

INSPECTION REPORT

ST. MONICA'S PRIMARY SCHOOL

Hoxton Square, London N1 6NT

LEA area: Hackney

Unique reference number: 100268

Acting Headteacher: Mrs F Downing

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 30 April - 4 May 2001

Inspection number: 186404

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior school

School category: Voluntary Aided

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Hoxton Square
Hackney
London

Postcode: N1 6NT

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Appropriate authority: The governing body

Name of chair of governors: Ms Anne Olokpa

Date of previous inspection: November 6 1995

INFORMATION ABOUT THE INSPECTION TEAM

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11041	Mr Marvyn Moore	Lay inspector		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?
21910	Mr Gordon Langton	Team inspector	Information and Communication Technology Art and Design Design and Technology Physical Education	How well is the school led and managed?
2153	Ms Jane Lamb	Team Inspector	English Special Educational Needs English as an additional language	How good are the curricular and other opportunities offered to pupils?
21735	Ms Margaret Brenchley	Team Inspector	Science Mathematics Music	
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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

7

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

12

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

16

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

18

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

20

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

21

HOW WELL IS THE SCHOOL LED AND MANAGED?

21

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24

PART C: SCHOOL DATA AND INDICATORS

25

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

29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Monica's is an average size primary school for children aged between three and eleven and with an off-site Nursery of 25 children who attend all day. There are currently 290 pupils on roll, organised in 10 classes and with more boys in Year 2 and more girls in Year 4. Most pupils live in the immediate locality. When they join the Nursery class many children do not have the skills and knowledge typical of children of a similar age and many have very limited language and social experience. The proportion of pupils eligible for free school meals, at 32.7 per cent, is well above the national average. Fifty-five per cent of the school's population comes from a range of minority ethnic backgrounds; 56.8 per cent come from homes where English is not their first language. Ninety of these pupils have been identified as needing additional support in English and 23 are in the very early stages of learning English. Eighteen per cent of pupils are on the register of special educational needs, three of whom have statements. This is below the average for schools of this size. Since the last inspection there has been a significant turnover of staff, an increase in the number of pupils from minority ethnic groups and a decrease in the number of pupils entitled to free school meals.

HOW GOOD THE SCHOOL IS

This is an improving school with many strengths. St Monica's offers a welcoming environment and has a productive partnership with parents. This leads to positive attitudes and good behaviour on the part of nearly all pupils. Teaching is good in Year 3 – 6 and most pupils currently in Year 6, other than those with special educational needs, are achieving the levels expected in English, mathematics and science. There is a shared commitment to improve and leadership and management are satisfactory, overall. The school now provides satisfactory value for money.

What the school does well

- It provides good quality teaching in Year 3–6, which is having a positive impact on standards. Pupils' learning at this key stage is good and they are hard working and concentrate well.
- The provision for pupils with special educational needs and those with English as an additional language is good and pupils make good progress.
- Relationships between teachers and pupils are very good and contribute to the pupils' enjoyment and learning.
- The school values the cultural diversity of the pupils and promotes their spiritual, social, moral and cultural development very well.
- Links with the parish and the local community are good.
- Financial planning is good.

What could be improved

- The health, safety and care requirements are unsatisfactory.
- Pupils' standards in information and communication technology [ICT] and music are below the level expected.
- There are weaknesses in the teaching for children in the Nursery and Reception classes that limit progress.
- Monitoring and evaluation of teaching and learning by co-ordinators are weak.
- Staff new to the school are not provided with sufficient support and training to help raise standards.
- Not all parts of the statutory National Curriculum are taught to all pupils.
- The accommodation places constraints on learning for children in the Reception class and in Years 1-2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was put into special measures in November 1995. Since then, the impact of an acting headteacher and the appointment of a new headteacher in November 1997 took the school out of 'special measures' in July 1998 as it was then judged by an HMI Inspection to be providing an acceptable standard of education. Action has been taken on all of the key issues identified, although some aspects have not been fully addressed. The quality of teaching has improved significantly and standards are now at the level expected in English, mathematics and science at the end of Year 2 and Year 6. Much work has been undertaken in planning and assessment. Work is now better matched to the needs of pupils and the information gained from assessment, especially in the core subjects, is well used to plan future work. Policies have been introduced for all subjects. Although schemes of work are now in place for all subjects, not all statutory requirements are met in some areas. The monitoring of teaching and learning has been rigorous in some areas of the curriculum. However, the involvement of the senior management team and co-ordinators in this area remains unsatisfactory. Overall, improvement has been satisfactory, although much remains to be done. The school is well placed to make further progress: the development plan sets out clearly what needs to be done to achieve the targets the school has set for itself.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	B	C	C	A
Mathematics	E	E	D	C
Science	E	E	D	D

Key

well above average A
 above average B
 Average C
 below average D
 well below average E

Evidence from the inspection shows that standards are improving, and the current Year 6 pupils are now working at the level usually found among pupils of this age in all three subjects. The school has set challenging but realistic targets for the pupils' performance in the English and mathematics National Curriculum tests to be taken in 2001 and is working hard to achieve them. Progress towards achieving the targets is good.

In 2000, test results for pupils at the end of Key Stage 1 were average in reading, well above average in writing and very high in mathematics. When compared with similar schools standards were well above average in reading and writing and very high in mathematics. The performance of the current Year 2 pupils is at the level expected in English, mathematics and science. Standards in writing and mathematics are not as good as the test results of 2000 because of the above average proportion of pupils with special educational needs and far more boys than girls in Year 2.

In ICT, standards have not improved and remain below expectations at the end of Year 2 and Year 6. In design and technology, art and physical education, standards are at the level expected nationally. Standards are below the expected level in music at the end of Years 2 and 6. In both history and geography there was insufficient evidence to make a secure judgement about standards.

When the children join the Nursery, many have poorly developed language and social skills. Evidence from the inspection shows that the youngest children make a satisfactory start to school. By the end of the Foundation Stage, many exceed the standards expected in aspects of their language and literacy, mathematical development and in their personal, social and emotional development. However, their attainment in the other areas of their learning is below expected standards. This is partly because not all aspects are well covered, methods and organisation do not always suit the needs of the youngest children in the Reception classes and monitoring in the Nursery is not sufficiently rigorous to ensure that all children gain from the range of activities on offer.

Pupils with special educational needs and those at the early stages of learning English as an additional language achieve well and make good progress. In both key stages the majority of pupils achieve well in English, mathematics and science but not as well in the other subjects of the curriculum.

PUPILS' ATTITUDES AND VALUES

Attitudes to the school	Very good. Pupils are keen to learn and respond well to class discussions in a mature manner and enjoy school. They are well motivated and enthusiastic about their work.
Behaviour, in and out of classrooms	Good. This has greatly improved since the last inspection. Most pupils are well behaved although a small number are easily distracted and lose concentration in Key Stage 1.
Personal development and relationships	Very good. Pupils' personal development is good, they have some opportunities to show initiative and take responsibility. Pupils work and play together in a caring and friendly way and racial harmony is very good. Pupils get on very well with the staff and other pupils, and learning is good because of this.
Attendance	Levels of attendance are satisfactory. Many pupils are late at the start of the day. Late arrival in the morning is still a major problem; far too many parents do not get their children to school on time. This affects their attainment and progress. School and lessons begin and end promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 Years	aged 5-7 Years	aged 7-11 Years
67 lessons seen overall	Satisfactory	Satisfactory	Good

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

The quality of teaching and learning is good overall. In 92 per cent of lessons seen it was satisfactory or better; in 40 per cent it was good and in nearly 14 per cent it was very good or excellent. Unsatisfactory teaching occurred in eight per cent of the lessons seen. The quality of teaching and learning varies in different parts of the school: it is good in Years 3 – 6 and satisfactory in all other classes.

The teaching of basic skills of English and mathematics is good in Year 3-6 and standards in these subjects are improving. There is scope for improvement of the teaching of ICT and music, which are unsatisfactory. This is because not all aspects of the subjects are taught and resources are limited in ICT. The teaching of different areas of learning for children in the Foundation Stage varies significantly and in the Reception class work does not always meet the needs of the youngest children.

A consistent strength of the teaching across the school is the very good relationships teachers have with pupils. Teachers' subject knowledge in most subjects is good. This enables them to challenge pupils' interest and the way in which they manage them and ask questions help to improve the quality of pupils' learning. The teaching

of pupils with special educational needs and those who speak English as an additional language is effective. They make good progress and achieve satisfactory standards in their work. Work for higher attaining pupils is set at a sufficiently challenging level to allow them to attain above average standards in English and mathematics, but this does not always extend to other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory in Key Stages 1 and 2. The curriculum is broad but not well balanced, as some aspects of ICT, music, history and geography and swimming are not taught and statutory requirements for these subjects are not met. The curriculum for the Foundation Stage, although satisfactory, is narrow in some areas of learning.
Provision for pupils with special educational needs	Good. The provision for pupils who have special educational needs is good and ensures that these pupils are quickly identified and supported well by all staff. Good use is made of outside agencies to support pupils with special educational needs.
Provision for pupils with English as an additional language	Good. Specialist support and class teaching leads to good progress for all pupils learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. In particular, very good provision is made for pupils' moral and social development. Provision for their spiritual and cultural development is good.
How well the school cares for its pupils	Unsatisfactory. Child protection and health and safety procedures need to be greatly improved. Assessment procedures in English, mathematics and science are good but they are underdeveloped in other subjects.

Parents are welcomed in school and valued for their contribution and comments.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. A succession of headteachers has made a significant contribution to the leadership and management of the school. The senior management team work well together, sharing responsibilities and being supportive of one another. The roles of the deputy headteacher and subject co-ordinators are being developed but still need improvement.
How well the governors fulfil their responsibilities	Satisfactory. The governors have developed a good understanding of the school's strengths and weaknesses. They are fully supportive of the school and keen for it to succeed. They fulfill most of their statutory responsibilities.
The school's evaluation of its performance	Satisfactory. There is very detailed analysis of the school's performance by staff and governors which leads to successful initiatives and strategies to improve standards. Monitoring of teaching and learning by the senior management team and subject co-ordinators is unsatisfactory.
The strategic use of resources	Good. Educational priorities are supported through good financial planning. The principles of best value are applied well in order to make optimum use of available funding. The school provides satisfactory value for money.

Support staff contribute well to pupils' attainment and progress. However, induction for staff new to the school is inadequate. The accommodation is cramped and adversely affects pupils' entitlement to the curriculum in Years 1 and 2 and the Reception class. Although learning resources are adequate, overall, there are weaknesses in outdoor provision for children in the Reception class in design and technology and software and hardware for ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has a positive effect on children's values and attitudes. • The children's behaviour is improving. • The school has improved in many aspects since the earlier inspection. • They find the teachers friendly, approachable and informative. 	<p>A minority of parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> ▪ Having too little information about what is taught ▪ Insufficient support for pupils with learning difficulties.

Inspection findings support the positive views of the parents who attended the pre-inspection meeting and those who returned the questionnaires. However, the inspection team agrees with parents' concerns about the limited information provided about the curriculum. The team finds that adequate support is provided for pupils with learning difficulties.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The inspection in 1995 identified the school as failing to provide a satisfactory education for its pupils. Standards in English, mathematics, science and information and communication technology (ICT) were below national expectations at the end of Year 2 and Year 6. Progress in these subjects was unsatisfactory. In all other subjects standards were similar to those found in most other schools. In 1998, HMI found that although standards had improved at the end of Key Stage 1 they were still below the level expected nationally at the end of Key Stage 2. In the years following the inspections initiatives have been taken to rectify the weaknesses identified and to improve overall standards. These include monitoring and evaluation of teaching and learning, by the headteacher and external agencies, greater analysis of National Curriculum test results, improved planning, additional resources, the implementation of the National Literacy and Numeracy Strategies and the adoption of new schemes of work. All of these have had particularly beneficial effects on standards, which are now in line with the levels expected nationally in English, mathematics and science although standards remain below expectations in ICT. The school has been recognised and rewarded by the DfEE for improving standards in the National Curriculum Key Stage 2 tests in 2000. Despite this, there are four factors, which are preventing standards from rising at the end of both key stages:
 - numerous staff changes ;
 - a higher than average percentage of pupils with special educational needs, especially in the present Year 2;
 - an above average number of pupils who are not yet fully fluent in English;
 - persistent lateness by a significant minority of pupils.

The Foundation Stage

2. There is a very wide range of attainment among children who join the Nursery. Overall, their attainment on entry is well below that of children of a similar age and many have lower levels of communication and social skills than those typical for children of this age. A significant number are also at the early stages of English language acquisition. Despite the satisfactory provision most children do not catch up with the nationally identified levels, except in their social skills, before they move to the Reception class. This is partly due to the lack of rigour in monitoring to ensure that all children experience fully the activities on offer and the lack of challenge at times for the higher attaining children.
3. During the time they spend in the Reception Year children continue to make good progress in their ability to interact and relate with others. They understand classroom routines and develop good habits of work and behaviour. This enables them to learn well, especially in aspects of language and literacy and mathematical development and the children make good gains in their learning, from a low starting point. This is also due to high expectations of the class teacher and the implementation of the literacy and numeracy strategies. However, these have not been adapted sufficiently to meet the needs of the youngest children who often sit for long periods. Progress in other areas of learning is unsatisfactory overall, because activities are narrow in range and not always sufficiently stimulating. The activities that can be planned, however, are restricted by the cramped accommodation and the lack of a secure play area. Consequently, not all children reach the expected standards in all areas of learning by the end of the Foundation Stage and many start compulsory education at levels lower than expected in their knowledge and understanding of the world, creative and physical development. Overall, children are well prepared for the National Curriculum in Key Stage 1 in their social skills and in aspects of English and mathematics. They are not as well prepared in other areas of the curriculum.

Key Stages 1 and 2

4. Pupils' performance in the National Curriculum tests for seven-year-olds in writing and mathematics has remained above the national average over the last four years. Performance in reading has been less good during the same period but, overall, in line with the national average. In 2000, National Curriculum tests results at the end of Key Stage 1 show overall average standards in reading, above average standards in writing and high standards in mathematics. When compared with schools with a similar intake, results are very favorable and are well above average in reading and writing and high in mathematics. Overall, boys did not perform as well as girls in reading and writing but they did better in mathematics. There are no statutory tests in science at the end of Key Stage 1; assessment is carried out by the teachers. The teachers' assessments show that while the proportion of pupils reaching the threshold level for their age was similar to that in most schools, the proportion exceeding this level was below average. These standards are reflected in the work of the current Year 2 pupils; the higher levels are not reached because not enough attention is given to investigative and experimental science.
5. The standards achieved by the eleven-year-olds are average in English and below average in mathematics and science when compared with all schools. When compared with schools with a similar proportion of pupils entitled to free school meals, standards are well above average in English, average in mathematics and below average in science. When National Curriculum test results at Key Stage 2 for 2000 are compared with the previous three years they show above average standards in English and below average standards in mathematics and science. However, the overall trend since 1996 is in line with the national trend. Test results indicate that the overall performance of boys in all three subjects was not as good as that of the girls.
6. The school's detailed analysis of pupils' test results led to a number of initiatives, especially in science, where an increased emphasis on learning through experimentation and investigation has raised standards. The school has set challenging but realistic targets for the pupils' performance in the English and mathematics tests in 2001 and indications are that pupils are on course to meet those targets.
7. The standards seen in pupils' work in nearly all aspects of English are at the levels expected nationally at the end of Years 2 and 6. The exceptions are for writing at the end of both key stages, where standards are better than the expected level. In both key stages, pupils' listening skills are better than their speaking skills. The school has recognised this weakness and is working hard to rectify it. Most pupils listen attentively to teachers' explanations and instructions, and willingly contribute to class discussions. However, some are not able to express their thoughts and ideas using full sentences and there is little detail in their responses. By the end of Year 6, higher achieving pupils are articulate in answering questions and participate confidently in class discussions by sharing their ideas and adapting their talk to a range of purposes. However, a small number of pupils are not able to explain a point of view clearly. In Key Stage 1, most pupils use their knowledge of the alphabet to help with the reading of unfamiliar words and read simple text fluently. By the end of Year 6, the majority of pupils have acquired a range of reading strategies that enable them to tackle texts of increasing complexity, and higher achieving pupils confidently talk about the plot and characters and make critical comments on the books that they read. Standards in writing are at the level expected by the end of Years 2 and 6. Pupils by the end of Year 2 use capital letters and full stops accurately when writing simple stories. Many pupils, by the end of Year 6, write effectively for a wide range of purposes, using language in interesting and effective ways.
8. In mathematics, standards at the end of both key stages are at the level expected nationally. The implementation of the National Numeracy Strategy has resulted in an emphasis on number and as a result many pupils by the end of Year 2 confidently add and subtract numbers to 100. They have a secure understanding of shape and use correct terms to describe the properties of flat and solid shapes. By the end of Year 6, most pupils understand the relationships between fractions and percentages. Throughout the school pupils have too few opportunities to investigate, experiment and solve mathematical problems and this results in low standards in this aspect of their work. Insufficient use is made of ICT to help support pupils' learning.

9. Standards in science are in line with those expected nationally at the end of Years 2 and 6. Since the previous inspection there has been an emphasis on experimental and investigative science, which has helped to raise standards. However, progress is sometimes limited because activities are over-directed by the teacher and there are not enough opportunities for pupils to plan their own experiments, select appropriate equipment or make decisions for themselves. By the end of Year 2, pupils accurately identify and name the different parts of the plant and know the conditions required to promote healthy growth and that some materials are magnetic and others are not. Most pupils by the end of Year 6 know about different types of forces and build simple circuits. They know the role of batteries, wires and bulbs in making an electric circuit and that a circuit will not work if it has a break in it. However, in both key stages standards are hampered by pupils' limited scientific language, which prevents them from achieving higher standards.
10. In ICT standards are below those expected at the end of Years 2 and 6 and progress is unsatisfactory throughout the school. Standards have been, and continue to be, restricted because not all aspects of the subject are taught and pupils have too few opportunities to use the computer to support other areas of their learning. The school has made little progress in this area since the previous inspection, when information technology was unsatisfactory across the school. In Years 1 and 2 some pupils are familiar with the basic functions of the keyboard and confidently use the mouse for selecting an icon and moving items around the screen. However, pupils do not have sufficient word processing skills and they do not use computers to collate and produce graphs. By the end of Year 6, some pupils confidently add graphics to enhance their work. However, the majority of pupils lack confidence and competence and the use of computers is not yet an integral part of lessons across the curriculum.
11. No geography teaching was seen and there was too little work in pupils' books in both geography and history to make secure judgements about standards. Currently not all aspects are taught. At the end of Year 2, many pupils accurately identify the seaside resorts on a map of the British Isles and confidently name some of the features in the local area. They appreciate that things change over time and compare and contrast seaside holidays today with that of the past. Pupils by the end of Year 6 study the effect water has on people and the landscape and know how the water reaches their homes from its source. In history they research different aspects of Britain since 1948 and confidently discuss different ways of finding out about the past.
12. Despite more time being devoted to literacy and numeracy in an effort to remedy the weaknesses in the core subjects, the school has worked hard to provide opportunities for pupils to develop their skills and talents in art and design, and design and technology. Standards in the work seen in both subjects were at the level expected at the end of Year 2 and Year 6. In the lessons seen in physical education (PE), standards were at the expected level. Pupils have good co-ordination and develop a range of skills through games. However, swimming is not included as part of the curriculum and as a result statutory requirements for the subject are not met.
13. Changes in staffing since the last inspection have resulted in no one on the staff having a specialism in music, and this has affected standards, which were at that time average. Standards are now below the level expected nationally because not all aspects are taught.
14. Pupils with special educational needs make good progress and some reach satisfactory standards. This is because the school has a system to identify and assess pupils' learning difficulties, and has developed procedures for meeting the needs of those pupils. Classroom assistants and support teachers are successful in helping pupils to meet the targets.
15. Pupils for whom English is an additional language receiving targeted support make good progress. The collaboration between class teachers and specialist staff and the school's supportive ethos are effective in promoting the progress of these pupils. Although test results for 2000 show that the performance of boys was not as good as that of girls, in the work seen during the inspection there was no significant difference in their performance.

Pupils' attitudes, values and personal development

16. The last inspection found that the attitudes, behaviour and personal development of the children were satisfactory overall but with some unsatisfactory behaviour and attitudes in classes where the quality of teaching was unsatisfactory. This has improved and most pupils have very good attitudes towards school.
17. The younger children in the Nursery and Reception class make a positive start and quickly settle into school. Their personal and social skills are promoted well. They relate well to one another and play co-operatively. They listen carefully to adults, have good levels of concentration and follow instructions. In the classroom and play areas they behave well and are developing a sense of right and wrong.
18. Pupils of all ages are keen to come to school and show interest in their lessons, where they settle quickly to task and activities. Most listen carefully in class sessions, willingly help one another and eagerly respond to questions, giving answers that are sensible and pertinent to discussions. For example, in a Year 5/ 6 mathematics lesson observed, pupils confidently discussed in a mature and sensible way the rules of divisibility and politely asked questions of the teacher on number bonds. However, a few but significant number of pupils in Years 1 and 2 cause disruption and the class teachers have to spend too much time trying to keep them in order. This has a negative impact on pupils' own and other's learning. Overall, most pupils take an active interest in what they are being taught and are keen to show what they can do in group sessions.
19. Parents reported that they felt behaviour was good and in most lessons and around the school behaviour was seen to be good, particularly where teachers are skilled at managing behaviour. This improvement reflects the work that the school has put into all aspects of the behaviour policy since the last inspection. Pupils move around the school in an orderly manner, they are open, polite and courteous when talking to visitors. Most have a good understanding of the expectations regarding behaviour. Pupils respond well to the simple lining-up routine at the end of playtime.
20. The strong moral code in the school is respected and nearly all pupils have a good understanding of how their behaviour affects others. Pupils have a well-developed sense of responsibility and show initiative in helping others, for example helping younger children in the dinner hall. In lessons there are too few opportunities for pupils to take responsibility for their work and this limits their progress. Where there are opportunities, seen for example in a Year 5 / 6 science lesson, pupils respond well and demonstrate a good level of independence.
21. Relationships throughout the school are very good: most pupils relate very well to all staff, feel comfortable talking to them and respect their views. Pupils are frequently observed supporting each other well, both in lessons as they work together and around the school. The pupils become confident and assured. This was particularly well demonstrated by the maturity of the representatives of the school council.
22. Pupils with special educational needs also respond well and work hard. They are effectively helped by support staff and even those pupils who struggle to concentrate often make good progress. There were no exclusions in the last year. There was no evidence of bullying during the week of the inspection, although there have been a few recorded instances in the past. These are quickly and effectively dealt with by the headteacher.
23. Pupils' attendance is satisfactory. Overall, attendance is in line with the national average and there is little unauthorised absence. Punctuality, however, remains a problem for a significant minority of pupils. Those who are late delay the start of the lesson, resulting in a loss of teaching time for all pupils, thereby limiting the learning of all pupils. Many of these pupils are persistent latecomers. Registers are completed quickly at the start of each session.

HOW WELL ARE PUPILS TAUGHT?

24. At the last full inspection teaching was judged to be unsatisfactory and sometimes poor in a very high percentage of lessons observed in Key Stages 1 and 2. The key issue was to improve the quality of teaching in both key stages. In 1998, HMI found that the quality of teaching had improved significantly and was satisfactory in both key stages. Since then further improvements have been made and teaching is now judged to be good in Years 3-6 and satisfactory in the Foundation Stage and Years 1 and 2. Many of the factors that contributed to unsatisfactory teaching in the past are no longer significant weaknesses and this, as well as the successful introduction of the National Literacy and Numeracy Strategies, is responsible for the improving standards.
25. During the inspection in just over half of the 67 lessons observed teaching was good or better and in nearly 14 per cent was very good or outstanding. Five unsatisfactory lessons were seen in the Foundation Stage and Years 1 and 2.
26. Teaching that had a positive impact on pupils' learning was seen throughout the school and was particularly effective in Years 3-6, where the quality of teaching was good overall. Good teaching is found in nearly all subjects. Throughout the school the teaching of English is good. In mathematics, science and physical education teaching is good in Years 3-6, and satisfactory in Years 1 and 2. In ICT, and music teaching is unsatisfactory in both key stages because not all aspects are covered. No judgement is made about the quality of teaching in art and design, history, geography and design and technology, as too few lessons were seen during the inspection.
27. The quality of teaching for the Foundation Stage varies in the different areas of learning. In particular, children's personal, social and emotional development is often given good emphasis. This plays a significant part in helping children to take a more active part in other learning activities. Teaching is good in aspects of language, literacy and communication, mathematical development and knowledge and understanding of the world. It is satisfactory in parts of creative development and physical development. However there are unsatisfactory elements in nearly all areas of learning. This is because teachers' knowledge and understanding of the needs of young children and of the areas of learning are not strong enough. There is no scheme of work to support planning and to ensure that children's skills are built upon systematically from the Nursery through Reception. The curriculum is narrow, resources are lacking and the teaching styles do not always meet the needs of young children. In the Nursery, the monitoring of individual children's experiences is not sufficiently rigorous to provide staff with information that would allow them to produce a balanced curriculum and meet the needs of all children, especially those of the more able. However, despite these weaknesses many children are well prepared for the next stage of learning in the important areas of reading and number.
28. The teaching of English and mathematics has benefited greatly from the introduction of the National Literacy and Numeracy Strategies. Lessons have an appropriate structure, although there is some variation across the key stages. This is mainly due to numerous staff changes and not all current teachers have had the necessary training. In both key stages pupils are grouped according to their attainment for these subjects. This allows teachers to match work more closely to pupils' needs and is helping to raise standards. In literacy most teachers lead discussions well and manage pupils well by using a range of strategies to improve behaviour and to gain attention. In numeracy there is an appropriate focus on the development of mental arithmetic at the start of lessons. Most teachers encourage pupils to explain their methods of finding solutions to problems and this is successful in helping pupils look for alternative ways of problem solving.
29. Teachers have a sound knowledge and understanding of most of the subjects they teach. This enables them to teach confidently, answer questions from pupils correctly and make pertinent teaching points in lessons. Pupils can therefore make good progress in their own understanding of the subject. This was well demonstrated in a Year 3/ 4 science lesson on forces, where the teacher effectively used a practical task to introduce and consolidate the measuring of a force. Appropriate scientific vocabulary was introduced and new words were clearly explained.

Information was imparted in a lively and stimulating way, which engaged pupils' interest, and motivated them well. This led to pupils making good progress during the lesson. Teachers' subject knowledge in ICT and music is barely adequate. Confidence among staff varies and teaching is not planned to develop pupils' skills effectively. Restricted by a lack of resources in ICT, the teaching of these subjects does not enable pupils to make the progress they should as they move through the key stage. The result is low standards in these subject areas.

30. The quality of planning has improved since the last inspection. The school has recently adopted the optional national schemes of work for subjects other than English and mathematics and this has assisted the planning process and ensured an effective whole-school approach. Teachers plan together and this ensures that pupils in parallel classes enjoy the same learning objectives. This common approach has led to more consistent teaching across each year group.
31. In most lessons across the school, teachers have high expectations of their pupils' work and behaviour and plan work which is challenging and designed to stretch the thinking of all pupils in their class. Pupils respond well to this and are keen to do their best. A Year 3 literacy lesson based on the adventure story 'Stranded' was a good example of this. Pupils were developing their knowledge and understanding of the use of speech marks and the teacher had planned the work extremely carefully to ensure that all pupils, including those with special educational needs and those with English as an additional language, had tasks that closely matched their prior attainment. All the pupils worked diligently and behaved in an exemplary manner throughout.
32. Teachers' ongoing assessment of pupils' work is good. Most teachers are skilled at asking questions that vary in difficulty to check and challenge pupils' thinking and understanding. Very good examples were noted during a science session in Year 5 /6, where the teacher's effective questioning on finding ways to separate materials helped pupils to learn well and consolidate what they had been taught. Most teachers make good use of the conclusions of the lessons to refer to the learning objectives and discuss with pupils the extent to which they have been achieved. This practice helps pupils to know how well they are acquiring new knowledge, understanding and skills. It also gives teachers an opportunity to evaluate their own teaching and pupils' learning, and to know what to plan for the next lesson. Most pupils have a good idea of how they are learning. For instance, teachers throughout the school respond well to their pupils and help them to improve the quality of their work by giving helpful feedback and praise, which motivates and encourages them. Throughout the school teachers mark pupils' work. As yet, however, the value of the teachers' written comments is limited. It provides insufficient help to pupils on how their work might be developed or improved. While there are some good examples of helpful marking, these are not typical.
33. Nearly all teachers manage pupils very well so that behaviour in lessons is very good and the positive relationships between teachers and pupils have a significant effect on pupils' attitudes to work in both key stages. For example, in a Year 3 / 4 history lesson on 'The Tudors', the very good relationship between the teacher and pupils played a significant part in giving less able pupils the confidence to suggest and discuss different ways of gathering evidence. In a few lessons in Years 1 and 2, teachers do not always successfully manage pupils with behavioural difficulties in order to ensure learning.
34. Teachers' use of time varies. In Years 3-6, most teachers maintain a brisk pace during lessons, which ensures that all pupils remain involved. However, in a few lessons where the introduction is too long and the pace of the lesson slows, a number of pupils lose interest and become restless. As a result, pupils make little progress in their learning and cover less of the curriculum than they should. At other times the pace of the lesson slows because of the almost constant interruptions of a small minority of pupils who call out and interrupt the teacher and other pupils. When this happens, the teacher struggles to establish an effective working atmosphere and promote good learning, but efforts are too frequently ineffective. Resources, including support staff and parent helpers, are well used to support groups of pupils. However, the use of ICT to support learning is marginal, and rarely forms a part of the teaching in any subject.

35. Homework begins in the Nursery, partly to encourage links with parents, and increases as pupils move through the school. A few parents are critical of the inconsistent way homework is provided throughout the school. Inspection evidence shows that homework is not used consistently to extend the work being done in the classroom.

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

36. The school provides overall satisfactory provision for children in the Foundation Stage, although the breadth and depth of the curriculum taught vary in the different areas of learning. The curriculum is planned according to the recommended early learning goals and the youngest children in the school are given a satisfactory start to their education in some areas of learning.
37. The school's curricular provision for pupils in Years 1- 6 is, however, unsatisfactory and does not meet the learning needs of all pupils. There are aspects of some foundation subjects which are unsatisfactory in their coverage of the National Curriculum requirements and balance, and not all statutory requirements are met in swimming in Key Stage 2 and aspects of ICT, history, geography and music at the school are not taught. This limits the opportunities for the pupils to reach the overall expected standards in these subject areas and does not give them their full curricular entitlement. The school has therefore made unsatisfactory improvement in this area since the last inspection.
38. The school has, however, made some good improvements in areas of the curriculum since the last inspection. In the provision for pupils with special educational needs, for pupils with English as an additional language, English and mathematics, improvement since the last inspection has been good and these are now strengths of the school and have had an impact on improving standards of pupils' work. Although provision for all the core subjects of the National Curriculum and some of the foundation subjects, such as art and design and religious education, is fully in place, the curriculum overall is too narrow.
39. The school has recently developed a 'map' for coverage of all the aspects of the National Curriculum. This has not yet been fully realised but provides a good basis for further development, particularly in the foundation subjects which currently do not fully comply with the National Curriculum requirements. There is some use of National Curriculum guidance, for example in history and geography, but these units have not yet been fully incorporated and modified to provide schemes of work which cover all aspects which have to be taught and have not been extended to all foundation subjects. Medium-term planning is good in the three core subjects of English, mathematics and science and this is well implemented. Teachers do not consistently plan together for the mixed age year groups, which would be a useful development.
40. Since the last inspection, the school has improved the overall allocation of teaching time given to subjects, although there are some imbalances in subject allocation of time. Additional time has been given for English and mathematics to meet the requirements of the National Literacy and National Numeracy Strategies, both of which have been effectively implemented. To raise standards in English, additional time has also been allocated for extended writing and extension of speaking and listening skills. In both key stages pupils are organised into ability sets in order to match work more closely to their needs in English and mathematics, and pupils receive additional support in these subjects through the good work of support staff.
41. The provision for pupils with special educational needs is good. They have equal access to and full inclusion in the curriculum taught, and most are making good progress towards the targets set for them. The curriculum is appropriately adapted and modified to take into account the requirements for pupils with special educational needs. The school is implementing the Code of Practice well and identified pupils have individual education plans with clear, measurable targets. Parents are actively consulted about the review of these plans.

42. The school has a suitable and sensitive approach to sex education but there is less evidence of an awareness of teaching about the dangers of drugs misuse, although some work is planned in science to deal with this. Many aspects of personal, social and health education (PSHE) are also satisfactorily taught through science and physical education. Sex education is also taught through science, for example, when pupils learn about the life cycles of plants, animals, and humans.
43. The number of pupils in the school with English as an additional language is well above average. Currently, these pupils receive good support from the teachers provided from the Ethnic Minority Achievement Grant (EMAG) and from class teachers and other support staff. Some pupils have been identified as being in the early stages of acquiring English and they are also supported well to quickly acquire English.
44. The provision of extra-curricular activities is now satisfactory. It includes Spanish lessons, football, choir and after-school clubs. Good links are made with the parish and local community through visits to local places of interest, involvement in parish activities such as festivals and celebrations and the use of the local library. The school has effective links with local businesses and the local funding agencies. The school has satisfactory relationships with secondary schools, playgroups and other local schools and training institutions.
45. The overall provision for pupils' personal development is very good. Since the last inspection the school has improved the opportunities for pupils' spiritual, moral, social and cultural development. The spiritual dimension is well promoted through religious education, assemblies and in music, art and English. During collective worship pupils are given time to reflect through prayers, stories and themes. These school assemblies reflect the cultures and catholic beliefs of the pupils and now comply with the requirement for there to be a daily act of worship. Older pupils are able to reflect and discuss the nature of their own personal beliefs and experience a wide range of literature in their English lessons.
46. The provision for moral development is very good and helps pupils from a wide range of backgrounds to work in harmony. The pupils are taught how to distinguish right from wrong and their behaviour in and around the school reflects the high standard of moral development promoted. Overall, pupils are encouraged to be responsible for their own behaviour and to consider the effect of their actions on other people. The youngest children in the Reception class have a clear understanding of what constitutes acceptable and unacceptable behaviour. Members of staff set a good example in their relationships with one another and with the pupils. There is a strong school ethos, supported by all staff, that pupils take responsibility for, and develop an understanding of, the consequences of their own actions. Collective worship promotes pupils' awareness of right and wrong.
47. Provision for pupils' social development is very strong and pupils are constantly encouraged to see themselves as part of the school, parish and local community and to behave with respect and care to others. Pupils' social development is also very well developed by the other adults employed in the school. They are kindly and respectful of each other both in lessons, on the playground and around the school.
48. The provision for cultural development is good. The school provides opportunities for pupils to develop a good understanding of their own, local and national heritages through regular visits to places of local interest, field and residential trips and a school visit to France for older pupils. A number of visitors, such as local clergy and community members and musicians, provide pupils with useful opportunities to raise their awareness and understanding of their own community and heritage. In history, pupils' knowledge is enhanced by studies of eras, such as the Greeks, Tudor times, Victorian times and the 1940s, during which they can learn about the contrasts between life now and in the past. Pupils' knowledge and awareness of other cultures and life styles is promoted and the cultural diversity of the community is well drawn upon as a resource. The very good contribution of religious education to this is a strong influence.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school's provision for child protection and health and safety is unsatisfactory. Although the school has adopted local child protection procedures, the designated teacher has received no training and is unclear as to her role. Overall, child protection procedures are unsatisfactory, records are sparse and there is little follow up of child protection cases. Neither teaching nor non-teaching staff have received training in child protection.
50. The school has a health and safety policy but despite statements in the policy that regular health and safety audits are carried out, this is not the case and the school has no records of a previous health and safety audit or risk assessment having taken place. The fire alarm system is not loud enough. Although the school has an appropriate number of first aiders (six) the certificates for four of them are out of date and of the remaining two, one is only at school on a part-time basis. Accidents are not always rigorously recorded.
51. Procedures for monitoring pupils' personal development are satisfactory, overall, but are mostly informal; teachers record personal development in the pupil's report. Since the last inspection the school has tackled behaviour problems with the new policy. This, in conjunction with the fully developed PSHE policy, again put in place since the last inspection, has provided a firm foundation on which to build good behaviour patterns through the promotion of self-confidence and awareness of others. Generally, measures to promote good behaviour are good and pupils who have been identified as having problems are being more closely monitored. A well-developed system for rewards, allied to the house system, provides many opportunities for pupils to take pride in their work and develop a sense of responsibility towards others and school property. The school clearly does not tolerate anti-social behaviour, such as bullying. There are suitable systems to follow if there is any inappropriate and unacceptable behaviour. The parents are also aware of the school's expectations through the home-school agreement. Registers are completed correctly each day. Attendance and punctuality are well monitored.
52. Arrangements for monitoring pupils' academic progress and supporting their learning are satisfactory. They are good in English and mathematics, satisfactory in science and most foundation subjects but unsatisfactory in ICT and design and technology. The children are assessed on entry to the school and all aspects of their development are monitored carefully.
53. The school has developed an effective assessment record and this assists in the monitoring of each pupil's progress through the school. This information is passed on from one teacher to the next and subsequently to the secondary school. Results of national tests are thoroughly analysed and this analysis enables teachers to adjust their teaching plans, set pupils according to ability in Years 1 - 6 and set targets for pupils. These targets are challenging and support the school's aims of having high standards. The targets for English, mathematics and science are shared with pupils and parents at the end of the academic year. Teachers have developed valuable portfolios of pupils' work to provide standards against which other teachers can assess the level of their pupils' learning. Evaluations from lessons are well used in English and mathematics and to guide future planning.
54. The policy for assessment is exceedingly detailed and, while most essential parts of it have been put into practice, the co-ordinator has accurately identified the areas for further development and has a realistic understanding of the strengths and weaknesses within the school. The quality of the existing assessment arrangements reflects a significant improvement in both policy and practice since the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The overwhelming majority of parents who responded to the pre-inspection questionnaire and the small number who attended the parents' evenings were very supportive of the school, as were

several parents who were interviewed by the inspection team during the inspection week. The detailed questionnaire results are given in Part C.

56. Parents feel that the school offers good support to their children and that they receive satisfactory information, particularly about pupils' progress. They feel happy they are able to approach the school with problems they may have. The concern over inadequate support for pupils with special educational needs is not borne out by the evidence gathered: in fact this is good.
57. The quality of information provided for parents about school activities and pupils' progress is satisfactory, as is communication with parents. The school has provided a professionally prepared brochure giving good information about the school organisation rules and ethos. The school also produces a regular newsletter giving full information about proposed activities. The school has provided a useful external notice board for parents but this is not kept fully up to date.
58. Parents are given a detailed report of their children each year. The reports, which are attractively presented, meet statutory requirements and give parents a great deal of information about what their children know, understand and can do. However, the details in the core subjects of English, mathematics and science are limited and give insufficient guidance for parents on progress made or standards attained.
59. The school places a strong emphasis on involving parents in the school and in their children's education. Parents are encouraged to come into school to help, although only a few take the opportunity to do so. When they do, their help is much appreciated by the school and they help in a variety of ways, such as supervision at school outings, help with reading and other school activities. The homework diaries are well used and many parents have written comments in their children's record. The Friends of St. Monica's School is a very small body but does make efforts to be involved in the life of the school and successfully raises valuable funds for use at school.
60. Parents of children with special educational needs are fully involved in discussions with school and class teachers. They are involved in reviews of the targets set in pupils' individual education plans. These take place termly and during parents' evenings when the special needs co-ordinator is also available.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. Successive headteachers have made a significant contribution to the leadership and management of the school since it was placed in special measures at the 1995 inspection. They have been successful in raising staff morale and introducing systems that have improved standards in the core subjects of English, mathematics and science. They received very good support from Her Majesty's Inspectors, the local education authority link advisers and other outside agencies. After the recent unexpected resignation of the previous headteacher, the local authority appointed an acting headteacher from another school two days before the inspection began to manage the school. The governors intend to appoint a permanent headteacher by September 2001.
62. In the past three years the school has been managed effectively. The headteachers provided firm and purposeful leadership and were well supported by the deputy headteacher and newly created senior management team, core subject co-ordinators and the governing body. The headteacher, staff and governors have moved the school forward significantly since the 1995 inspection, with individuals accepting responsibility for delegated areas. Very good progress has been made in taking steps to remedy weaknesses in management identified at that time and this has had a very positive impact on the development of the core subjects, all aspects of management and the quality of teaching. The improved curricular strategies are all geared up to promoting higher standards.
63. The school's ethos is very good and has a positive effect on the quality of learning, pupils' attitudes, behaviour and personal development. The school is now well placed to improve further.

64. There is an effective staffing structure supported by appropriate meetings throughout the term. There are clear lines of communication between all aspects of management and governors are actively involved in the process. A particularly significant improvement was the support provided by the headteachers and outside agencies in improving teaching in the core subjects and enabling teachers to develop their own skills and confidence. Initiatives, including the implementation of the National Literacy and Numeracy Strategies and the setting of pupils for the core subjects have been effectively introduced and have had a significant effect on raising standards.
65. The headteachers, supported by external agencies, carried out a structured programme of monitoring in the core subjects. However, the monitoring and evaluation of teaching and learning by subject co-ordinators remains unsatisfactory. Informally, co-ordinators support their colleagues with advice and are aware of some aspects of the subjects from discussions, looking at pupils' work and displays, but they have not yet had time to work alongside them. Not all subjects have co-ordinators: many of those teachers who are co-ordinators are new to the school and to their responsibilities. The school's priorities for future development are very appropriate, and the action taken to meet these targets is good.
66. The governing body is very supportive of the school and meets most of its statutory responsibilities. They have a satisfactory understanding of their roles and responsibilities and have established effective committee structures with clear terms of reference and monitoring responsibilities. Governors receive regular information about the school, hold termly meetings and keep good records of all meetings. However, they do not meet all of their statutory responsibilities in that they do not ensure that the health, safety and care of pupils are assured and that all aspects of the National Curriculum are taught.
67. The school's systems and procedures for planning and financial control are good. The finance committee of the governing body meets regularly and the school's accountant liaises weekly with the school. Together, they oversee the school's finances and spending patterns very well and carefully monitor spending decisions. Updated accounts are provided both by the school's accountant and by the local educational authority and are carefully identified against planned expenditure. Educational priorities, including those areas requiring development, are being appropriately addressed in the school development plan and by careful financial provision. The recommendations of the most recent audit have been acted upon. The funds allocated for specific purposes, such as support for pupils with special educational needs, have been properly spent.
68. Despite the numerous staff changes, the school now has sufficient teachers to teach the subjects of the National Curriculum and the Foundation Stage. However, subject knowledge of the Foundation Stage curriculum, ICT and music is still not strong enough. The number of support staff is high for the number of pupils. They make a significant contribution to teaching and learning particularly in Years 1-6 where they plan and work together with the teachers. This is not always the case in other areas of the school.
69. Induction procedures for new staff are unsatisfactory and teachers from overseas have not had the literacy or numeracy training and insufficient support has been provided for staff in the Foundation Stage. Clear job descriptions have been agreed with all staff and planning for performance management has appropriately taken place. However, responsibility for staff development is unclear and is not sufficiently linked to the school development plan.
70. The accommodation has improved since the last inspection. New fencing and improved electronic entry systems have improved security. A new physical education resources storeroom and school keeper's workshop have been built. Space in the junior building has been used to create a library and areas for science, mathematics and art. Lockers have been provided for pupils' coats and bags. Two water fountains have been provided in the school playground. Access for disabled pupils has been improved. Some classrooms are rather small and the match of classroom furniture to the age and size of the pupils needs attention as learning is affected. The current arrangement for the teaching of the Foundation Stage curriculum for children in the Reception class is unsatisfactory. Space is limited and this restricts the implementing of a rich and

stimulating curriculum. Also, there is no secure outside play area with large apparatus and wheeled toys. The governors are aware that, since the local swimming pool closed, pupils are not receiving lessons in swimming, which is a pupil's statutory right. They are making strenuous efforts to resolve this problem.

71. The quality of resources to support the curriculum is good for geography and history, satisfactory for English, mathematics, science, art and physical education but unsatisfactory for ICT and design technology. In both key stages there are no sinks and this restricts teaching and learning in science and art and design. Although all classes received new computers recently, the governors were unsuccessful in obtaining a grant to provide the school with a computer suite, which would improve the provision for ICT.
72. Provision for pupils who have special educational needs is well managed. The policy is clear, systems are thorough and early identification of pupils' needs is effective in enabling pupils to make the progress of which they are capable. Parents and all relevant staff are fully involved in this effective partnership. The funding for special educational needs is well used, mainly to provide additional primary helpers, who offer good support.
73. Improvement since the time of the last inspection has been satisfactory and the school's planning indicates effective strategies for continued improvement providing a suitable permanent headteacher can be appointed as soon as possible. In the use of staff and resources the school constantly seeks to look for the most effective way of seeking the best value possible. Taking into account the much improving standards of attainment, pupils' good progress and the school's commitment to raising standards further, the school now provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to build upon the many strengths of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff should:
- **Ensure that all subjects can be taught in sufficient depth and that all statutory requirements are met for history and geography throughout the school and in physical education in Years 3-6.** [*paras. 11, 12, 37*]
 - **Strengthen procedures for securing pupils' health, safety and well being at the school by:**
 - ensuring that governors and senior staff carry out their responsibilities, with regard to health and safety matters, including risk assessment. [*paras. 50, 66*]
 - ensuring that child protection training for all staff takes place as planned. [*para. 49*]
 - **Improve standards in information and communication technology and music by:**
 - ensuring that all statutory requirements are met for these subjects. [*paras. 10, 26, 150, 158*]
 - providing in-service training to strengthen teachers' knowledge and expertise. [*paras.29, 68,153*]
 - providing the necessary resources to teach ICT effectively. [*paras. 29, 154*]
 - ensuring that planning for all subjects of the curriculum identifies and makes provision for more frequent use of ICT. [*paras. 8,10,34, 95, 103, 106, 114, 121, 127, 154*]
 - developing procedures to assess and record pupils' attainment and ensure that the information gained is used consistently to assist planning to meet the needs of all pupils. [*paras. 52, 154*]
 - **Improve the provision for children in the Reception and Nursery classes by:**
 - providing a learning environment more appropriate to children of this age in the Reception class. [*paras. 3, 27, 76, 82, 87*]
 - reviewing the current assessment procedures in the Nursery to ensure that all children experience fully the wide range of activities on offer, in order to prepare them better for the next stage of learning. [*paras.27, 77*]
 - providing access in the Reception class to a secure and suitably equipped outdoor play area. [*paras. 3, 70, 87*]
 - involving and making more effective use of the support staff in the planning and teaching. [*paras. 67, 78*]
 - **Provide clear guidance, time and training for staff with management responsibilities, which will enable them to fulfill their role in the development, monitoring and support of their areas.** [*paras. 65, 103, 110, 116, 121, 127, 154, 159, 166*]
 - **Continue efforts to improve the quality of the accommodation and furniture in order to reduce constraints on pupils' learning in Years 1 and 2.** [*para 70*]
 - **Ensure that induction procedures are in place for staff new to the school.** [*para 69*]
 - **In addition to the points above, the school should also consider as part of their action plan how they might improve:**
 - the management of pupils' challenging behaviour in some classes in Years 1 and 2. [*paras. 18, 34, 119*]
 - the communication with parents to emphasise the importance of punctuality by their children; [*para 23*]
 - the consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work; [*para 32*]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.4	12	40	38	8	0	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	24	290
Number of full-time pupils known to be eligible for free school meals	0	98

FTE means full-time equivalent.

Special educational needs	Nursery	YR –Y7
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		53

English as an additional language	No of pupils
Number of pupils with English as an additional language	213

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	18
	Girls	14	14	15
	Total	29	31	33
Percentage of pupils at NC level 2 or above	School	88 (71)	94 (89)	100 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	18	17
	Girls	14	15	14
	Total	28	33	31
Percentage of pupils at NC level 2 or above	School	85 (69)	100 (97)	94 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	31	19	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	10	17
	Girls	19	16	17
	Total	35	26	34
Percentage of pupils at NC level 4 or above	School	88 (68)	65 (61)	85 (48)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	16
	Girls	18	16	16
	Total	29	27	32
Percentage of pupils at NC level 4 or above	School	73 (75)	68 (64)	80 (61)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	37
Black – African heritage	145
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	37
Any other minority ethnic group	13

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	20.5 : 1
Average class size	26.6

Education support staff: YR – Y7

Total number of education support staff	13
Total aggregate hours worked per week	235

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22:1

Total number of education support staff	2
Total aggregate hours worked per week	66

Number of pupils per FTE adult	22:1
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	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.

Financial information

Financial year	April 1999 – March 2000
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	£
Total income	730,719
Total expenditure	727,446
Expenditure per pupil	2,385
Balance brought forward from previous year	22,438
Balance carried forward to next year	25,711

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

290

Number of questionnaires returned

69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	4	1	0
My child is making good progress in school.	62	30	7	0	0
Behaviour in the school is good.	45	46	3	1	4
My child gets the right amount of work to do at home.	42	38	13	6	1
The teaching is good.	57	28	4	1	9
I am kept well informed about how my child is getting on.	62	31	1	6	0
I would feel comfortable about approaching the school with questions or a problem.	66	29	1	3	0
The school expects my child to work hard and achieve his or her best.	61	32	1	3	3
The school works closely with parents.	49	41	4	3	3
The school is well led and managed.	47	34	4	4	10
The school is helping my child become mature and responsible.	52	38	1	1	7
The school provides an interesting range of activities outside lessons.	31	35	13	7	13

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

75. Children enter the Nursery in the autumn following their third birthday. They attend for three and sometimes four terms on a full-time basis before transferring to Reception class in the term in which they are five. There are two intakes into the Reception class – at the start of the autumn and spring terms. Some children have three terms in the Reception class to complete the Foundation Stage while the youngest children have only two terms. Nearly all the children who enter transfer directly from the Nursery. Arrangements for starting the Nursery and Reception classes are satisfactory. At the time of the inspection, there were 24 children in the Nursery and 30 in the Reception class. In both classes a significant number of children are at the early stages of English language acquisition.
76. The quality of provision for the Foundation Stage has generally been maintained since the last inspection and is continuing to give children a good start to their education in some aspects of learning. However, provision varies in the different areas of learning. It is good in personal, social and emotional development and in some aspects of language, literacy and communication and in mathematical development. It is unsatisfactory in parts of knowledge and understanding of the world, creative development and physical development. By the end of the Foundation Stage, children successfully attain standards above those expected nationally in their personal, social and emotional development and in line with standards expected in aspects of language, literacy and communication, mathematical development and knowledge and understanding of the world. In all other areas many children do not reach the expected levels of learning and as a result are only satisfactorily prepared for the next phase of learning. Overall achievements are limited by a narrow curriculum; accommodation, resources and the methods and organisation of the curriculum, which are not always suitable for the youngest children.
77. On entry to the Nursery, attainment is below average in all areas of learning but is particularly so in communication and social skills. While in the Nursery, children make good gains in their personal, social and emotional development, their physical development and their listening skills. Progress in all other areas is satisfactory but sometimes limited because monitoring of individual children's experiences is not rigorous enough to provide teachers with information which will help ensure that all children receive a balanced curriculum and challenge the more able. Attainment is below average when children move to the Reception class. While in the Reception year children continue to make good progress in their social skills, and in aspects of language, literacy and communication, mathematical development and knowledge and understanding of the world. Progress in other areas of learning is unsatisfactory.
78. Induction procedures are satisfactory and parents are kept well informed about their children's progress. They have opportunities to visit the school formally but are welcome to discuss problems and concerns on a day-to-day basis. All staff who work with the children are suitably qualified and sensitive to their needs. Support staff make satisfactory contributions but their involvement in the planning and organisation of the daily routines in both classes could now be increased.

Personal social and emotional development

79. The provision for children's personal and social development is effective in both the Nursery and Reception classes. Children make very good progress and by the end of the Foundation Stage, attain standards above those expected in this area of learning. Children come into the classrooms happily and confidently and part easily from their parents and carers at the beginning of the day. They have learned the importance of classroom routines such as lining up, listening quietly to the teacher or responding promptly to the sound of a bell when the teacher's attention is required. They play well alongside each other and together and have good relationships with adults.

Children are beginning to develop an appropriate understanding of right and wrong and take turns sharing toys and equipment fairly. In assembly they learn to be part of a community and their behaviour is very good. Overall, most behave very well when working individually and in groups. At times in the Nursery, some children find it hard to choose or develop an activity, looking to adults to guide them, and flitting from one activity to another when that guidance is not available. In both classes teachers have high expectations that children will work on set tasks for certain parts of the day and that they will behave well. Children respond positively to these expectations. They happily apply themselves to the activities prepared and work independently when required. Occasionally, the time given to some discussion periods and whole-class activities is too long and children with limited concentration become restless and lose interest.

80. Teaching is good in this area, and, as a result, children learn quickly. Adults have a consistent, encouraging approach and value each child's contribution. The Nursery maintains a good day-to-day dialogue with parents and carers as they come to bring and collect their children and this partnership makes an important contribution to children's personal and social development. Teachers successfully encourage children to handle books and equipment carefully and to develop their social skills. However, they are insufficiently aware of the need to provide experiences that encourage children to take responsibilities. For example, the children do not consistently play a very active part at clearing up time or in looking after class equipment.

Language and literacy and communication

81. Overall, provision is satisfactory in both Nursery and Reception classes. It is good in developing early reading and listening skills but narrow in providing a range of stimulating activities to develop children's speaking and early writing skills. Despite this, many children exceed the recommended goals in reading, spelling and listening by the end of the Reception Year. Many do not manage to acquire expected skills in speaking and early writing. Listening skills are above average and this supports children's learning effectively in all areas of learning. They listen well for extended periods. In the Nursery, children enjoy listening to stories such as 'The Very Hungry Caterpillar', showing by their comments that they understand what will happen next. In the Reception class most children accurately recall the sequence of events in the story 'Goldilocks and the Three Bears' and place pictures in order to represent the various happenings. Some know the difference between a story and a poem. Speaking skills are less well developed than is normally expected and although children in the Nursery readily contribute words such as 'furry, fuzzy and wiggly' to describe their caterpillar, many children by the end of the Foundation Stage do not naturally speak in sentences. Their limited vocabulary hinders their attempts to engage in discussion or extended conversation and many lack confidence when speaking aloud. In both classes children have a good understanding of books and handle them competently. When reading, they know that print gives meaning, and that the pictures usually help them to tell the story. In the Nursery several successfully identify initial letters of words, and know that 'Wednesday' and 'Wally' start with the letter 'W'. Older children in the Reception class know the letters of the alphabet. Most read a number of familiar words accurately, while higher attaining children use various strategies to read the text correctly; for example, they sound out the letters and look at the pictures to make sense of the story. Teachers encourage all children to take their books home to share with their families and most do so regularly. However, the range and quality of books made available and the book areas are not sufficiently stimulating to encourage children to show interest in books. Children in the Nursery use pencils with increasing confidence to make marks and 'trace' pictures and by the time they get to the Reception class most overwrite their names, draw pictures to communicate their ideas and have developed an understanding that writing is a means of communication. In the Reception class many children spell words such as 'pen', 'bag', 'cup', 'book' without adult support. After listening to the story 'Goldilocks and the Three Bears' a few of the more able children write independently about the main character in the story, using full stops and capital letters accurately while less able children copy the teacher's model with developing control.

82. Although the quality of teaching and learning is satisfactory, there are some significant weaknesses. Teachers have high expectations and children respond accordingly. All adults use praise well to build up confidence and self-esteem. Although staff in both classes are aware of the importance of spoken language, they often miss opportunities, during children's chosen activities to help them to extend their communication skills. In the Reception class, due to the cramped accommodation, children's access to engage in role-play is available only in the afternoon sessions in the main school. This provision is uninspiring and does not sufficiently stimulate or encourage children to develop their own stories or express their ideas. Both classes take part in the school's literacy programme and have a designated time for the literacy hour every day. However, sessions have not been well enough adapted and the content and organisation of this time do not always suit the ages and interests of all the children. As a result, learning is limited as the younger children become restless and lose interest because of over long sessions on the carpet.

Mathematical development

83. Provision in this area of learning is satisfactory in both the Nursery and the Reception class. Children make sound progress and reach the level expected by the end of the Foundation Stage. Many exceed the expected standards in number work through the implementation of the Numeracy Strategy. In the Nursery, children match numbers and shapes and sequence patterns, and many correctly orientate numerals. They learn to sort equipment according to criteria such as colour, shape and size and explore concepts of capacity and measures when they use sand and water and fill containers with various items. Children know the month of their birthday and can name the days of the week. In the Reception class children recognise, count and use numbers up to and often beyond ten and several identify a missing number between one and forty. Several accurately identify odd and even numbers and correctly identify coins up to 20p. They use mathematical terms such as 'more than', 'less than' and 'altogether' in context and are beginning to solve simple problems and to use associated symbols. They know the names of simple two-dimensional shapes such as circle, square, triangle and rectangle and identify identical shapes in a picture and some identify a cone in a number of solid shapes. In both classes children are familiar with number rhymes and songs, which reinforce their knowledge and understanding of number.
84. Teaching in number is good and this has a strong impact on children's learning. This is seen in the good progress they make from entry into the Reception class and what they have achieved by the time they move into Year 1. Well-managed classrooms mean that children are secure and confident to try new experiences. Expectations are high, and those who are capable are encouraged to do work that is planned for children who are covering the National Curriculum programme of study. As a result, some of the Reception class children have advanced skills in carrying out and recording simple addition and subtraction and in identifying odd and even numbers. Adults make good use of incidental opportunities to reinforce learning in mathematics, for example, when counting how many boys and girls are present when calling the register. However, children in the Reception class have too few practical mathematical experiences, including opportunities to choose activities for themselves.

Knowledge and understanding of the world

85. Overall provision for the children's development in this aspect of the Foundation Stage curriculum is unsatisfactory because the range of activities is too narrow to provide sufficient day-to-day opportunities to fully cover this area of learning. Progress overall is unsatisfactory and many children do not reach the standards expected of children of this age by the end of their time in the Reception class. However, progress in children's early scientific development is satisfactory and attainment is what is expected. Analysis of the children's work on display and in their books and scrutiny of teachers' planning show, for example, that children begin to understand the needs of living things by planting seeds. In the Nursery they monitor the growth of their bean seeds and learn about the life cycle of a frog. Children in the Reception class know that certain elements, such as light and water, are necessary for successful growth and some know that roots grow

underground and that stems and leaves grow above. They learn to name their body parts, label facial features and successfully sort food into those which are healthy and unhealthy. In both classes children use ICT satisfactorily to support their learning. Higher attaining children know the function of the buttons on the computer keyboard and a few show a satisfactory degree of control when using the mouse to move items around the screen. Good opportunities are sometimes provided for the children to develop eye and hand control and to become familiar with technology through construction materials; towers and imaginative structures are created successfully with friends or individually. This also promotes personal and social development when children share resources and work together. They start to develop their geographical vocabulary in the course of following directions, when making routes in the outside play area and when using a globe in Reception class to identify different countries and learn about the different foods in these countries. They develop a sense of the past and describe things they did as babies, remember favourite toys and talk about recent events.

86. The quality of teaching is satisfactory in helping to develop children's early scientific knowledge. However it is unsatisfactory in other aspects because children are not given regular opportunities for learning through exploration, observation and examination of objects. There are few interactive displays through which children can explore and learn for themselves and few opportunities in the Reception class for children to select materials and equipment for themselves. As a result of these weaknesses the children become too reliant on adults and their capacity for independent learning is not well promoted. In both classes structured play activities in sand and water are not used enough to develop children's early geographical and scientific understanding and computers are underused to support learning

Physical development

87. In the Nursery, there is adequate provision for children to develop their physical skills. They are given opportunities to run, jump, climb and use large wheeled toys in a secure play area. In the Reception class provision is lacking and although standards attained by the end of the Foundation Stage are average there are few children with good physical skills. In the Nursery children demonstrate sound manipulative skills when using construction toys, and when painting, writing, drawing, cutting or colouring. Children are presented with a range of planned and structured activities, and staff intervene appropriately to help them develop their skills. For example, when using scissors to cut paper for making collages of the fruits that the hungry caterpillar ate. Most handle small tools such as pencils, scissors and glue spreaders competently and good opportunities exist for children to paint with different sized brushes and practise writing patterns, mould clay and play-dough, and balance bricks. They take apart and build with construction toys, manipulate jigsaw pieces, pour water and sand into containers and place items accurately when engaged in small world play. When working outside, Nursery children develop their co-ordination skills by pedalling tricycles, manoeuvring wheeled vehicles, carrying equipment, climbing and balancing on the adventure equipment. In the Reception class opportunities are limited for pupils to engage in daily physical activity on purpose-built, large, safe play equipment because there is a lack of access to suitable large apparatus and wheeled toys. Consequently, progress in balancing, climbing and controlling wheeled toys is limited. However, children in the Reception class have regular physical education sessions in the school hall. They move freely around the hall without bumping into each other and identify different ways of moving, such as sliding, jumping, skipping and hopping when moving across the hall. After physical education activities, they practise fastening buttons and putting on shoes, which helps to develop fine muscular control.
88. The quality of teaching is satisfactory. All staff have a very good awareness of the children's safety. Clear routines have been established in which the children's confidence is developed. In physical education lessons the teachers effectively ensure that all children are fully involved and make use of the whole hall space, moving in different ways and in different directions. Good use is made of the children to demonstrate during the lesson their ways of travelling across the hall.

Creative development

89. Provision to promote children's creative development is satisfactory in the Nursery and limited in some aspects in the Reception class. Standards attained by the end of the Foundation Stage are below what is expected for many children. All children mix colours and learn to use paint and brushes with increasing accuracy and when printing with stamps they show developing control by producing carefully considered patterns. They use a variety of techniques including painting, printing, collage and drawing, and improve their cutting and sticking skills. In the drama role-play area children use their imagination and act out situations they have observed; for example, they prepare a meal in a kitchen in the Nursery and order food from the café in the Reception class. In both classes children enjoy music. They know a range of simple songs and rhymes and respond to changes of pace and volume as they sing. Most are able to perform actions in time to music.
90. The quality of teaching and learning is satisfactory in promoting children's early painting skills. There is constructive support for children; and good demonstrations by support staff and other adults enable children to acquire appropriate skills. High expectations lead Nursery children to produce work of good quality as seen in their attractive daffodils pictures. These are valued and displayed attractively in the classroom. Where intervention by adults is particularly well judged during imaginative role-play situations, children make good progress in developing their social and language skills. However, their progress in relation to their creative development is limited because they do not have enough regular opportunities to explore and experiment with colour, select brushes or use materials and musical instruments to express ideas and communicate feelings.

ENGLISH

91. The percentage of eleven-year-old pupils reaching the level expected in the national tests in 2000 was in line with the national average. The percentage of pupils reaching the level expected for seven-year-olds was average in reading and well above average in writing. The proportion of pupils reaching the higher level at eleven was slightly above average. At age seven, the proportion achieving the higher level was average in reading and above average in writing. When these results are compared with schools with pupils from similar backgrounds, however, pupils' attainment was well above these at both ages seven and eleven. Over the last three years, the results for seven-year-olds are slightly below average in reading but above average in writing. At age eleven over the last three years, results have been above the national average.
92. The current inspection findings are that by age eleven, standards in English are in line with the expected levels for their ages and are close to the standards seen in the test results for 2000. At age seven, standards are also in line with expected levels, although the standards in writing are not as high as in the last year's tests. This is mainly due to the higher number of pupils in the current Year 2 with special educational needs and the higher number of pupils who have English as their additional language. Throughout the school standards in speaking are not as high as those in listening, reading and writing. The school has recognised this and has provided additional support for developing speaking by using role-play as part of the literacy strategy and extending opportunities for pupils' speaking. This is a good improvement since the previous inspection, which found that standards were below average.
93. At the age of seven, pupils are attaining standards that are close to the national expected levels in listening, reading and writing, but just below expected levels in speaking and reading, particularly in their understanding. The pupils are good listeners, but their speaking skills are often below average, owing to their non-English language backgrounds. Their writing, including handwriting and presentation, is satisfactory or better. Standards of literacy are average and improvement is very strongly promoted by teachers and pupils confidently using their developing skills. Pupils by the end of Year 2 show good progress made from their previous below average levels of English skills when they enter the school.

94. The school promotes a wide range of English activities and is particularly strong in the development of reading, handwriting and expressive and creative writing for a variety of purposes. Pupils are achieving well in relation to their previous below average levels of attainment, including pupils who have special educational needs. No difference was seen between the attainment of girls and boys.
95. By the time they are seven, pupils are able to listen with interest and respond well. They are good at understanding instructions and listen well to the viewpoints of others. For example, in a literacy lesson about 'Sleepy Sammy', they were keen to contribute their viewpoints about the story. Pupils' fluency in speaking is more limited, with fewer having satisfactory levels. Teachers give the pupils good opportunities in lessons to be involved in discussions about their work, which enhances learning well, particularly in the literacy hour and in science lessons. They are generally accurate in their reading and enjoy books, and are developing higher levels of understanding and use predicting to find out what will happen next. Their writing, including good expressive writing, is well developed, as seen in their imaginative class poetry writing. They are accurate in their correct use of spelling, punctuation and in correcting their own mistakes. Computers for word processing are under used in lessons.
96. By the age of eleven, pupils are starting to use their speaking and listening skills in discussion and debate and this is encouraged well by the school in many lessons. Their overall literacy skills are average. Some pupils have below average levels of vocabulary and use of standard English for their ages but are starting to use their developing skills to speak for a variety of audiences; for example, in school assembly. They are responsive listeners and acknowledge the views of others well. Pupils in Year 6 were well able, for example, to discuss the differences in social conditions when looking at an excerpt from Dicken's 'Bleak House'. Their reading is generally satisfactory in fluency, expression and accuracy, and they are able to understand the main ideas and characters of a book, although some pupils have less well developed understanding of more subtle meanings. They are using cursive handwriting consistently and with care and generally use correct grammar, punctuation and spelling. Taking account of the high number of pupils with English as an additional language and the above average numbers of pupils with special educational needs in some years, overall, pupils are achieving well by the end of Year 6 in relation to their previous levels of attainment.
97. Pupils throughout the school are given good opportunities for writing for a variety of purposes in other subjects such as history, geography, religious education and science. For example, a group of Year 5 pupils confidently recorded their scientific findings after an experiment to find out which materials will dissolve in water. The school had identified the improvement of speaking and listening skills as an area for development, following the analysis of last year's tests and pupils' work.
98. The teaching of English throughout the school was good in 75 per cent of lessons observed, and in almost 20 per cent of those it was very good, particularly in Years 3-6. There were no unsatisfactory lessons. Teachers' good knowledge and understanding have been enhanced by the introduction of the literacy strategy and most teachers have received good levels of support and training. Classroom organisation and the content of lessons are good, as are the supportive relationships with the pupils and expectations of both their work and behaviour. The teaching of literacy is well organised and managed. Teachers generally encourage a brisk pace of learning and use questions productively to move the learning forward and consolidate previous learning. Teachers' medium-term and long-term planning is good and this is fully implemented in lessons throughout the school. Support staff are well used to help individual pupils and group work. In the best lessons, the presentation of the whole-class session is clear and lively, pupils are kept interested and involved and teachers maintain a very good pace while still enabling pupils to contribute to the discussion. Teachers' assessment procedures are accurate and used well to set targets for pupils and track their progress.
99. The quality of teaching of pupils with English as their additional language by specialist teachers, support staff and class teachers is consistently good and pupils' work is appropriately targeted, assessed and monitored to ensure that they are making sufficient progress. Teachers use the

Stages of English acquisition to assess, record and monitor pupils' progress. Some pupils are making very rapid progress and meet the level expected nationally in English by the time they leave the school.

100. Pupils' learning in English is good, and reflects the good quality of teaching seen. Most pupils start school at an early stage of acquiring English. Teachers offer good opportunities for pupils to learn basic skills, and consolidate their existing skills through the skilful use of questioning to ascertain pupils' understanding and extend their learning. Pupils are making generally good progress, building well upon their existing knowledge and understanding. Those with special educational needs are well supported to make good progress and start to catch up. The school sets appropriate targets for pupils to ensure that they are extended; this includes higher attaining pupils who learn well.
101. Pupils' attitudes to their work in English are good and they are very well behaved and hard working. They enjoy their lessons, settle to work well and are interested and involved. Pupils can sustain concentration and work well independently while their teacher is with another group. They are friendly towards each other and co-operate well in their groups. They are generally confident in using their satisfactory literacy skills in a wide range of situations.
102. The school has successfully implemented the literacy hour and literacy is also developed well within other subject areas such as mathematics, ICT, history, geography, religious education and science. Planning for literacy is good and is consistent throughout the school. Teachers are confident in teaching the literacy hour and manage the different stages of language development in their classes well. Parents and governors have been well informed and parents are supported in English so that they can help their children at home. Homework is satisfactorily set.
103. There is a good policy for the subject and the school closely follows the national guidance for the literacy strategy. The subject is well led by a co-ordinator who has a good level of understanding and enthusiasm. Monitoring of standards and teaching is generally satisfactory, but observation of lessons by the co-ordinator has been curtailed this year. The resources for the subject are satisfactory and these are well managed and accessible. There is also satisfactory provision for ICT, but this was rarely seen in use in lessons. The subject makes a good contribution to the spiritual and cultural development of the pupils in, for example, discussion and the development of poetry writing and appreciation. The school has made good improvement since the previous inspection in standards of pupils' work, teaching, the implementation of the literacy strategy and the improvement in resources, including computers.

MATHEMATICS

104. The previous inspection found significant underachievement with standards well below average at the end of both key stages. Since then there has been steady improvement and pupils now attain average standards owing to improvements in teaching and planning. Work is closely matched to the needs of all pupils. However, pupils' ability to apply their mathematical knowledge to practical situations and their use of ICT to support learning in this subject remains weak.
105. The National Curriculum tests results for 2000 show the percentage of pupils achieving Level 2 at the end of Key Stage 1 to be well above the national average while the number of pupils achieving Level 4 and above at Key Stage 2 is just below the national average. In comparison with schools in similar situations pupils' performance is well above average by Year 2. By the end of Year 6 it is around the national average. The percentage of pupils reaching the higher Level 3 in Year 2 is above average, while those achieving Level 5 at the end of Year 6 is below average. The inspection showed standards to be in line with the level expected nationally and pupils to be achieving satisfactory standards in relation to prior attainment. By the end of Year 2 pupils accurately add and subtract numbers to 100 using pencil and paper methods and write and order them, but their mental skills are very underdeveloped. They accurately recall the names of simple shapes and the more able confidently decide appropriate ways to measure in a variety of situations. Despite this,

pupils have too few opportunities to investigate mathematical problems or develop their sense of pattern through practical activities.

106. Pupils at the end of Year 6 have experienced a wide range of mathematical topics. They successfully apply the four rules of number to 1000 using pencil and paper methods. Most know their tables and multiply and divide confidently by 10 and 100. The less able are unable to apply this knowledge to solving division problems. Only the most able can add numbers with two and three digits mentally but are unable to use the techniques of halving, doubling or rounding as an aid. The most able know square roots of numbers and understand fractions, converting them to decimals and simple percentages, but they are not secure in their knowledge of time. Computers are used for handling data sometimes linked to other subjects of the curriculum but the use of ICT in the classroom does not sufficiently support their learning. Pupils make steady progress in Years 1- 2 and good progress in Years 3-6. Pupils have not made progress in their ability to use mental skills or solve problems. Progress is good for pupils with special educational needs and for those for whom English is an additional language because of the good use of support teachers.
107. The teaching of mathematics is satisfactory In Years 1-2. Teachers know their subject and good daily planning matches the ability of the pupils. Where teachers lack effective behaviour management skills, learning is affected. Assessment through the use of questioning skills is good but teachers' marking does not tell the pupil the standard of work achieved and what the next steps in learning might be. There is little evidence of pupils having the opportunity for independent learning. Homework is set regularly.
108. Teaching in Years 3-6 is good. Teachers' subject knowledge is secure and their expectation of pupils is high. The aims are clearly stated at the beginning of a lesson and pupils find this useful. Well targeted questions encourage pupils and further their understanding and correct misunderstandings. Homework follows up the learning of the pupils during lessons and teachers make sure it is completed and handed in. Few teachers, however, make use of problem solving situations to develop pupils' understanding but where it is used it is very effective in promoting learning. A brisk pace is a feature of the good lessons, with pupils being moved on from one activity to the next to look at the problem in a variety of ways. Pupils enjoy their work and concentration is good.
109. The school uses the materials from the National Numeracy Strategy as the basis for the scheme of work and follows the recommended structure for lessons. Pupils are set for mathematics in both key stages but there is no mechanism in the planning to ensure that pupils of the same age group in different classes have the same mathematical opportunities. Multicultural aspects of mathematics are not planned for. Pupils have a very positive attitude and many expressed their enjoyment of the subject. The assessment of pupils is satisfactory through termly assessment of pupils in certain aspects and yearly overall. Targets are set each term for pupils and these are discussed and agreed with parents.
110. The co-ordinator has developed a policy, which is gradually being put into practice. She has a clear view of the needs of the school and is aware of the need to develop pupils' mental strategies and the use of ICT to support learning. Numerous staff changes have prevented significant development as new teachers need most of the time available and there is a lack of supply teachers. Currently the monitoring of teaching and learning is underdeveloped.

SCIENCE

111. Standards have improved significantly since the last inspection, when they were unsatisfactory and when teaching and learning were very poor. They are now at the level expected at the end of Year 2 and Year 6. Rising standards are due to the significant improvement in teaching, planning and resources.
112. By the end of Year 2, the teacher assessments in science in 2000 showed the percentage of pupils achieving Level 2 to be close to the national average and in comparison with similar schools their achievement was very good. When the results for those reaching the higher Level 3 are compared nationally the percentage is below average. In the National Curriculum tests at the end of Year 6 the percentage of pupils reaching Level 4, at 85 per cent, was close to the national average, an improvement on the previous year's results of 48 per cent. The percentage of pupils achieving Level 5 (12 per cent) in 2000 was well below the national average. The comparison with similar schools indicates below average achievement.
113. Standards by the end of Year 2 are average. Pupils understand basic needs for plant growth such as light, air and water. They know how to set up a simple circuit. They are less sure about sound. Pupils confidently group mini-beasts according to attributes such 'those which live in damp places' and 'those which live on plants'. They know about magnets but do not have the words 'attract' and 'repel' in their vocabulary. The pupils are interested in their work and enthusiastic but where behaviour is unsatisfactory learning is restricted. In Years 3-6, pupils have a good understanding of the curriculum but often fail to communicate this using correct scientific language. This in turn contributes to a lower standard in test results. For example, they have an understanding of what happens when substances dissolve, but find it difficult to explain the process as they lack basic vocabulary such as 'condensing' and 'evaporating'. They explain balanced and unbalanced forces and friction. Pupils know how to set up electrical circuits and explain what happens when two bulbs are placed in the circuit and give reasons for this. They accurately recall parts of the human body and understand their basic functions. Pupils enjoy science and are enthusiastic. When given the opportunity to plan and work in small groups, they are co-operative, polite and respectful and successfully organise their work. They understand the principles of fair testing but have insufficient experience of predicting, hypothesising and explaining their findings.
114. Teaching in Years 1 and 2 is satisfactory but varies across classes. Teachers' knowledge of the subject is good. Planning follows the scheme of work and weekly plans identify what is to be taught to the different ability groups within the class with clear aims. These are written on the board to share with the pupils at the beginning of lessons. Teachers question pupils well to assess their understanding and further their learning. Poor discipline in some lessons affects their learning. Teaching is good in Years 3-6. The teachers have good subject knowledge and plan well for each group. Lessons maintain a brisk pace and pupils work with concentration and interest. Teachers' assessment of pupils' understanding is characterised by good questioning skills. Pupils have access to good quality resources. The attainment of pupils is satisfactory but when teachers allow pupils to hypothesise and plan work, attainment is better. There is little use of ICT to support learning.
115. The curriculum is planned from the Qualifications and Curriculum Authority recommended scheme of work. Introduced recently, the fortnightly science lessons in some classes led to inadequate coverage. This has been recognised and the co-ordinator is supplementing topics to prevent this happening in future. Pupils who do not have English as their first language are well supported, as are those with learning difficulties. Assessment is satisfactory and procedures are in place to test all pupils annually. Targets have been set and pupils are assessed at the end of each unit of work.
116. The co-ordinator, new to the post last year, is qualified to manage the subject. She has a firm grasp of requirements for raising standards and aware of the need for teachers to allow pupils to work more independently and plan their own investigative work. Teachers' training needs have been identified but time is rarely available to carry out school-based training and there are few

courses locally for Year 1 and Year 2 teachers. The budget is well managed and the quality of resources has improved considerably. Planning incorporates the use of the environmental area but the pond was not accessible to staff or pupils at the time of the inspection. The co-ordinator monitors teaching whenever possible but no specific time is regularly made available. Apart from staff training in school once a term it is difficult for the co-ordinator to monitor teaching and support new staff, some of whom have not taught science before.

ART AND DESIGN

117. Improvements have been made to the teaching of art and design since the previous inspection. During the current inspection, displays of work in classrooms and corridors and the observation of art lessons indicate that most pupils attain the expected levels for their age. All pupils, including those with special educational needs and English as an additional language, make at least satisfactory progress in their learning.
118. Pupils in Years 1 and 2 carefully observe a variety of sculptures and models of people and animals from the continent of Africa before making observational drawings of them from different angles. This makes a significant contribution to the pupils' cultural development. In Year 3 and 4 pupils produce exciting patterns using block printing techniques and bright colours. Pupils in Years 5 and 6 were observed studying the human form, concentrating on producing likenesses of people engaged in a variety of actions from football and rowing to wrestling and ice-skating. They visit Standpoint art gallery and workshop where they engage in a variety of interesting activities. A selection of clay pots of good quality was seen on display in the school. Older pupils had helped to design a colourful mural, which a commercial artist produced on a wall in the school playground to help improve the environment.
119. Pupils work with enthusiasm and take pride in discussing their work. They are keen and eager to begin tasks and demonstrate care and attention to detail. Pupils in Years 3-6 sustain their concentration for long periods and always behave well. Pupils in one Year 1/2 class found it quite difficult to concentrate and their behaviour was not as good as expected. In Years 3-6 work is always finished and presentation is mainly good. Many older pupils discuss their work constructively and value the opinions of others.
120. In the four lessons observed the teaching was always satisfactory and in two lessons it was good. Teachers are generally secure in their knowledge and understanding of the subject and most have high expectations of pupils. Teachers plan effectively, often integrating art activities into other subjects but also teaching pupils the correct techniques.
121. The role of co-ordinator is underdeveloped and the subject lacks a comprehensive recording system to inform teachers what pupils can and cannot do and what individual skills they have acquired. A national scheme of work is now being used, which helps to ensure that learning develops systematically from year to year. Little use is made of ICT to aid art and design. Although resources are adequate to meet the requirements of the National Curriculum most classrooms have no sinks and limited access to a ready supply of water.

DESIGN AND TECHNOLOGY

122. Standards at the end of both key stages are in line with national expectations. During the inspection it was only possible to observe Year 3/4 in design and technology lessons but informal discussions with pupils and observation of work in classes and open areas, plus a scrutiny of teachers' planning, indicate that the school has maintained the standards reported previously. There have been improvements in curricular planning since the last inspection.

123. In Year 1, pupils skilfully weave coloured strips of paper to make attractive designs. They produce neat work of which, are justly proud and take appropriate care when using tools. Pupils in Year 2 look at buildings in the locality before designing and making their own buildings based on what they have seen. They investigate which methods are best to use when sticking the wide variety of materials they use in their constructions.
124. In the first of a series of lessons all three Year 3/4 class pupils investigate the design features of different packages. They consider such questions as, what materials they are made from? what they are used for? do they give information, does it look attractive and therefore tempt customers to buy it? Pupils make decisions about the suitability for the task the packets are designed for and record their results in a variety of ways. Year 3/4 pupils fold card as they design and make cards that open to produce the face of an animal. Another Year 3/4 class pupils make moving puppets linked to their science lesson. Pupils in Year 5/6 lessons design and make a variety of musical instruments, using a wide range of different materials in an imaginative way to produce impressive models, many of which actually make the required sound.
125. The quality of teaching is satisfactory. Lessons are well planned. Learning intentions are shared with pupils so that they know exactly what they are expected to accomplish. Teachers manage pupils well, challenging them appropriately so that they concentrate for the whole lesson. Teachers have good rapport with their pupils, making them eager to join in activities with enthusiasm. They provide a wide range of materials, which add interest to the lessons, though resources overall are unsatisfactory, as the school is short of suitable tools for pupils use.
126. The majority of pupils are keen to take part in the tasks set. They listen well and settle to their tasks with interest and enthusiasm. Many become fully involved in what they are doing and are reluctant to stop. Most pupils are well behaved and relationships among them and with their teachers are very good. They co-operate well, sharing resources and ideas. They enjoy talking about their work and are appreciative of the work of others. They clear up well at the end of lessons.
127. Owing to staff changes there is no co-ordinator for the subject at the moment but the deputy headteacher is looking after the subject until another appointment can be made. There is no formal monitoring and assessment of pupils' progress and achievement and the recently introduced scheme of work is being adapted to meet the needs of pupils. Currently there is no monitoring of teaching and learning and the use of ICT is unsatisfactory.

GEOGRAPHY

128. Very few geography lessons were observed, as history and geography are taught during alternate half terms. Because of insufficient evidence from the analysis of pupils' work, displays and even from discussions and reports, neither accurate nor informed judgements on attainment, teaching, learning or attitudes throughout the school can be made. The large majority of pupils' work completed before Christmas had not been retained. It is therefore impossible to judge the quality of improvement since the previous inspection. Although pupils in Years 1 and 2 study the local environment and classify the different types of shops in the area and know their route from home to school, there is insufficient evidence to show coverage of other essential aspects of the curriculum.
129. By the time they are seven, most pupils know some geographic features of the locality: shops, churches, roads, railways and parks. They know the four directions: north, south, east and west, and know the names of some of the seaside resorts in the United Kingdom. Although 'My Island Home' is referred to in the planning, this and other aspects of geography, such as the study of contrasting areas, had been insufficiently covered in the small amount of work observed. Attainment in the work observed was satisfactory, but not enough was covered to enable an accurate overall judgement to be made about attainment, progress and teaching.

130. By the time they are eleven, pupils have considered the uses of water, both naturally occurring and in the home, and there are good links with science when pupils study the water cycle. They also study nearby rivers, and know important features such as tributaries, sources, and the river mouth, and contrast nearby rivers with those in other parts of the United Kingdom.
131. Some pupils in Year 5 / 6 visit the Isle of Wight and a large number visit France. Although these visits make good contributions to their spiritual, moral, social and cultural development, and their ability to compare and contrast their local environment with different areas, this aspect is not well enough developed in terms of the National Curriculum geography content in the study of contrasting locations. Pupils spoke enthusiastically about their visits and the environmental studies focused on the school pond area. This aspect as a feature of improving the environment is well planned and relevant to the pupils' abilities, interest and environmental education.
132. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in the topics observed. They acquire an appropriate knowledge about environmental issues and consider how the local environment can be improved. Their studies have been enhanced by a visit to a local environmental exhibition and a boat journey.
133. Analysis of pupils' work shows that the geographical facts taught are taught satisfactorily. However, the work is not always well enough adapted for pupils of different abilities. Literacy skills are well developed as pupils acquire new vocabulary, but there are too few opportunities for pupils to investigate and to study as wide a range of geographical topics as possible.
134. At present, the curriculum is neither broad nor balanced and does not meet statutory requirements. However, the very recently appointed co-ordinator is fully aware of this situation and the policy which she has produced refers to coverage of the National Curriculum and she has effective plans to amend the scheme of work. Good use is made of the local environment for study but not enough use is made of contrasting areas and this is one of the aspects in which the school does not meet statutory requirements.
135. The co-ordinator has, in a very short space of time, organised the existing resources and ensured that there is a wide range of resources available for each year group. These include globes, atlases, books, maps and ICT resources. She has been exceedingly resourceful in introducing a loan system, which enables each teacher to order a wide range of geographical resources from a neighbouring museum service. This aspect reflects good leadership and management by the co-ordinator in a short space of time. The co-ordinator supports her colleagues well by planning the curriculum, attending some year group meetings and has plans to evaluate pupils' work. Leadership and management of the subject are good. Under the guidance of the co-ordinator, the school is well placed to extend and improve the curriculum and ensure that it meets statutory requirements. The assessment procedures are satisfactory.

HISTORY

136. During the week of the inspection, few lessons were observed and these were in Years 4-6. A limited range of work in history was available for analysis. Displays of work in school and detailed planning for this term demonstrate that the subject is covered adequately. As previous work has not been retained, there is not enough work from which to make accurate judgements on attainment, teaching and learning. Therefore, judgements on these aspects refer mainly to this term's work only together with some previous work.
137. From the analysis of the work seen, pupils by the age of eleven achieve levels of attainment typical of pupils of their age group in the study of Ancient Greece. They have appropriate chronological understanding of this aspect of history and good levels of knowledge about Greek architecture, trade and transport, Greek myths and mythical monsters and the social features of Greece. Comparing and contrasting the lives of citizens with those of slaves, and the people who lived in Athens with those who lived in Sparta, are well developed. Pupils are aware of

developments and principal changes, especially in terms of transport, communications, the arts and architecture.

138. In the lessons observed in Years 3-6, pupils compared the lifestyle of people in Britain before and after 1948 in terms of design, style, fashion and special events. In one class, pupils gained an appropriate perception of race and prejudice, having previously discussed with the teacher the reasons for immigration to Britain. This contributed positively to their social, moral and cultural background.
139. Pupils aged seven are beginning to understand the past as they compare seaside holidays today with those of people who lived a long time ago. They understand the sequence of a story in terms of past, present and future. Discussions about families show that pupils have a satisfactory understanding of different lifestyles for people of different ages, ranging from parents to younger brothers and sisters, and babies. However, a great deal of this knowledge arises from general conversation and not in the planned history curriculum. Their understanding of the passage of time, for example, in understanding that the Great Fire of London occurred a long time ago, is well developed.
140. Pupils made good progress overall, and occasionally excellent progress in the lessons observed during the inspection, especially when they showed a high level of understanding of the changes which take place over a period of time. They were able to place events in chronological order. For example, pupils drew on their previous learning about Britain in the 1940s to discuss ways of finding information from the library, artefacts and by using the Internet. In the introductory lesson on the Tudor period, they had already found a great deal of information about Henry VIII, and some of the main events of that period.
141. Pupils have positive attitudes to history. They are keen to find out information and discuss the exciting range of discoveries made. In some classes, pupils were so interested that they brought a wide range of historical artefacts from home to school. They discuss their work with high levels of interest and motivation, and are keen to answer questions. In the lessons observed, they shared resources well.
142. By the end of Year 2, pupils are at a very early stage of comparing and contrasting the present day with the past. The work displayed and analysed reflected too few opportunities for investigations, and comparing and contrasting objects and activities past and present. There is also inconsistency between classes.
143. In the work analysed, the quality of learning was satisfactory. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress because of appropriate activities, resources and good support. Although there are many examples of good quality learning, especially in research and understanding of historical facts and applying literacy, numeracy and ICT skills, these features are inconsistent across the school.
144. In the few lessons observed in Years 3-6, the quality of teaching was good in the lessons, but satisfactory overall when considering the analysis of pupils' work. In the best lessons, pupils have increasing opportunities to research, develop independence and acquire a deeper sense of curiosity about the past and understanding of changes over time. Particular strengths are in teachers' knowledge and understanding, planning, pupil management and the use of support staff and resources. In Years 1-2 no lessons were observed and analysis of pupils' work does not give enough evidence from which to make an accurate judgement on teaching and learning.
145. The school has successfully set as a priority improvement of standards in English, mathematics and science. History is one of the subjects in the early stages of development. The co-ordinator and staff understand the need to focus now on history and geography.

146. At present, the curriculum is neither broad nor balanced and does not meet statutory requirements, as some essential aspects of history from the National Curriculum are not included in the existing scheme of work and not enough time is spent on history. However, the co-ordinator, who has very recently been appointed, has identified this serious shortcoming as an area for concern and immediate action.
147. Pupils throughout the school have therefore not had the benefit of a broad and balanced curriculum and this has reduced their quality of learning. However, not enough evidence is available to confirm levels of attainment overall and therefore the judgements on attainment, learning and teaching refer only to the work available for inspection. Pupils have positive attitudes to the subject and use resources well.
148. The subject is well managed by an extremely well informed, newly appointed and enthusiastic co-ordinator who has given an effective lead in managing the areas delegated to her. This is reflected in the quality of planning, use of resources and the curricular plans for this term. She has a clear understanding of pupils' and teachers' current needs and the areas in which further developments must be made. She knows that the curriculum reflected in the existing scheme of work does not meet statutory requirements. She has produced a useful policy with clear aims and objectives, helpful guidance to teachers and reference for the need to cover the National Curriculum. Her action plan is detailed, with well-considered and appropriate priorities. She has already reorganised the history resources; they are now improved, well displayed, labelled and easily accessible. She has also identified which aspects of the curriculum need resources and therefore funding and has been innovative in ensuring that all teachers have access to a wide range of resources on loan from a nearby museum loan service. The existing assessment procedures are satisfactory but she is aware of the need to refine and extend them in order to assess more accurately pupils' skills, knowledge and understanding. Currently, she does not have the opportunity to monitor the quality of teaching and learning in order to support colleagues and raise standards further. However, she has taken the positive steps of planning the curriculum for each year group to ensure consistency of content and has attended some year group meetings to give support. Considering the very short time that she has been in post, the leadership and management of history are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

149. The last inspection report in 1995 on this subject contained some contradictions. Although it reported that achievement in ICT overall matched national expectations it stated that the school failed to meet the statutory requirement for the subject, as it did not provide pupils with opportunities to learn about controlling and modelling aspects of the programme of study. There was no scheme of work and many teachers required more training in the subject.
150. Since 1995 most schools have made significant improvements in the provision and the teaching of ICT. National initiatives have made a difference to the provision of equipment and the training of teachers. However, St. Monica's has not been able to make similar progress. Over the years, the school has had major staffing changes and in spite of the co-ordinator's efforts to arrange internal training for teachers, there has been a lack of continuity in co-ordinating the subject. Technical problems with hardware affected the availability of facilities for pupils over a long period of time. Standards at the end of Year 2 and Year 6 are below national expectations in all aspects of the subject and statutory requirements are not met. Many pupils have had only intermittent access to computers other than for keyboard skills practice.
151. The governors are now aware of the need of ICT throughout the school. They were unsuccessful in their bid for extra funds to build a computer suite so that all pupils in a class could learn new skills at the same time. The governors intend to renew their bid for extra financial help. In the last few months the school has improved the provision of computers and each class now has a new computer. Four more computers were delivered to the school during the inspection and four more are on order. During the inspection inspectors found these to be switched on in most classes but

not used very often except in the two classes in Years 3/ 4 where direct teaching took place in planned lessons.

152. By the end of Year 2, most pupils have developed satisfactory levels of controlling the cursor although, through lack of regular practise, their keyboard skills are weak. They use subject specific vocabulary, such as 'log on' and 'enter'. They know the main functions of the keyboard and use the keyboard and the mouse to control a program. Pupils use capital letters, the delete key, full stops and the space bar appropriately as they write lists of words to improve their knowledge of spellings.
153. In the two lessons observed, the teachers had good subject knowledge and were very confident in teaching the subject. However, many teachers lack confidence and expertise. Pupils listened carefully to instructions and were very keen to learn new skills. In one lesson pupils learned how to use data to produce simple graphs and charts to present information. In the other lesson pupils learned how to use different programs including clip art. In both classes pupils gathered round the one computer to watch demonstrations by the teachers and plans were made for all pupils to take turns during the week to practise the same skills. In these classes teachers kept careful records of pupils' opportunities to use the computer and recorded their level of skill appropriately. Throughout Years 3-6, because of the lack of suitable equipment, the direct teaching of ICT has not been sufficiently well structured to ensure that all pupils progressively acquire the basic skills. Detailed plans are now in place and teachers now need to use the new equipment on a more regular basis to give pupils opportunities to practise their keyboard skills.
154. The school has recently adopted a scheme of work in the subject and the week after the inspection the staff were due to begin training in ICT as part of the national initiative to improve standards. Formal assessment of pupils' skills has yet to be introduced and lesson plans do not always identify opportunities for the use of computers within other subject areas.

MUSIC

155. Standards are below the level expected nationally at the end of Year 2 and Year 6. They have not been maintained since the earlier inspection, when they were in line with national expectations. The overall quality of teaching is unsatisfactory, although in the two lessons observed and a Key Stage 2 assembly taken by a student it was good.
156. In the Year 1/ 2 class lesson pupils showed enthusiasm and quickly learned to differentiate between rhythm, pulse and pitch while singing, 'Tomorrow is another day' to a keyboard accompaniment. With help from the class teacher they also managed to sing the song in two parts and concentrated very hard in order to do so. Pupils achieved a high standard of performance for their age and time available. The Year 5 lesson focused on pulse, the length of notes and notation. Pupils' understanding was good. In assembly pupils practised singing for a school mass and attainment was above the expected levels in communal singing of jazz-style hymns. The pupils had good harmony, pitch, diction and expression.
157. The previous co-ordinator, in post for one term before leaving the school, developed a policy document and scheme of work. Few teachers feel confident enough to teach music to their classes but those who do, use the scheme as a basis for their planning. In many classes the only provision is by the student and he moves from class to class on a termly basis.
158. Pupils do not receive the statutory curriculum to which they are entitled. Some individual pupils receive private music tuition after school. Despite the lack of teaching, the pupils participate in a variety of cultural events outside the school and sing regularly in the school mass. At present there is no formal assessment of pupils' progress.
159. The present temporary co-ordinator is not qualified to lead the subject. Resources have improved and there are several glockenspiels and xylophones and a music trolley with good quality percussion instruments adequate for one class. The co-ordinator recognises the need for training

from outside the school in order to give new teachers confidence to tackle the subject themselves. There is no system for assessing or recording pupils' progress and the monitoring of teaching and learning is underdeveloped

PHYSICAL EDUCATION

160. Standards are in line with national expectations in both key stages. Pupils of all levels of prior attainment achieve appropriately as they move through the school, developing their skills and performing with increasing competence and confidence. This is an improvement since the last inspection, when standards in Years 3-6 were judged to be below standard and a significant number of pupils were underachieving. All pupils have a clear understanding of the effects of physical activity on the body and carry out appropriate exercises to warm up and cool down at the beginning and end of lessons.
161. During the inspection, the physical education lessons observed were focused on games as it was at the beginning of the summer term. Discussions with teachers, pupils and a scrutiny of teachers' plan show that the school provides a balanced programme of physical education over the year, which meets the requirements of the National Curriculum except for one very important area. The school does not provide swimming instruction in Years 3-6. This is a statutory requirement, which the governors have failed to provide since the local swimming pool closed. The governors are aware of this and are investigating possible solutions to the problem. This is a serious omission in the physical education curriculum. Gymnastics is taught in the spacious school hall. A teacher of dance is engaged to instruct the pupils and they have some opportunities to engage in adventurous activities during their time in school.
162. Pupils in Years 1 and 2 learn to run at different speeds and in different directions avoiding other pupils in the hall. They learn to throw, catch and roll balls of different sizes and weights. Pupils in Years 3 and 4 refine their throwing and catching skills, gaining more control of their actions and improving their accuracy. All the Years 5 and 6 classes were observed having their first lesson of a series learning the elementary skills of tennis. They were given instruction on how to position their bodies to produce good backhand and forehand strokes.
163. Pupils' attitudes to physical education lessons are good and they are keen to do well. They clearly enjoy the opportunity to engage in physical activity and almost all behave well, even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. All pupils follow safety rules well. They co-operate sensibly with one another, in pairs and small groups, and try hard to improve their performance. They are prepared to watch other pupils and learn from them. Whole classes applaud when one of their number performs well.
164. The quality of teaching throughout the school is good, overall, and is never less than satisfactory. Teachers are always dressed appropriately and all have a secure knowledge and understanding of the requirements of the subject and all safety issues. In most lessons teachers have appropriately high expectations of pupils' behaviour and performance. In the lessons seen all teachers demanded constant effort from all the pupils in order to extend their movement beyond a satisfactory level. Teachers are able to demonstrate the activities themselves providing pupils with good examples of what is required. Teachers invariably monitor performance carefully and insist on pupils striving for a higher level or press for a more imaginative response. Teachers build assessment strategies into the lesson planning and use these to check progress and inform planning of future work.
165. The school makes good use of the large, hard-surfaced playground, which provides pupils with plenty of space to practise their tennis activities and other ball games. The school co-operates with the local college to organise the annual sports day on their field. Other resources are satisfactory. There is an appropriate range of suitable apparatus, which is stored in the new central store and is accessible to pupils and teachers.

166. Due to recent staff changes there is no co-ordinator for the subject at the moment but a member of staff is overseeing the development of the subject and an enthusiastic, well qualified teacher who has recently been appointed to the school is due to take over responsibility for the subject in September 2001. Assessment and the monitoring of teaching and learning is underdeveloped.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE

167. The provision for pupils who have English as their additional language is good and the school uses the good expertise of the specialist teachers well, both to directly support pupils from the Nursery up to Year 6 and to support teachers' planning and expertise in lessons. Because of this, pupils are making good progress and start to acquire English quickly, although they will not always attain the expected levels for their age in English by the time they are eleven.
168. Teaching is generally good, both by the specialist teachers and by class teachers, There is a good balance between supporting pupils' learning in English and mathematics, ensuring that they have full access to lessons, and encouraging their emerging independence. A particular strength of the specialist teaching is the effective encouragement and support given to groups of pupils across a wide range of subjects and the development of their skills of literacy and independent learning. Pupils respond well and are able to participate fully in lessons. There is also some group work to develop specific skills. There are good systems of assessment and recording of pupils' progress in place.
169. Teachers record pupils' progress through the levels of English acquisition and targets are appropriately set, both in class teachers' planning and the planning for individual groups made by the specialist teacher. A strength of the provision is the good partnership between specialist and class teachers and the joint planning for provision in most subject areas. There is currently no co-ordinator for this area but there is an effective partnership between the two specialist teachers and the co-ordinator for English, mathematics, science and assessment.