art.

95. Some teachers establish good links between art and other subjects. Pupils in Year 4 used their skills in sketching and shading to produce good representations of half-timbered Tudor houses. They used the same subject to experiment with watercolour techniques and made pottery plaques incised with pictures of the Bishop's House. In Year 3, pupils illuminated the initial letter of their name during a topic on the Anglo-Saxons. Pupils in Year 5 made and decorated Greek tragedy masks. Good teaching was seen in a Year 3 lesson when the teacher concentrated on showing pupils how to hold a pencil to achieve different effects when sketching and shading. The resulting drawings of a partly peeled orange show that pupils had paid close attention so that most of them produce pencil drawings that are of a standard higher than that expected for their age.
96. The leadership in the subject is unsatisfactory in raising standards across the school. This is largely because the co-ordinator is not given opportunities to monitor the effectiveness of teaching and learning. This limits the amount of influence that she has in raising standards and ensuring all pupils receive broad artistic experiences. She has produced a scheme showing progression through art skills. The co-ordinator has begun to collect samples of pupils' work to aid in the assessment of standards. She is reviewing nationally agreed guidelines recently received by the school with a view to introducing them as soon as possible.

DESIGN AND TECHNOLOGY

97. Standards in design and technology are similar to those reached by most eleven and seven-year-olds. They are now more consistently in line with expectations than at the last inspection when they varied widely from very good to unsatisfactory.
98. At Key Stage 1, younger pupils develop their skills effectively. For example, they design playground equipment well, make models of their designs, evaluate their models and make suggestions for improvements. When making salads, pupils carefully evaluate the look and taste of the end product. By the age of seven, pupils design and make models that move by using coiled elastic bands. They learn to add labels to their design sheets to make them more easily understood. Pupils at Key Stage 2 work with stiff card to produce good quality picture frames, to which they add a folding support. They work from design sheets and initial drawings to develop their ideas. Some pupils copy their descriptions of what they did using the computer. Year 4 pupils learn to use needle and thread accurately to produce neat embroideries of houses and initial letters following a visit to the Bishop's House as part of their history topic. Older pupils, when designing a rocking toy, learn to use design briefs to indicate what is to be done and how. Pupils in Year 6 develop their skills well when making model cars. They design and try different ways of making them move. For example, pupils test jet propulsion by attaching and inflating a balloon, then compare this with a simple elastic motor when a rubber band is wound up tight round the rear axle.
99. Only one design and technology lesson was observed during the inspection. However, inspection of pupils' work shows that teachers provide them with satisfactory opportunities to gain essential skills. There has been an improvement in the understanding of the processes of designing and making since the last inspection. In Year 3, the teacher demonstrated very good knowledge and understanding of the subject, which enabled pupils to make good progress. Pupils remained interested in the task, using two syringes to investigate how air pressure

can be used to control movement. They responded well to the challenge of lifting a book off the table using their mechanism. The teacher assessed pupils' understanding, allowing them to demonstrate their knowledge by suggesting ways they could use air power to make parts of a model of a monster move.

100. The school has made sound progress overall since the last inspection in the development of design and technology. Both designing and making aspects of design and technology are taught and the new nationally agreed guideline has been adopted. Although resources need extending, the co-ordinator has arranged what resources there are so that they are easily accessible. There are no opportunities for the co-ordinator to check the quality of teaching and learning or to give teachers the help and advice needed to improve standards.

GEOGRAPHY

101. Standards of attainment meet national expectations at the end of both key stages. Pupils, including those with special educational needs and those for whom English is an additional language, achieve sound progress as they move through the school.
102. By the age of seven most pupils draw accurate, simple maps of familiar locations. For example, they record their route to school and illustrate this well with drawings of local buildings, such as a post office. Pupils extend these skills by locating places they have visited on a map of the British Isles. This enables them to locate towns and coastal features which helps develop a reasonable sense of distance and direction.
103. By the age of eleven, pupils study an appropriate range of topics, which help develop geographical skills. These include the weather cycle, local land usage and a comparative study of Chembakolli village. Pupils carry out a useful survey of land use on the school site. They accurately plot this to show how it changes; for example, this identifies how often the school hall is used to full capacity. Pupils demonstrate a sound understanding of how clouds are formed and rain follows. They record and label this, using appropriate language, such as precipitation and evaporation. Older pupils develop useful research skills when investigating UK rivers. They map their course and show how this influences the environment.
104. The overall standard of teaching is sound. Class teachers' knowledge and understanding are secure and pupils are introduced to an appropriate range of skill based topics. Teachers use resources effectively, such as atlases to consolidate mapping skills, and extend skills suitably in other lessons, for example, pupils' understanding of co-ordinates is undertaken in numeracy lessons. These skills are usefully transferred to mapping work to help locate and mark features on a map. At times tasks set do not sufficiently challenge higher attaining pupils. Teaching of a very high standard was observed in the Reception class, this actively promoted discussion on 'the world we live in'. The quality of pupils' work is promoted by sound and often good teaching and by their enthusiastic approach to work. Most pupils respond positively in lessons, are well behaved and work effectively together. Older pupils are capable of independent learning and respond well to the limited number of opportunities to develop their independent skills.

105. The new co-ordinator is clear about future priorities and provides good leadership. National curriculum guidance is being adopted and this helps ensure that the issue of skills development, raised in the previous inspection report, is addressed sufficiently. Appropriate use is made of the locality to promote the development of pupils' skills and understanding.

HISTORY

106. Standards of attainment meet national expectations by the end of Key Stage 1 and Key Stage 2. Pupils make sound progress in their learning as they move through the school.
107. By the age of seven, pupils have an adequate sense of change over time. They use this to compare Victorian toys with their own and identify similarities and differences. A study of family life enables them to recognise changes in dress in different eras, for example, on the beach. They develop appropriate skills in independent writing through considering the lives of famous personalities, such as Samuel Pepys and Florence Nightingale. Pupils recognise how picture clues help place people and objects into chronological order and demonstrate reasonable success in achieving this.
108. By the age of eleven, pupils' work covers a good range of topics which include the Greeks, Romans, Saxons and Tudors. They develop an appropriate understanding of how these people lived and the motives which influenced their actions. For example, they learn how the Romans built roads in Britain and why they did so. Pupils begin to understand how the past is investigated. They study the work of archaeologists at Sutton Hoo and begin to understand the importance of evidence in historical enquiry. Older pupils use these skills effectively to research and write in some detail on the Greeks and Egyptians. Through this they develop empathy skills and gain a good understanding of the ideas which underpinned the ancient world. For example, they learn about Egyptian beliefs in an after-life and why the pyramids were built.
109. The overall standard of teaching in history is sound. Teachers introduce pupils to a good range of skills, such as empathy and investigation, which are developed appropriately. Class teachers' knowledge and understanding are secure and they make effective use of resource material, such as historical film. Teachers manage pupils very well and relationships are very good. Occasionally, they set tasks which do not challenge pupils sufficiently. Whilst there is useful encouragement towards research based learning, this results in substantial amounts of copied work.
110. Most pupils work hard and have good attitudes to learning, behaviour is good and pupils begin to develop skills in enquiry and independent learning.
111. The subject is managed competently by the co-ordinator. A greater focus on skills is being achieved as National Curriculum guidance increasingly influences planning. This is significantly helping to address the issues raised in the last inspection concerning skills development.

INFORMATION TECHNOLOGY

112. Standards in information technology are broadly in line with what is expected of pupils at the age of seven but are below what is expected by the age of eleven. This represents a fall in standards since the last inspection. This is caused by inadequate resources and a failure by some teachers to give sufficient importance to information technology in the curriculum and in using it to support other subjects. The school has no equipment to measure features such as temperature, light and sound and is not meeting statutory requirements in this area.
113. At Key Stage 1, pupils select programs they want to use from the computer. They import images taken by a digital camera into a document and add text to describe how they carried out investigations in science. Pupils move the picture about the screen and change its size to fit the page. In doing this, they show they are confident using the mouse and keyboard. Pupils at this age also write instructions to move a programmable device along a pre-determined route. They have not yet developed their skills in this and many pupils were unable to enter the correct commands to make the device follow the route they had planned. Earlier in the key stage, pupils write instructions to 'manoeuvre' their friends accurately around the classroom. This teaches them the importance of using standard units of measurement and of giving clear instructions about the direction of travel. Pupils in the early years of Key Stage 2 learn to reply to an e-mail sent to them by their teacher. They use icons to open the program they need, amend the message they wish to send and send the reply. Pupils correct mistakes in a letter using the mouse and keyboard. However, they are not confident users of either mouse or keyboard and this leads to them making many mistakes and often deleting their work. Year 6 pupils were not seen using computers and there was very little evidence that they use computers in work presented for scrutiny and displays. Talking to groups of pupils confirmed that they do not have regular, planned access to computers. Nonetheless, Year 6 pupils demonstrated that they could select programs to work on. They edit and amend text, which they highlight by dragging the pointer across words. They use the spellchecker to correct spelling mistakes and save their work for future use. Their knowledge of control technology and using graphics programs to create pictures is below expectations.
114. The standard of teaching seen in the small number of lessons observed was sound, with some good elements. Teachers usually plan well but there is sometimes a lack of challenge for pupils. For instance, in a lesson in the computer suite, while one half of the class worked on the computers, the other half wrote down the commands for moving a programmable device. Observation showed that pupils already knew what the commands meant but that they had little idea of how to use the commands to get the device to follow a desired route. Teachers' use of information technology varies greatly. In some classes, little evidence of the use of computers can be seen but in others, displays show how to use the programmable device and its control program. In another class, pupils have a book in which they note down how to use programs and which contains a wallet for the pupils' own disks containing their work. However, teachers are making efforts to improve their competence with information technology. All of them have enrolled on a course they will take in their own time to improve their skills.
115. Pupils have positive attitudes to computers. In the lessons seen, they were keen to work on computers, although some pupils using the computer suite tended to monopolise the computer. To some extent, this is caused by the crowded

conditions in the room, which means that pupils cannot easily see computers when groups working at them are too large. An instance of pupils' desire to use modern technology was evident in e-mails sent from Australia by pupils who were on holiday there.

116. Resources in the subject are unsatisfactory and significantly restrict the standards achieved. Some of the computers are very old and there are three different operating systems in use. There are not enough colour printers, which means that work done in colour often has to be printed in black and white. The school has no equipment to sense temperature, light and sound. Although steps have been taken to improve provision for control technology since the last inspection, the programmable device in use is limited in what pupils can use it for. For instance, it will only turn at right angles and will not carry a pen to plot its course. A computer suite has been set up in the library but the computers are positioned in such a way that access to some of them is difficult and all the available sockets cannot be used.
117. The management of the subject is not effective in raising standards. Although the co-ordinator provides help when colleagues ask for it, time is not made available for him to monitor teaching and learning in during lessons. Not enough attention is paid to monitoring teachers' planning to ensure that pupils use information technology regularly. Planning produced by the co-ordinator was not implemented and it was not until nationally agreed guidelines were introduced recently that the school had a comprehensive scheme of work to work to. Good use is made of vouchers promoted by national businesses to purchase computers and software. However, it is only with provision of grants, such as the National Grant for Learning, that sufficient finance has been made available to provide up-to-date equipment. Following the adoption of nationally agreed guidelines, and with the commitment the staff have made to improve their computer skills, the school is in a satisfactory position to raise standards in information technology.

MUSIC

118. It was only possible to observe a small number of lessons. These were focused mainly on performing and composing, although teachers did provide some opportunities to listen to and appraise the performances of themselves or other groups of pupils. The standard of singing is good and generally above expectations at the end of Key Stage 2. Pupils participate enthusiastically and make sound progress overall in their learning. They make good progress in singing throughout the school. Standards have improved since the last inspection. Consistently high quality specialist teaching and pupils' positive approach contribute to high standards of performance.
119. Pupils throughout both key stages sing together with enthusiasm. They perform tunefully and with clear diction. They listen carefully to instructions and match their words well to the playing of the piano. Pupils in Years 5 and 6 sing very well, staying in tune effectively even when participating in a challenging, unaccompanied 5 part-round. The youngest pupils in Key Stage 1 control their voices well when following the hand directions of the teacher to raise or lower the pitch of the notes. Year 5 and 6 pupils have good aural memory in singing the words from "Joseph and his Amazing Technicolour Dreamcoat" which they are preparing to perform later in the term. Teachers make effective use of a range of songs from different cultural traditions to improve pupils' cultural awareness.

120. Year 4 pupils work very well as a group to compose a graphic score, rehearse and perform a musical piece which reflects the sounds heard in a rainstorm. They know and use accurately such terms as “build up” and “fade away” to describe the changes in the tune. They carefully watch as the teacher illustrates the score, knowing when to begin and end their individual pieces and how to change the rhythm and volume. Pupils use a range of percussion instruments to effectively create the weather sounds associated with a rainstorm. The teacher uses resources and questions well to develop pupils’ skills in evaluating their performance. They listen carefully to a recording of their tune and suggest suitable ways in which they can improve its quality.
121. In the three lessons observed, teaching was never less than very good and, on occasions, excellent. Teachers use very good subject knowledge and their own high standards of performance to enthusiastically encourage pupils to participate and constantly try to achieve improvement. For example, in a Reception lesson, the teacher used a broad range of different strategies, for example, “taking finger for a walk” and tapping different body parts to develop pupils’ knowledge of pitch and tune. She maintained an excellent pace by frequently changing the activity and fully encouraging pupils’ involvement at all times, for example, by requiring them to use their own hands to show how their voices change. The teacher’s own positive, enthusiastic manner and appropriate use of humour established a very good relationship with the class. There was a relaxed and confident atmosphere and pupils were keen to contribute. They listened carefully to the ideas on how to improve the quality of their performance and responded well to achieve higher standards.
122. A concern over the lack of specialist teaching was identified at the last inspection. The school has successfully addressed this concern and standards of performance, particularly in singing, have improved. Many pupils benefit from instrumental tuition in brass, woodwind and recorders and they use this knowledge to contribute well to class lessons.

PHYSICAL EDUCATION

123. During the inspection the focus was on pupils’ performance in gymnastics, games, dance and swimming. Standards are similar to those reported in the last inspection. Pupils, including those with special educational needs and those for whom English is an additional language, make sound progress overall in their learning. Their development of skills is good in some aspects of the work. In games and dance, standards are generally in line with those expected of pupils at seven and eleven. The standard of performance in swimming and in aspects of gymnastics is above nationally expected levels at the end of Key Stage 2, although pupils’ ability to evaluate and identify ways in which they can improve the quality of their work is still not developed fully.
124. At Key Stage 1, younger pupils show good co-ordination in using a sound range of travelling movements to move around the hall. They change speed and direction well and are aware of the need for space for themselves and for others. Pupils’ range of travelling movements is extended well in Year 2 when pupils find different ways of moving in straight or curved directions. They include suitable changes in height and body shape, for example through different styles of jumping. They begin

to link their movements together in a short sequence, although many do not clearly understand what is required and few sequences are successfully completed. Younger pupils are developing ball control skills well. A large majority bounce a ball accurately and with good control. They use two hands to catch with increasing confidence. In dance, most Year 1 pupils respond well to instructions and to the use of teacher's prompts, for example a sudden clap of the hands, to show a generally sound range of slow and controlled movements. They use a candle carefully as a focus for their movements and begin to develop more expression, for example by effective use of the eyes to illustrate fear or surprise.

125. Year 6 pupils use a very good range of movements in developing individual gymnastic sequences and then combining with a partner to produce high quality sequences. All pupils clearly enjoy physical activity and they respond very well to the challenge of trying to achieve high quality work. They show very good control and technique, for example when using different body parts to hold a secure balance. They emphasise the extension of arms and legs to achieve a very good standard of performance, and co-ordinate their movements very effectively with those of their partner. The large majority of pupils show good poise and balance throughout their sequence, even when required to include a sudden change of speed. Year 4 pupils extend their games skills soundly through their participation in such competitive activities as 'Kwik Cricket'. Many throw a ball and use a bat to hit the ball with increasing competence, although they are not so confident in their catching skills. A significant majority of Year 5 pupils meet the standards in swimming which are nationally expected by the end of Key Stage 2. Many have sound stroke techniques, particularly on front crawl and breast-stroke.
126. Teaching is good overall at both key stages. Where it is very good, and supported by pupils' consistently positive and enthusiastic approach, it promotes high standards. Teachers use good subject knowledge to raise levels of performance, for example in improving the rotation of the hands in the technique for back-glide in swimming. They actively encourage pupils' participation and have high expectations of their concentration and quality of movement. For example, Year 6 pupils respond very well to the frequent reminders over achieving high standards of poise and control in their gymnastic sequences. Teachers maintain a good, challenging pace to learning activities with frequent opportunities for pupils to practise then apply their skills. In a Key Stage 1 lesson, the teacher very effectively places bean-bags around the floor to increase pupils' awareness of space and then how to use it in a practice to improve their skill in dribbling a ball. Few teachers frequently involve pupils in evaluating the quality of their own performance or that of others. Some ask pupils to identify which movements they have enjoyed watching. For example, in a Year 2 gymnastics session, the teacher asks pupils who are observing others demonstrating their work to choose which sequence they like. However, pupils are not asked for ways in which they could improve the quality of the different movements or of the overall sequence.
127. There have been some improvements in resources since the last inspection. The deputy headteacher, in sharing the co-ordination of the subject, has actively promoted physical education. Resources have improved through the school's involvement in the "Top Sports Scheme". She has developed some extra-curricular activities, for example she runs mixed, as well as separate, boys and girls' soccer teams which participate in friendly and competitive matches. However, this aspect is still not sufficiently developed to enhance the physical education programme. The use of detailed local education authority's curriculum guidance, supported by

some staff training, for example on the teaching of gymnastics, is promoting high standards in aspects of the work.

RELIGIOUS EDUCATION

128. Standards of attainment meet the requirements of the Locally Agreed Syllabus at the end of Key Stage 1 and Key Stage 2. Statutory requirements are met. Pupils achieve sound progress as they move through the school. Pupils with special educational needs, and those for whom English is an additional language, also make satisfactory progress.
129. By the age of seven, most pupils have gained satisfactory levels of knowledge and understanding of well-known Biblical stories. Whilst much work is completed orally, there are good examples of written and illustrative work concerning Palm Sunday and Easter. Pupils are aware of the significance of these events for the Christian religion and recognise Jesus as a 'special person' who had many followers. Pupils also study Old Testament stories and recognise the importance of such figures as Noah to the Jewish faith. They understand that they themselves are unique individuals who are special to others.
130. By the age of eleven, most pupils gain sound levels of knowledge concerning Christianity, Judaism and Hinduism. They discuss in some detail well known events from Christ's life, such as the 'feeding of the five thousand'. Pupils understand how different traditions worship, being able to describe celebrations such as 'Harvest Festival,' 'the Passover' and 'Divali'. They have an understanding of how beliefs can influence behaviour. For example, they draw upon the lives of Martin Luther King and Mother Teresa, to provide examples of their leadership and influence. As they move through the key stage, pupils complete a good range of written work covering aspects of the three faiths chosen for study. Through discussion pupils consider how religious groups give service to the community. Overall, most pupils demonstrate a sound knowledge and understanding of the faiths studied, and relate their teachings to daily life.
131. A limited amount of teaching was observed during the inspection. From this, the scrutiny of work and discussions with pupils, the overall standard of teaching is judged to be sound. Where good teaching occurs, teachers use a good range of questions to challenge pupils to think. They develop ideas logically and use good lesson pace to ensure that all pupils remain focused. Good relationships underpin such teaching. Here, the impact is to promote thinking, discussion and understanding of relevant issues. Most teachers plan effectively to meet the requirements of the Locally Agreed Syllabus. They set tasks which ensure all pupils make progress. However there are not always sufficient tasks set to stretch higher attaining pupils. Whilst considerable written work is undertaken, there is too much note taking, at the expense of individual work, in Year 6. A small amount of poor teaching was observed during the inspection. This was focused in Year 5 where a teacher was covering the absence of the class teacher. The teacher did not give a clear, specific focus to the lesson and resulted in poor learning opportunities for pupils.
132. Pupils' learning is supported by their consistently positive approach. Pupils are well behaved and respond enthusiastically in class. Older pupils show they are capable of mature discussion and thoughtful responses.

133. The subject has an appropriate focus within the curriculum and makes good provision towards pupils' spiritual and moral development. Planning is monitored, but there are insufficient steps taken to monitor pupils' overall progress. The level of resources is only adequate and the current budget too small to have any significant impact. Standards of attainment have been maintained since the last inspection and the subject makes a sound contribution to the development of pupils' speaking and listening skills.