

INSPECTION REPORT

ST MATTHIAS C of E PRIMARY SCHOOL

Stoke Newington, London

LEA area: Hackney

Unique reference number: 100267

Headteacher: Mr Christopher Cole

Reporting inspector: Ms Ruth Frith
2490

Dates of inspection: 22 – 25 May 2000

Inspection number: 186543

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 to 11 years
Gender of pupils:	Mixed
School address:	Wordsworth Road Stoke Newington London
Postcode:	N16 8DD
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Appropriate authority:	The governing body
Name of chair of governors:	Mr George Mills
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ruth Frith	Registered inspector	Information technology	What sort of school is it?
		English as an additional language	How high are standards? a) the school's results and achievements
		Under fives	How well are pupils taught?
			What should the school do to improve further?
Christine Haggerty	Lay inspector		How high are standards? b) 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?
David Price	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
Brian Fletcher	Team inspector	Mathematics	How well is the school led and managed?
		Music	
		Physical education	
Maurice Leyland	Team Inspector	English	
		Art	
		Design and technology	
		Special educational needs	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Matthias C of E Primary School is a voluntary aided school for boys and girls of all abilities aged 3 to 11 years. There are 292 pupils on roll including 30 children aged under five. The school is situated in Stoke Newington, close to the borders of Hackney and Islington and serves a community which has high levels of unemployment, poverty and single parent households. The majority of children live close to the school in social housing. The percentage of pupils entitled to free school meals is above the national average. On entry to school, pupils demonstrate a wide range of skills and attainment and overall have below average standards. When compared with other schools in the area, a high proportion of pupils come from Caribbean and African backgrounds. Nearly a quarter of the pupils come from homes where English is not the first language of communication. There is an above average percentage of pupils with special educational needs in the school which includes five pupils with a statement of special educational needs.

HOW GOOD THE SCHOOL IS

St. Matthias C of E School has recently gone through a turbulent time in its history due to frequent changes of acting headteachers and a lack of permanent long-term staff. This has affected the overall leadership, management and teaching in the school and, in turn, pupils' progress and achievements. However, the recently appointed headteacher has quickly gained the confidence of pupils, parents, staff and governors and has a clear plan for improvement. His focus on improving the quality of teaching is beginning to show in lessons where over half the lessons observed were judged to be good or better. Insufficient time has passed for this to have improved pupils' overall attainment but early indications are that this is beginning to happen. Finances are satisfactorily managed and used effectively to improve the quality of resources and the environment. Taking all these factors into account, the school provides satisfactory value for money.

What the school does well

- The curriculum for the under fives is good and this, together with the consistent good quality of teaching, results in children developing good attitudes to learning and making good progress.
- The teaching of reading and mathematics in Key Stage 1 is good and results in pupils making good gains in their learning.
- Improvements in teachers' planning where they identify clear learning objectives for each lesson and share these with the pupils are beginning to improve the quality of teaching and learning throughout the school.
- Specialist support for pupils with special educational needs is of a good quality and helps pupils to make good progress towards their targets.
- Provision for pupils' moral development and procedures for promoting and monitoring good behaviour are beginning to bring about improvements in pupils' behaviour.
- Relationships between staff and pupils and between the pupils themselves are good.
- The vision and commitment of the newly appointed headteacher are proving to be important features in the leadership of the school and management of a hardworking staff who all want standards to improve in the school.
- Links with parents are good. They are keen to support the school and want it to succeed.

What could be improved

- Standards of attainment in English, mathematics, science and information and communication technology at both key stages.
- Pupils' attendance and punctuality.
- The appointment of subject co-ordinators and a person with responsibility for special educational needs in order to develop and monitor these areas.
- Procedures for assessing and recording pupils' attainment in order to identify gains in learning and future needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1997, there have been considerable changes in staffing. The headteacher has been in post for only two terms and there has also been a significant period when the school has operated without a deputy headteacher or a special educational needs co-ordinator. All these features have been significant factors in the school's ability to address the issues highlighted in the last inspection and further improve. The key issues identified in the last inspection

report have been addressed, with varying degrees of success. The quality of teaching has improved but insufficient time has passed for this to have an affect on raising standards at the end of the key stages. Standards in English show a slight improvement, particularly in reading and speaking and listening but standards in writing are still below the national average at the end of both key stages. There have been significant improvements in the provision of resources for information and communication technology, for example, the development of a computer suite. This has improved pupils' access to a broader curriculum but not yet impacted on their standards of attainment. Little progress has been made in improving the assessment and recording of pupils' work due in the main to the frequent changes in teaching staff and the lack of an assessment co-ordinator. The quality of monitoring and evaluation has improved, particularly in the areas of teaching and the analysis of the pupils' statutory test results. The school has satisfactorily adopted the national initiatives for literacy and numeracy.

STANDARDS

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

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

These results show that in 1999 the performance of pupils in English and science was well below the national average and in mathematics it was below the national average. These results indicate a fall in standards in all three subjects from the previous year and the school was failing to improve in line with the national trend. When compared to schools with pupils of a similar background, the levels indicate above average standards in mathematics, average standards in English and below average standards in science.

Evidence from this inspection confirms that the standards of pupils in Year 2 are average in reading, speaking and listening and below average in writing, mathematics, science and information and communication technology. Standards of pupils in Year 6 are below average in English, mathematics, science and information and communication technology. The school is unlikely to reach the original targets set. Throughout both key stages, standards of attainment are adversely affected by the above average number of pupils with special educational needs, the low proportion of high attaining pupils, unsatisfactory rates of attendance and the mobility of teaching staff which has resulted in a fragmented learning experience for many pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children under five have good attitudes to learning. At Key Stage 1 and 2, attitudes to learning are satisfactory.
Behaviour, in and out of classrooms	Children under five behave well in lessons and around the school. At Key Stage 1 and 2, pupils' behaviour is generally satisfactory.
Personal development and relationships	Overall, pupils' personal development is satisfactory and relationships within the school are good.

Attendance	Whilst there has been some improvement in attendance, the rate of absence remains unsatisfactory, which impacts negatively on the quality of learning. A significant minority of pupils do not arrive at school on time.
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Children in the Nursery settle quickly and respond well to the high expectations of staff. Teachers build on these strengths in the reception classes. Most pupils in Key Stage 1 and 2 respond well to their teachers and the activities provided, but a small group take the opportunities provided by frequent changes in staffing to misbehave.

TEACHING AND LEARNING

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

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.

Across the school, the quality of teaching is very good in 10 per cent of lessons, good in 47 per cent, satisfactory in 42 per cent and unsatisfactory in 1 per cent. This quality of teaching represents a significant improvement since the last inspection. The teaching of children under five is good, and particularly effective in developing their personal and social skills and their attitudes to learning. Across the school, in the best lessons, teachers manage pupils well and have high expectations of behaviour. Consequently, no time is wasted and pupils try hard to do their best. When questioned, pupils are keen to answer and put forward their own points of view. Teachers help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and encouraging them to review their achievements at the end of the lesson. There are a few occasions when lesson objectives for higher attaining pupils are not sufficiently challenging. Across the school, teachers have satisfactorily adopted the literacy and numeracy strategies, but have not clearly thought out how best to develop pupils' skills in other areas of the curriculum. Staff are responding enthusiastically to the development of the new computer suite where they teach specific information and communication technology lessons. When taught by support teachers or learning assistants, pupils with special educational needs make good progress towards the targets set in their individual education plans. Progress varies when no extra support is provided. The support for pupils who speak English as an additional language is currently satisfactory and developing well. The setting of homework is inconsistent and the work provided does not systematically build on earlier learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum for the under fives are good and satisfactory at Key Stages 1 and 2. The school does not meet the requirement to provide swimming for pupils in Key Stage 2 and provision for extra-curricular activities are unsatisfactory.
Provision for pupils with special educational needs	The quality of specialist provision for pupils with special educational needs is good. However, there is an insufficient number of support staff to meet fully the needs of all identified children and two pupils are not receiving their entitlement to support, as written in their educational statements. Currently, there is no special needs co-ordinator and the headteacher oversees developments.
Provision for pupils with English as an additional language	Currently satisfactory and developing well following the recent appointment of an additional teacher.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral development is good. The school seeks to develop a range of values, particularly those of care and respect. Provision for spiritual, social and cultural development is satisfactory.
How well the school cares for its pupils	Teachers display a caring approach to the pupils but formal procedures to ensure pupils' health and safety are not always kept up-to-date. Procedures for assessing pupils' progress and attainment are unsatisfactory.

The headteacher is keen to develop relationships with parents and is regularly available to answer their queries both formally through meetings and through day-to-day contact.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has played a key role in the promotion of high standards and good teaching. Currently, there is no permanent deputy headteacher and few subject co-ordinators.
How well the governors fulfil their responsibilities	The governing body is newly constituted and not all members are fully conversant with the school's strengths and areas for development.
The school's evaluation of its performance	The school has improved the procedures for monitoring and evaluating its effectiveness, for example, by analysing the results of pupils' tests and assessments and observing lessons to improve the quality of teaching.
The strategic use of resources	Financial management is now satisfactory and the headteacher and governors are working hard to reduce the previous overspend. Appropriate use is made of additional grants and governors seek to obtain the best value for their spending.

There has been a high turnover of staff and the school relies heavily on supply teachers. Accommodation is satisfactory overall but in need of some repair. Playgrounds are sparse and provide little shelter or opportunity for quiet play. Resources are adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents have confidence in the headteacher and staff. Parents feel comfortable about approaching staff and are kept well informed about how their child is getting on. Children like school. Staff expect children to work hard and teaching is often good. 	<ul style="list-style-type: none"> A more stable teaching staff. Behaviour. The consistency and quality of homework. A wider range of extra-curricular activities.

Inspectors support the positive views held by parents and agree with the issues identified for improvement. Inspectors believe that staff changes have had an impact on pupils and their learning has been disrupted. Changes in staffing at senior management level have also lessened the impact of leadership and management over the last two years. Behaviour is beginning to improve but currently there is a small minority of pupils whose behaviour is unacceptable. The provision and marking of homework are inconsistent and in some classes do not systematically build on the work which pupils do in school. The headteacher has focussed on other priorities since joining the school and currently the range of extra-curricular activities is unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the Nursery with below average levels of attainment. They make good progress due to the good quality of teaching and their experiences and learning are well built upon in the reception classes. Observations of children currently in the reception classes indicate that the majority of children will reach the expected standards in language and literacy, mathematics, knowledge and understanding of the world, creative, physical, personal and social development by the time they are five. This judgement is made according to the criteria established by national guidance. However, in recent years a significant number of children did not meet the expected standard by the time they became five.
2. In the 1999 standard assessment tests and teacher assessments at the end of Key Stage 1, results indicate that in comparison with all schools, pupils' attainment was well below the national average in writing and mathematics, and above the national average in reading. These results reflect a fall in standards from the previous year in writing and mathematics and a maintenance of standards in reading. Since the last inspection, standards have improved in reading and writing at Key Stage 1. When compared with schools whose pupils are from a similar background, attainment was well above average in reading, average in writing and below average in mathematics.
3. At the end of Key Stage 2, pupils' attainment in the 1999 standard assessment tests in English and science was well below the national average and in mathematics was below average. These results indicate a fall in standards from the previous year and also show that the school was not improving in line with the national trend. When these overall results are compared with those of similar schools, pupils' attainment in English was average, in mathematics it was above average and in science it was below average.
4. There are signs throughout the school of improvements in teaching and the curriculum, and these are beginning to affect the quality of learning and the standards that pupils achieve. However, the high level of pupils with special educational needs, the low number of higher attaining pupils, unsatisfactory rates of attendance and the high level of mobility of teaching staff are all factors that adversely influence the school's ability to raise pupils' levels of attainment. Indications are that the current Year 6 are unlikely to reach their targets initially set by the school.
5. Inspection evidence shows that there has been improvement in English with pupils in Key Stage 1 reaching national averages in speaking, listening and reading although standards in writing are below average. Standards by the end of Key Stage 2 are now below average which also shows a slight improvement over the achievements in the 1999 tests when results were well below. In Key Stage 1, when taking part in discussion pupils generally listen well and show by their answers that they have understood. A majority read accurately and fluently but a few pupils experience difficulty with using their phonic skills when faced with unfamiliar words. Only higher attaining pupils use a good range of vocabulary when writing and spell and punctuate confidently. At Key Stage 2, most pupils express their views confidently on quite complex issues and many read with good understanding. In writing, only approximately a half spell and produce handwriting of a satisfactory standard but pupils are beginning to widen their use of vocabulary and choose words for the effect they have on the reader.
6. The school has implemented the numeracy initiative effectively, and this is beginning to ensure that, in general, pupils receive a balanced curriculum that supports their learning. Mathematical skills are also used satisfactorily in other areas of the curriculum, for example in history and science. By the end of Key Stage 1, pupils' attainment is below average, but there are signs of improvement. They make at least sound gains in their learning overall and often it is good in lessons as a result of the good quality of teaching. However, some pupils' lack of knowledge and recall of multiplication tables leads to inaccuracies in oral and written work. At Key Stage 2, most pupils make sound progress and their knowledge of multiplication tables is more secure. However, during the inspection older pupils spent too much time investigating ways of multiplying numbers and too little time in applying what they know to solving problems. Where teachers' expectations are high, pupils respond well and make good gains in their learning.

7. Pupils' standards in science are below national averages at both key stages due, in part, to the fragmented curriculum taught in the past. A scrutiny of work shows significant gaps in pupils' knowledge and understanding and progress is variable. Lack of progress is also attributable to the frequent changes in staffing which results in a fragmented programme of teaching. Although there has been some improvement in the teachers developing pupils' investigative skills, pupils are still not sufficiently encouraged to set up their own experiments and learn from these. Few pupils reach the higher levels of attainment.
8. Pupils reach below average standards in information and communication technology at the end of both key stages. Recent improvements such as the development of the computer suite, purchase of new resources, staff training and the provision of a more rigorous curriculum are beginning to impact on pupils' learning and most pupils now make satisfactory gains in their knowledge, skills and understanding. Few pupils reach the higher levels of attainment. At Key Stage 1, pupils' keyboard skills are slow in some lessons but by the end of the key stage most develop confidence when using the mouse. Pupils in Key Stage 2 have had insufficient opportunity to develop their skills and practise them across a range of curriculum areas. Pupils in Year 6 have not used the Internet or adequately developed their skills in control, monitoring and modelling.
9. At Key Stage 1, pupils make good gains in learning in art due to good quality of teaching, good attitudes to learning and opportunities to develop artistic skills across other subjects of the curriculum. Satisfactory gains have been made elsewhere at both key stages apart from in music at Key Stage 2. Here, there are weaknesses in the curriculum and lack of opportunity for pupils to practise and develop their skills.
10. No significant difference was noted in the progress of boys and girls during the inspection. Pupils who speak English as an additional language, generally make satisfactory progress, similar to others in the lessons. Their rate of learning improves when they receive additional support.
11. When taught by support teachers or learning assistants, pupils with special educational needs make good progress towards the targets set in their individual education plans. Progress varies when no extra support is provided. This is because, although teachers are very aware of the demands of the individual education plans, sufficient planning for a range of abilities does not always take place. The progress of pupils on the Reading Recovery programme is good. The school is very aware of the progress of pupils, through the regular review of the targets of the individual education plans.

Pupils' attitudes, values and personal development

12. Overall, pupils' attitudes, behaviour and personal development are satisfactory. There is however a wide variation in pupils responses between the key stages. In the Nursery, children arrive enthusiastically for their sessions and behave well throughout. Their induction into the Nursery is smooth, so that they soon become familiar with rules and routines. The manner in which they set about their activities is purposeful, and they are relaxed and happy in the learning environment provided for them. This continues in the reception classes where children continue to see a purpose to their learning and generally enjoy the activities provided. Relationships in the Nursery and reception classes are warm, and the children receive a good start to their education. In Key Stage 1, the majority of pupils display at least satisfactory attitudes to learning and in nearly a quarter of lessons they were good. In Key Stage 2, many pupils work hard and are keen to do well in their studies but in nearly a third of lessons they displayed unsatisfactory attitudes to learning and the staff had to work hard to maintain their interest and keep them on task.
13. Pupils learn well, when lessons are well planned with a clear structure. For example, during the numeracy hour, pupils in Key Stage 1 were excited by the thought of making up a cube from a pattern. They listened attentively and followed instructions, concentrating well. Pupils in Key Stage 2 were totally engrossed in a war story, listening to every word and then asking sensible questions. However, when lessons lack sufficient challenge, pupils lose interest and become noisy. Some pupils at Key Stage 2 reported that they felt let down by the frequent changes of teachers and the need to adapt to the different styles of teaching. Pupils are generally keen to ask and answer questions, they respond well when teachers use good prompts. But on occasion during the literacy hour, for example, pupils are not always allowed sufficient involvement in comprehension work on the shared text and they quickly lose interest in the lesson and their attention wanders. When there is sufficient classroom support, pupils stay on

task during group activities. This has a positive effect on their attainment and progress

14. Pupils' behaviour is satisfactory overall. The behaviour of pupils during assembly is often good and sometimes very good. Pupils generally, move around the school in an orderly manner. At lunchtime, Key Stage 1 pupils are very noisy and there is some jostling in the queues. Pupils tend to shout when they talk and the midday assistants shout above them to be heard. Midday assistants do not always have sufficiently high expectations of pupils' behaviour. Lunchtime for Key Stage 2 pupils is a quieter and more sociable period. Staff generally have high expectations of behaviour and pupils respond to this. There were many instances of pupils working well in pairs and in small groups, collaborating with each other. However, there is a small but significant number of pupils who lack self-discipline and do not respond to the school's behaviour policy. The majority of parents are happy with the behaviour of the pupils, but some parents raised concerns about bullying, particularly during lunchtimes. The school is currently reviewing their procedures.
15. Pupils respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. Pupils with special educational needs are fully integrated in the life of the school. Pupils of all cultures, mix and play well together. The number of fixed term exclusions is reducing and there have been no exclusions so far this term. Overall, pupils' personal development is satisfactory and relationships within the school are good. Pupils are polite and welcoming to visitors. Pupils in all classes are involved in the daily routines of the school, and have contributed to their class rules.
16. Overall, the attendance of pupils is unsatisfactory. The attendance of pupils in the last academic year fell well below the national average but since the arrival of the new headteacher the attendance has begun to improve and is now just below the national average. There is, however, a very significant amount of minor lateness which is unsatisfactory. Forty-six pupils arrived between nine and nine twenty-five on one morning of the inspection, but only thirteen pupils collected a late note from the office. The high unauthorised absence figure is due mainly to parents not providing notes with reasons for absence. There is no evidence of truancy. The school is now introducing new procedures, which should bring about improvements in punctuality, attendance and in the number of unauthorised absences.
17. Pupils with special educational needs have a positive attitude to school and respond willingly to questions in class, particularly if the class teacher directs questions with a good awareness of the range of abilities in the class. When being taught by support teachers or learning support assistants, pupils are well-motivated because the work is designed to help them make progress in small steps, which boosts self-esteem as well as promoting good progress. There is good use of praise by all teachers and helpers, encouraging pupils' initiative and independence. Some teachers are very good at giving value to the answers of all pupils. Some pupils find concentration difficult and if not directly supervised, do not apply themselves conscientiously to their work.

HOW WELL ARE PUPILS TAUGHT?

18. The school has improved the quality of teaching since the last inspection. Across the school, it is very good in 10 per cent of lessons, good in 47 per cent and satisfactory in 42 per cent. Teaching is unsatisfactory in 1 per cent of lessons.
19. The quality of the teaching for children under five is good, and an important factor in the way children develop good personal and social skills, attitudes to learning and behaviour. A good knowledge of the needs of young children underpins the planning and teaching of the curriculum, and a range of teaching methods is used successfully to gain the interests of the children and motivate them to learn. In the Nursery, the staff work well together, ensuring that children quickly settle into school life. In both the Nursery and reception classes, teaching is encouraging and makes good use of positive comments and praise. This, in turn, contributes to children's self-esteem, confidence and positive attitudes to learning. Currently, staff place appropriate focus on developing the children's literacy and numeracy skills, which results in them gaining a sound grounding for entry into National Curriculum work.
20. At Key Stage 1 and Key Stage 2 the quality of teaching is satisfactory overall although good or better teaching was observed in four out of ten lessons. However, discussions with pupils and scrutiny of their work show that some of their previous teaching was fragmented and unsatisfactory, particularly at Key Stage 2. A satisfactory range of teaching methods is used to

gain the interest of the pupils and ensure that they are involved in their learning. Teachers generally make accurate day-to-day assessments of what pupils have learnt and achieved. They give appropriate praise that raises pupils' self-esteem and encourages them to try harder.

21. In the best lesson, expectations are high, the pace of learning is good and pupils are challenged. In a Year 1/2 design and technology class, the teacher effectively questions the pupils about the 'fitness for purpose' when they are designing their containers for the 'fish and chip' shop. This develops their thinking and understanding of the design process. Also, in a Year 2 mathematics class, the careful planning which, in turn provides activities which challenges the pupils, results in them making good gains in their learning when estimating and studying three-dimensional shapes. In a Year 3/4 art lesson which is also planned to develop pupils' computer skills, the teacher displays good knowledge in both subjects and skilfully develops pupils' observational skills which are then used with a new paint program. Pupils are interested, well behaved and respectful of the teacher, who indicates through his high expectations and enthusiasm that he wants pupils to learn.
22. Across the school, teachers plan their lessons well. Clear learning objectives are identified and the sharing of these with the pupils is a significant feature in the improvement of the teaching. Pupils are clear about what they will learn and have the opportunity at the end of most lessons to think about the progress they have made. The quality of marking is unsatisfactory overall because it does not provide pupils with suggestions on how they could improve their work, or give them a clear knowledge of their own learning. As a result, pupils do not take pride in the presentation of their work. Homework is not set consistently, and the work provided does not systematically build on the learning done in school. It does not prepare pupils effectively for the increasing demands placed upon them in secondary school.
23. The appointments of the headteacher and literacy and numeracy co-ordinators who have been working closely with the local education authority to improve provision, have been important factors in the development of literacy and numeracy in the school. In particular, the teaching of reading and mathematics at Key Stage 1 has improved. Planning has improved and staff now work well in joint year groups to ensure continuity of provision. Additional classes have also been provided which have generally been well supported and the quality and quantity of learning resources have also improved in literacy. Support teachers and assistants work effectively alongside class teachers. In some lessons, however, teachers need to set sufficiently challenging tasks for higher-attainers to ensure that they also make appropriate gains in their learning. Teachers have not clearly thought how best to develop pupils' literacy, numeracy and information and communication technology skills in other areas of the curriculum.
24. The quality of relationships between staff and pupils is good and this has a significant influence on how, in many cases, staff successfully manage the pupils in their care. Teachers show interest in their pupils and try to get to know them quickly. The knowledge gained is used to encourage individual pupils to work in lessons. Teachers generally use time, resources and the skills of the support staff satisfactorily.
25. The support given to pupils who speak English as an additional language is satisfactory but better when specialist teaching is provided. In some classes, when this additional support is not provided, pupils' rate of progress slows as pupils' needs are not fully met.
26. Teachers are aware of the individual needs of their pupils and many plan to ensure that the targets from the pupils' individual education plans are considered, particularly in literacy lessons. Such planning, however, is inconsistent across the school and the progress of pupils with special educational needs therefore varies. When support teachers or learning support assistants are provided pupils make good progress, because they have much improved personal attention and planning is firmly based on their targets. Pupils benefit from the personal attention they receive and this stimulates their learning. However, the school does not have a sufficient number of learning support assistants to meet the needs of such a large number of pupils. This affects pupils' progress and is particularly noticeable when pupils receive no extra support in literacy classes. Those pupils targeted for support through the Reading Recovery programme respond well to the teaching which develops their interests and show signs of good progress. Class teachers follow the guidance of the behaviour policy and the identified targets for pupils with behavioural needs. Staff are conscientious and adopt a very positive approach but the provision for certain pupils' behavioural and speech therapy needs, as indicated in their statements of special educational needs, are not being met due to a lack of staff.

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

27. Children under five receive an appropriate curriculum, which fulfils the requirements of the nationally agreed Desirable Learning Outcomes and leads purposefully towards the National Curriculum. The school provides a good and suitable range of well-planned learning experiences for these children.
28. The school has been reasonably successful in maintaining a broad and balanced curriculum at both Key Stage 1 and Key Stage 2. The allocation of time is balanced effectively so that there is appropriate provision for the teaching of literacy and numeracy. The curriculum contains all the subjects of the National Curriculum and statutory requirements are met with the one exception that swimming is not being taught. Provision for the teaching of music is very limited since the last music specialist on the staff left. Contents of the curriculum for non-core subjects has been organised effectively into manageable units of work based on published planning documents linked to national guidelines. The recently appointed headteacher has worked hard to produce updated policies and schemes of work and the medium-term planning is generally effectively based on these policies and schemes. Daily plans are satisfactory and clear learning objectives are identified and shared with pupils. This is a significant improvement since the last inspection.
29. The school ensures that all pupils have full access to the curriculum. Pupils with special educational needs and pupils where English is an additional language receive appropriate help within the restrictions of the budget. Further help is given to pupils through booster classes in the core subjects and help with reading through Reading Recovery lessons. However, the needs of the higher attaining pupils are not yet fully met.
30. The school generally meets the individual requirements of pupils on the register of pupils with special educational needs although the quality of provision is not as high for pupils without statements, because extra help may not be available. Class teachers' planning does not always take into consideration the individual targets laid down in the individual education plans. The school carries out statutory reviews as required by the different Code of Practice stages. Effective provision is also made for pupils in the school who have English as an additional language. A teacher and two education support staff are employed to work with these pupils and they receive appropriate help.
31. The provision for pupils' personal, social and health education is satisfactory overall but the opportunities for pupils to develop independent learning skills are limited. Many of the activities given to pupils are so teacher directed that they give little scope for pupils to use their own initiative and discover things for themselves. Pupils are quite well informed of issues relating to their health, safety and well-being, often through science lessons, where, for example, they study healthy eating and the dangers of electricity in the home. The school has a sex education policy. The school seeks to help pupils understand human relationships by basing their sex education on Christian principles and relating it to their stage of development as they move through the school. Teaching to make pupils aware that some drugs, including tobacco, can have harmful effects is yet to be developed. The school's provision for extra-curricular activities is very limited and unsatisfactory. Only football for boys and girls takes place. This is an issue which concerns the parents and needs to be addressed.
32. The school has satisfactory links with the community. The local church is used on a regular basis for assemblies and for pupils to visit in connection with history and religious education teaching. The headteacher has made contacts with business enterprises and has been successful in raising a substantial amount of money for the school.

33. There are satisfactory links with partner institutions. There is liaison with other schools, particularly the secondary schools to which the Year 6 pupils transfer and communication with staff and induction days for pupils take place. The school also has links with a local special school and with a Nursery which sends children to the school.
34. Provision for pupils' spiritual development is satisfactory. In assemblies, emphasis is placed on time for reflection and prayer. In classes, teachers praise pupils to raise their self-esteem. The planned provision for pupils' spiritual development in subjects other than religious education is limited but teachers do take opportunities as they arise, to develop spirituality. For example, children in the Nursery are fully involved as they 'moved through space' to music. In another class pupils are amazed to pass round a sphere, which a pupil had brought in, and find that their hands are covered in glitter as they handle it.
35. The school's provision for pupils' moral development is good. Values are fostered through the caring, supportive and good relationships which exist between staff and pupils and the good example set by all those working in the school. From the earliest days in the Nursery, children are encouraged to consider how their actions affect others. Pupils learn about the differences between right and wrong as they consider class rules and are reminded of these. Pupils are appropriately praised and rewarded for their good behaviour but are also made aware of sanctions which follow from unacceptable behaviour.
36. Provision for pupils' social development is satisfactory. The majority of parents agree that pupils like school. Pupils have opportunities to work and play co-operatively. Pupils are willing to share equipment and materials in lessons, and are encouraged to take responsibility within the classroom. Several classes have lists of jobs for pupils to do on a rota basis. Subjects such as history and geography provide opportunities for pupils to consider social issues such as poverty and drought. All pupils, irrespective of race, sex, age or ability are given the opportunity to involve themselves fully in the life of the school.
37. Provision for pupils' cultural development is satisfactory. Pupils are encouraged to appreciate and develop their knowledge of British culture and traditions. Visits are made to the Science Museum, the Imperial War Museum and the local church where pupils learn how British society has developed and changed over time. Pupils appreciate works of art as they study pictures by famous artists such as Van Gogh and produce their own paintings based on these. As they study cultures from the past such as the Ancient Egyptians and the Tudors, they recognise the similarities and differences in societies. The study of minority ethnic cultures in this country is limited and at an early stage of development. Insufficient attention is given to raising pupils' awareness and understanding of multicultural life in contemporary British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. This is a caring school with very committed staff who know pupils well, and use this knowledge to provide good day-to-day support for pupils. The staff work very hard to keep pupils on task, in what can sometimes be very difficult conditions. Staff and pupils report that since the arrival of the new headteacher many improvements have been made.
39. The school has satisfactory procedures for child protection, but procedures for pupils' health and safety and welfare are unsatisfactory. There is one qualified first aider on site. All first aid incidents are dealt with appropriately but not all incidents are recorded. The first aid certificates for staff who have attended a one-day course are out of date. The school liaises regularly with a number of outside agencies to ensure that appropriate support is available to pupils. However, there is not always sufficient speech therapist support available to the school. Also, the school has not yet received the additional funding or support outlined in a pupil's statement of special educational need. Parents report that staff are very helpful and supportive when there are concerns about a child. The school does not have a record of when the electrical wiring or portable appliance testing was last carried out although legal requirements have been met with all fire regulations. The school has informed the local education authority and the church about health and safety concerns with regard to the church building. Pupils are able to gain entry to an area with large refuse bins and the pond area is not secured. Staff promote healthy eating through science lessons and reinforce safe practice when pupils take part in physical education and science lessons.
40. The headteacher is the named person for child protection and has received the appropriate training. There are satisfactory procedures in place and any concerns are recorded. There is

no recent history of staff training on child protection awareness but the school does follow the local authority guidelines. The headteacher attends all case conferences. The headteacher and caretaker make risk assessments of the school premises and the caretaker carries out all minor repairs.

41. The school's procedures for monitoring and promoting attendance are satisfactory. The attendance of pupils has been improving and parents report that their children now like school. The school is reviewing their attendance procedures and plan to contact parents on the first day of absence if they do not know the reason for a child's non-attendance at school. The school are also introducing a more rigorous system to monitor pupils' punctuality.
42. Procedures for monitoring and promoting good behaviour are good and procedures for monitoring and eliminating oppressive behaviour are satisfactory. Teachers have high expectations of pupils to behave well in class, and staff act as good role models. There is a whole-school policy which is used consistently by all teachers. Within this policy each class uses its own system of rewards and sanctions based on the needs of the class. Staff use a range of rewards which include certificates, stars, and stickers. There is also whole-school recognition for achievement, work, effort and behaviour at the weekly assemblies held in the church. Although the policy is very effective for the majority of pupils, it does not meet the needs of a small but significant number of pupils who display some very challenging behaviour. However the headteacher is currently introducing new procedures to ensure that all incidents are effectively monitored and parents are involved at an early stage. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. Some parents raised concerns that bullying was not always dealt with appropriately at lunchtime. The school is aware of these concerns and is taking action to address this issue. For example, the new procedures will include maintaining central records of all bullying incidents for effective monitoring and will record the action taken by the school.
43. The school is aware that their procedures for assessing pupils' progress and attainment are unsatisfactory. They have recently appointed a temporary assessment co-ordinator who has carried out a very thorough general audit of the assessment procedures and record keeping of all teachers. Currently there is no regular testing for pupils other than at the end of both key stages and pupils are not tracked individually. An action plan has recently been drawn up and the new systems should be in place by the end of this term. Procedures for assessing pupils' attainment and progress are built into the English, mathematics and science programmes but the use of assessment information to guide curricular planning is unsatisfactory. Where assessment is in place the results are not yet sufficiently used to plan work that systematically builds on pupils' prior knowledge and understanding. A number of staff do not have sufficient experience of the National Curriculum to enable them to assess pupils' attainment accurately in relation to National Curriculum levels. The standard of marking is inconsistent and does not always provide pupils with information about how they can improve their work and make good progress.
44. Procedures for monitoring pupils' personal development are satisfactory, but procedures for monitoring pupils' academic progress are underdeveloped. Staff know pupils well and use this knowledge to provide support on a daily basis. Staff also monitor pupils' personal development through the rewards and sanctions policy. The school has developed a good system of record-keeping for pupils with special educational needs. The register is up-to-date and gives clear information on the number of pupils in each year group with particular needs and on each stage of the Code of Practice. Software to computerise the information fully is available for the office staff to use. Good records are kept by the Reading Recovery teacher and Learning Support teachers. The school benefits from good quality assistance from the educational psychologist, the behaviour consultant and the special educational needs consultant. They help to ensure that the school's assessment of pupils' needs are accurate and provide good guidance on the formation of educational statements and individual education plans. The majority of pupils receive their full provision as laid down in statements or individual education plans. However, at present two cases of provision have not been met, although several months have passed since statements were completed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents who attended the parents' meetings and those who completed and returned the parents' questionnaires are generally happy with what the school provides. Many of the parents at the meeting have a long-term attachment through three generations of the family attending

the church and the school. They expressed great confidence in the new headteacher and staff. There were however some concerns about behaviour, which the school is addressing, and homework, which is currently being reviewed. Some parents would like a wider range of extra-curricular activities. The headteacher is planning to increase the number of extra-curricular activities.

46. The school provides a good range of information to parents about their child's progress. There are termly parent teacher consultation evenings and parents are provided with pupils' annual written reports before the summer consultation evening. This enables them to have informed discussions with teachers about their child's progress. Reports are very informative and encourage parents to contribute their views. They clearly identify strengths and weaknesses in pupils' progress, and state what pupils know, understand and can do. A new school prospectus is being printed and this will include all the required information. The governors' annual report to parents is presented in a easy to read style and is informative and there are regular newsletters which keeps parents well informed of forthcoming events. Parents greatly appreciate the many informal opportunities they are given when staff make themselves available to address any parental concerns. Parents of pupils with special educational needs are provided with good information about their children's progress. Parents are fully involved in setting targets at annual reviews. Targets set in individual education plans are reviewed regularly and homework is set to support those targets. This ensures that the school has effective links with parents. The school is also involving parents much earlier when there are concerns about a child's behaviour.
47. Parental involvement in their children's learning is satisfactory. With children under five, targets for parents to help their children with reading include holding the book correctly and turning pages carefully. However, not all parents respond to the opportunities which the school provides for them to become more involved in their child's learning. The school is reviewing their homework policy and is planning to gain the views of parents. Parents help with trips and some attend the weekly assemblies that are held in the church. Thirty parents attended an assembly held at the end of the school day. Parents helped to put shelving up in the library and also helped with some redecorating. During the week of the inspection the headteacher arranged with a small group of parents to make the pond area in the grounds safe. The school has moved a long way since the last inspection towards involving parents in the life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The present headteacher was appointed to the school in September 1999, following a one-year period in which the school experienced considerable turbulence in staffing and a succession of three acting headteachers. The headteacher has rapidly gained the confidence of pupils, parents, governors and staff. His vision for the school's development is clear and he communicates this most effectively and tirelessly to all those with whom he works. He is well supported by his colleagues and by the governors, many of whom are new to the post. He has re-invigorated the senior management team, which is being reorganised pending new appointments. This team meets regularly to plan the way ahead. There are very few subject co-ordinators in post at present. This leads to a lack of continuity in the delivery of many areas of the curriculum and adversely affects learning. However, the headteacher's management priority is to ensure the proper co-ordination of all subjects and a plan is already in place to put this into effect at the start of the next academic year. The headteacher, the staff and the governors are developing a corporate approach to school planning and share the commitment to school improvement. Jointly, they have the will and the capacity to succeed although the list of priority action plans is long and demanding. The local education authority provides good quality support to the headteacher and assists him in monitoring all aspects of the school's progress.
49. The school has a clear mission statement which is easily understood and to which the staff subscribe. It is summarised in the words: *to create a school where children enjoy a challenging curriculum and share positive experiences of school life in an atmosphere that encourages Christian values of love, tolerance and forgiveness.* In spite of the difficulties of recent years the school is clear about its ultimate goal. Under the new leadership the school has revitalised its central aim that each child is entitled to realise his or her full academic and social potential. All pupils, including those with special educational needs or English as an additional language, have an equal opportunity to succeed in the classroom and to take advantage of all that the school offers. Relationships between adults and pupils and between pupils are usually good

and contribute significantly to the positive atmosphere that normally prevails in the school. There is a good degree of mutual tolerance and respect – words which are commonly heard in the school. Racial harmony is self-evident.

50. The present governing body is newly constituted and expresses its full support for the school. It accepts that the school has had some difficulties in its organisation and management in the recent past but a plan, to which it has contributed, is in place to deal with those that still remain. All the expected committees are in place and terms of reference are being established. Governors have been appointed to oversee particular areas of the curriculum such as numeracy, literacy and special educational needs. The governing body is working towards the position where it can help to shape the direction of the school but all members are not yet fully conversant with the school's strengths or areas for development. There are plans for governors to visit the school to meet the pupils and the teachers, to increase their knowledge of teaching and learning and to gain first-hand experience of what the school does. In this way the governing body can provide practical support to the headteacher and the staff. The headteacher provides regular briefings for the governing body on all aspects of the school and is eager to promote a close working partnership with the governors, a perspective that is shared by the Chairman who knows the school well and who was present at the previous inspection. Governors meet their statutory obligations to the school.
51. The School Development Plan for the current year sets out the priorities and targets for future improvement very clearly and concisely. This plan is supplemented by the Action Plan, which deals specifically with the issues raised in the most recent inspection of the school in 1997. In future these two plans will be merged to provide a single coherent structure for the school's future development. Teachers and governors will contribute to the first draft of the new plan. This will ensure that the school sensibly challenges what it does and seeks to improve the quality of its provision. There is still room for parents and pupils to make a contribution to the future planning of their school. Once set, the Development Plan is to be regularly reviewed and, where necessary, modified to accommodate changes as they occur.
52. The quality of monitoring, evaluation and development of teaching has improved significantly since the last inspection. The headteacher monitors the lessons of all his colleagues and provides oral and written feedback. He also teaches model lessons for his colleagues to observe. Teachers are encouraged to evaluate the quality of their own teaching and to share their experiences with colleagues. In this way good practice is shared and weaknesses eliminated. Sensibly, the school has used the expertise of outside consultants to monitor the quality of teaching in numeracy and literacy. Teachers are required to produce half-termly plans and submit these to the headteacher for scrutiny and comment. This offsets the difficulty posed by the lack of subject co-ordinators. The results of the monitoring and evaluation provide the basis for development planning and place the school in a strong position to set future targets. The school has begun in earnest to analyse the results of pupils' statutory tests so that rational decisions about future provision can be made. Based on this information the school is beginning to set pupils' individual and group targets.
53. The previous school administration lost control of the budget through poor accounting and incurred a very significant debit balance. The local education authority has supported the school well in its financial recovery. The headteacher and the governing body have made good progress in working towards a balanced budget but the settlement of the previous debt still sets financial limits upon present planning. Sensibly, the school engages the services of a financial consultant to aid the school's recovery and to establish high quality financial procedures. The process for setting and subsequently monitoring the budget is developing well. Alternatives are considered when allocating funds based on the priorities of the Development Plan and the governors' Finance Committee questions decisions appropriately before final agreement is reached. The newly appointed school administration officer deals with the school's finances on a daily basis and provides regular summaries for the headteacher and the governing body. The school makes good use of the new technology in this process. Currently, the school's finances are monitored on a weekly basis. The school provides satisfactory value for money.
54. Appropriate use is made of the various additional grants that the school receives. The funding available for pupils with special educational needs is used efficiently. There are plans in place that indicate how funds will be allocated and how success will be evaluated. In the temporary absence of a special educational needs co-ordinator the headteacher fills this need. The management of special educational needs is good. The headteacher ensures that the school routines meet the recommendations of the national Code of Practice. Teachers and learning support assistants, although few, liaise well with the teachers to achieve a consistency of policy and approach.

55. There has been a high turnover of staff and the school relies heavily on supply teachers. Some of these teachers have a teaching qualification in their own country which is not recognised in England. They work hard to keep up-to-date with current initiatives and in some cases the headteacher is supporting the teachers with further training. The headteacher provides a supervision interview for each of his colleagues at which targets are set and linked with training needs. Altogether, there is an open and positive dialogue concerning the quality of teaching, which includes supply teachers, and this has led directly to improvements in teaching and learning.
56. St. Matthias Church shares the site with the school and the church grounds separate the school buildings in which the two key stages are taught. Although there have been recent improvements to the accommodation such as the development of a computer suite, and work is ongoing to develop the Nursery, some areas of the school are in poor repair; there are leaks in the roof. The school's accommodation is sufficient to teach all areas of the curriculum although currently indoor space in the Nursery is limited. The building is satisfactorily maintained overall, and teachers work hard to produce colourful and interesting displays. The caretaker and cleaning staff keep the school building in a satisfactory condition. The playground area is satisfactory overall but rather cramped for the Key Stage 1 pupils. Currently they are rather sparse and provide little shelter or opportunity for quiet play. The headteacher has plans to address these issues and, in particular, develop the wildlife area, which is so overgrown that pupils are unable to use it. The pond in the school's grounds is not securely fenced off.
57. Resources overall are satisfactory both in quality and quantity although the school needs to continue to develop resources for information and communication technology by, for example, providing the Nursery with a computer and extending the range of software. Also, the school has satisfactory resources for pupils with special educational needs but there is a lack of suitable reading books for older pupils with reading difficulties. Pupils have easy access to resources within classrooms, where everyday equipment is stored and staff generally make appropriate use of available books, equipment and tools. The resources for the teaching of literacy and numeracy have recently been extended and these are being used effectively by the staff and pupils. The library is being developed in the Key Stage 2 building and has a balance of fiction and non-fiction books, and books that reflect different cultural backgrounds. However, currently the library is not regularly used to promote pupils' reading or to develop their research skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve standards of attainment in English, mathematics, science, information communication technology by:
 - providing more opportunities for pupils to develop their writing skills, both within literacy sessions and across other areas of the curriculum;
 - ensuring that the activities provided in the sections of the literacy hour when pupils are working individually or in groups build on what they already know, understand and can do;
 - ensuring that the pace of learning is good in the mental mathematics sessions at the beginning of lessons;
 - encouraging pupils to set up their own investigations in science and providing pupils with opportunities to develop their problem-solving and recording skills;
 - ensuring that higher attaining pupils are sufficiently challenged;
 - ensuring that pupils have more opportunities to use computers across a range of activities and subjects;
 - continuing to update equipment and provide appropriate resources to develop information and communication technology skills;
 - ensuring that staff receive appropriate training to keep them up-to-date with computing knowledge and skills.
(Paragraphs 23,29,57,70,71,72,73,78,80,84,113,114,116)
- Improve pupils' attendance and punctuality by:
 - continuing to monitor rates of absence and informing parents of the importance of full attendance in raising pupils' attainment;

- developing a more systematic approach to monitoring pupils' punctuality to lessons.
(Paragraphs 16,41)
- Improve the development and monitoring of subject areas by:
 - appointing permanent subject co-ordinators with appropriate job description;
 - providing regular in-service training to develop co-ordinators' knowledge and skills;
 - providing opportunities for co-ordinators to systematically analyse attainment and progress and the quality of teaching.
(Paragraphs 48,94,98,103,109,116,121,125)
- Improve the assessment and recording of pupils' attainment and progress by:
 - appointing a permanent co-ordinator to manage developments in this area;
 - developing an up-to-date assessment and recording policy and procedures which give teachers sufficient guidance on what they should do when regularly assessing pupils' work;
 - using the information gained from assessment activities to inform planning;
 - developing a consistent approach to the marking of pupils' work so they are clear about how to improve.
(Paragraphs 22,24,43,44,116)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure that adequate support is provided for pupils with special educational needs and that the requirements highlighted in the educational statements are met.
(Paragraphs 26,39,44,56)
- Ensure that all health and safety issues are fully addressed.
(Paragraph 39)
- Improve provision for homework.
(Paragraph 22)
- Provide a wider range of extra-curricular activities.
(Paragraphs 31,45)

The school has already highlighted in its Development Plan the need to raise levels of attainment and improve assessment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	47	42	1	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	292
Number of full-time pupils eligible for free school meals		95

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		86

English as an additional language

	No of pupils
Number of pupils with English as an additional language	71

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	0.9
National comparative data	5.4

Unauthorised absence

	%
School data	8.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	24	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	11	15
	Girls	21	19	22
	Total	36	30	37
Percentage of pupils at NC level 2 or above	School	82 (72)	68 (72)	84 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	19	22	18
	Total	35	39	34
Percentage of pupils at NC level 2 or above	School	80 (72)	89 (76)	77 (76)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	17	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	12
	Girls	11	12	14
	Total	21	26	26
Percentage of pupils at NC level 4 or above	School	50 (57)	62 (74)	62 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	20	18
	Girls	13	15	15
	Total	26	35	33
Percentage of pupils at NC level 4 or above	School	62 (71)	83 (83)	79 (89)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	108
Black – African heritage	101
Black – other	0
Indian	9
Pakistani	2
Bangladeshi	4
Chinese	0
White	33
Any other minority ethnic group	35

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified* teachers (FTE)	13
Number of pupils per qualified* teacher	21
Average class size	26.5

* There are 6 teachers on the staff who have qualified in other countries.

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	55

Qualified teachers and support staff: nursery

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

Total number of education support staff	2
Total aggregate hours worked per week	35

Number of pupils per FTE adult	10.4
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	9	0
Black – African heritage	2	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	1998/1999
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	£
Total income	669,697
Total expenditure	654,387
Expenditure per pupil	2,039
Balance brought forward from previous year	-76,600
Balance carried forward to next year	-61,290

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	298
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	23	5	0	9
My child is making good progress in school.	45	41	5	0	9
Behaviour in the school is good.	27	41	18	9	5
My child gets the right amount of work to do at home.	32	41	14	5	9
The teaching is good.	50	36	0	0	14
I am kept well informed about how my child is getting on.	77	14	0	5	5
I would feel comfortable about approaching the school with questions or a problem.	68	27	0	0	5
The school expects my child to work hard and achieve his or her best.	59	32	5	0	5
The school works closely with parents.	36	50	0	5	9
The school is well led and managed.	45	14	14	0	27
The school is helping my child become mature and responsible.	27	50	0	5	18
The school provides an interesting range of activities outside lessons.	18	14	14	32	23

Other issues raised by parents

Parents at the meeting indicated concern about the frequent changes in staffing over the last two years and the lack of consistent management. They did, however, express confidence in the current headteacher and thought the school would improve under his management and leadership.

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

58. There are two intakes each academic year in the Nursery and reception classes. Children usually start in the Nursery in the term preceding their fourth birthday and spend up to a year in the Nursery before transferring to a reception class. On entry to the reception class, the school's records indicate that, over the last few years, children's attainment has been below average, particularly in their language skills, when compared with children of the same age nationally. Although children are currently making good progress in the Nursery, evidence indicates that a significant number did not meet the expected standard by the time they were five. The children in the reception classes are making good gains in learning, and are in line to reach the expected standards in language and literacy, mathematics, knowledge and understanding of the world, creative, physical, personal and social development by the end of the foundation stage.

Personal and social development

59. Teaching in this area is good. Children are settled into the Nursery thoughtfully and successfully. Staff are effective in creating a warm, caring and stimulating learning environment in which children develop good attitudes to learning and become self-confident. Most children quickly understand routines and the structure of the day. They show growing independence and initiative when presented with choices, and follow instructions with increasing confidence, for example, when choosing an activity when playing outside. During 'Circle Time' children sit quietly listening to each other and saying whom they have helped and played with. Children during this activity are exceptionally well behaved as a result of the high expectations of staff and clear guidance. Staff are effective in developing pupils' speaking and listening skills during these sessions, by asking questions and encouraging the children to put forward their views and answers. Children are well behaved and form good relationships with each other and with adults. They are learning appropriately to share equipment and to take turns. These skills are further developed in the reception classes where teachers continue to have high expectations and act as good role models. Formal sessions to develop the children's personal and social education are timetabled but their skills are continually developed throughout the positive interactions between staff and children. Children are expected to take responsibility for their own action and apologise if they upset another member of the class. A good sense of community is developed, for example, when the children sing at the end of the day and prepare to go home.

Language and literacy

60. Teaching in this area of the curriculum is good, and the majority of children are currently working at levels appropriate for their age although few children are working at the higher levels in any of the areas of learning. Standards are not as high in writing as they are in speaking, listening and reading. Children make good progress through experiencing a range of activities that stimulate their learning and maintain their interests. Children in the Nursery listen attentively and spontaneously settle to 'read' books of their choice. Children handle books carefully and know that print carries meaning. Most children confidently follow and recall a story by looking at the pictures and enjoy sharing books with adults. Phonic skills are developed systematically and reinforced through using a computer program. Children develop their writing skills both in formal sessions with an adult and through taking part in role-play activities, for example, when a child was pretending to be the headteacher. A satisfactory range of resources to encourage writing and communication is available, and results in the children making marks on paper. The skilful questioning by teachers and support staff encourages pupils to respond in a clear, confident manner when speaking about their work. In the reception classes, children develop their literacy skills further through experiencing a daily literacy session and working in other areas of the curriculum. At the end of the day, they listen well to a story and indicate understanding by talking about their own experiences at home. They learn to read words for familiar objects in the classroom and the class teachers are particularly effective when supporting the guided reading sessions. Here, careful questioning assesses the children's understanding and develops their thinking. The children display very good levels of concentration when reading 'The Little Red Hen' due to the very good teaching which builds systematically on what they have learned previously and provides activities which involves them fully. Higher attaining children read simple common words and are beginning to develop basic strategies to read unfamiliar text. A range of activities, including story tapes,

develops children's speaking and listening skills and these result in them listening well to each other and having confidence to put forward their ideas.

Mathematics

61. Teaching in this area of learning is good and makes a positive contribution to the good progress that children make. In the Nursery, children are working at a level that is appropriate for their age, and their learning is supported well by the provision of a variety of activities which develop their skills in number, shape and space. In a mental mathematics session the teacher has high expectations, which results in most pupils being keen to answer the questions. A child who finds it difficult to concentrate for any length of time is well supported by the Nursery trained assistant and this results in him becoming fully involved and making good progress. Children correctly count on one more and know that if you 'take one away from ten ... nine are left'. They develop the use of appropriate vocabulary when using sand and water, and state that they can 'get more water in a big cup'. In the reception classes, subject knowledge is used well to plan work with clear learning objectives, which are shared with the children so they know what is expected of them. They work well both independently and in groups and by the end of a session are able to identify the correct time from '12 to 1 o'clock'. Mathematical displays encourage the children's development of specific language and understanding of shape and time. In all classes high expectations of work and behaviour, together with the good support offered by staff, result in children doing their best and wanting to succeed. Staff use opportunities to reinforce children's knowledge and understanding of number through singing number rhymes.

Knowledge and understanding of the world

62. Teaching to promote children's knowledge and understanding of the world is good. In the Nursery children make good gains in learning, and are currently working at the level appropriate for their age. They know that plants need water in order to grow and enjoy planting seeds, exclaiming that '... we are gardeners'. During this activity pupils identify the differences between ants and woodlice and express a high level of care and concern when they identify that a 'creature is ill and needs to rest'. Children are beginning to develop a sense of chronology through looking at photographs, which show how they have grown since babyhood. Children have recently begun to use the computer suite, and most can independently work through a simple program. However, they are unable to develop their skills at a day-to-day level as there is no computer in the Nursery. In the reception classes children further develop their scientific skills by identifying objects made of wood, plastic and metal. They develop good use of specific vocabulary, for example, when making bread and by the end of the session can name the ingredients and talk about kneading the dough. Good gains in learning are made in this session as a result of the good pupil to adult ratio and the effective questioning of the primary helper. Children further develop their awareness of the passing of time and geographical location by comparing pictures and photographs of schools in other countries in the past with those of today. Opportunities are provided for children to assemble and disassemble simple models, using a variety of construction kits to try out ideas.

Creative development

63. Children's creative development is successfully fostered through a good range of activities and they work at levels appropriate for their age. Teaching is effective in getting good responses from children in relation to what they see, hear, feel and imagine. Children use a variety of techniques and the finished products are of a good standard in most cases. In the Nursery, the children's self-portraits indicate a good understanding of colour mixing and good observational skills. Children also learn to print symmetrical pictures and design their own school emblems using a variety of shapes. In the reception classes, children learn how to make picture frames by talking about the different qualities of paper and card and, by the end of the session, careful questioning from the primary helper results in pupils choosing card '... to make the picture frame stand up'. They further develop their observational skills by drawing self-portraits that show good attention to detail. Children enjoy an activity which extends their printing skills when making a repeating pattern in two colours after cutting shapes from a potato and covering these with paint. They work with good levels of concentration with little support needed from the teacher. Good links are made with other subjects, for example when children study the texture of features around the school and when they paint favourite characters from their storybooks. The good range of activities provided results in the children developing good skills and showing interest and pride in their work. The role-play areas and the outside area, which the children in the Nursery use, provide stimulating opportunities for children to play co-operatively and develop their imagination. They extend their language skills by re-enacting

familiar situations or making up their own. Most pupils in both the Nursery and reception classes join in enthusiastically when singing a range of songs from memory. In the reception classes, children develop an understanding of the different noises that instruments produce and then make their own instruments from a variety of chosen resources.

Physical development

64. Teaching to promote pupils' physical development is good overall, and results in pupils making good progress. By the age of five, they reach standards appropriate for their age as a result of regular sessions of physical education, outdoor play and a range of opportunities to develop control and manipulation of objects and materials. Their use of small objects, such as pencils, construction apparatus, tools, scissors and paint brushes, is satisfactory, and they handle them safely and appropriately. They have opportunities to cut, stick and join objects together. In the Nursery the children respond very well to the story of 'Dear Martin' and to music when pretending to travel through space. The quality of teaching in this session is very good and results in pupils reaching high levels of attainment for their age. The teacher's enthusiasm for the lesson acts as a motivating force for learning and results in the children displaying a good understanding of the emotions expressed through music. This session supports the children's spiritual development well. Children enjoy using the outdoor play area, and develop control, co-ordination and awareness of space through the use of apparatus, equipment and ride-on toys. In the reception classes during a physical education lesson, children respond well to the adults and develop good levels of control. They follow instructions well and have good levels of balance and co-ordination. The teacher has high expectations, and children respond to this by demonstrating good attitudes to learning and behaviour.
65. Overall, the quality of teaching with the under fives is good. This quality of teaching is characterised by good subject expertise, high expectations, and the systematic development of children's good attitudes to learning and good behaviour. Staff work well together and have a clear understanding of their roles and responsibilities. They have good understanding of how young children learn and provide a good learning environment in which the children can develop. The teachers' planning is effective because it is clear and detailed, and takes into consideration the national guidance for children under five. Staff use assessments of the children to inform their planning. Records are kept to monitor the progress that children make, and to assess what they need to do next. Staff have high expectations of work and behaviour, and so provide a calm, secure and purposeful learning environment in which the children make good progress. The pace of the lessons is appropriate and clear challenges are set. Good relationships are established between adults and children and between the children themselves. Staff also work hard to establish and maintain good contact with parents and carers and give appropriate support and guidance when children start school.

ENGLISH

66. By the end of Key Stage 1, pupils' attainment is in line with the national average in reading, and speaking and listening, but below the national average in writing. This is an improvement over the standards achieved in writing in the national tests in 1999. Standards by the end of Key Stage 2 are below average which is a slight improvement over the achievements in the 1999 tests, when attainment was well-below average. Standards have fluctuated over the last four years as the school has been faced with various staffing and leadership crises. Compared with the results of the previous inspection, standards have improved in Key Stage 1 in reading and writing and have been maintained in Key Stage 2.
67. The school has made promising progress since September when the new headteacher was appointed and last Easter when the co-ordinator also joined the school. Much effort has gone into providing better reading resources and greater continuity in the planning for literacy lessons, plus additional lessons for writing and other English skills. However, there have been so many staff changes since the introduction of the National Literacy Strategy that much of the expertise gained by helpful in-service training has been lost as teachers left the school. Through hard work and good team-work the staff have begun to successfully put into place joint year-group plans and agreed teaching strategies which are beginning to pay dividends. Teaching has improved since the previous inspection and some good progress over the short-term has been seen in lessons during the inspection.
68. By the end of Key Stage 1, when taking part in class discussions pupils listen well and supply confident answers. A majority read accurately and fluently, but many still have problems when

required to use phonic skills when reading an unfamiliar word. Teachers use the reading record well to comment on skills of reading aloud, but do not consistently offer specific guidance with the development of reading strategies. Pupils are beginning to write for a variety of purposes, such as poems, imaginative stories, and instructions, but only pupils of higher ability use punctuation and spelling rules confidently. By the end of Key Stage 2, pupils have growing confidence in expressing their own opinions on quite complex issues, such as whether fishing is a cruel sport or how the environment of the Antarctic should be used. In reading, there is a wide spread of ability, with a minority achieving high standards. Pupils read with good understanding, both fiction and non-fiction books. Research skills are satisfactory, with a majority of pupils understand the use of indexes, glossaries and contents of reference books successfully. In writing, just over half of the pupils produce well-formed and joined handwriting and spell a good number of words accurately. Only a quarter of pupils create paragraphs well, particularly when using quotation marks. Pupils show an increasing appreciation of the use of interesting and specific words to achieve particular aims. Some very good vocabulary was used in their narrative poems, "A Life", evoking very well the patterns of ageing, covered metaphorically over one year.

69. The whole-class sessions in literacy lessons are strength of the school. Teachers are skilful in their use and presentation of texts to teach reading and writing skills, which build up gradually as they pass through the school. An example of this is seen when Year 2 pupils show good progress in their recognition of fact and fiction through the enthusiastic use of text on the overhead projector. Teachers follow the National Literary Strategy teaching objectives very thoroughly and share the skills to be learned with the pupils. End of lesson summaries are often used effectively to share how well pupils have done in meeting the aims of the lesson. This gives them a helpful understanding of their progress. As teachers use the same text throughout the week, this give pupils the confidence of familiarity and helps them to concentrate on the task and gain a good understanding of what is being taught. Younger pupils in Key Stage 1 volunteer readily to point out the question marks or the words that rhyme in the text and their progress is acknowledged by the teacher, further reinforcing their learning. There is good use of praise, giving value to pupils' answers and thus improving their self-esteem, as well as improving their understanding of skills being taught. Pupils react very positively when teachers use questioning well to challenge them at their own level of attainment. There are good examples of this in many lessons, but especially when pupils with special educational needs are being taught by learning support teachers or the teacher using Reading Recovery techniques. The resulting improved confidence leads to good progress in word-building techniques, for spelling and reading.
70. Pupils learn basic skills successfully in group sessions, if they are set meaningful tasks, which are planned to help them develop particularly skills at their own level. Some teachers do this well and when a learning support assistant is helping the pupils with special educational needs; all pupils acquire new skills successfully. If tasks are all at the same level, pupils over a range or abilities cannot all make progress. With this type of planning and organisation, pupils of higher ability and pupils of lower ability are not encouraged to apply their full effort and skills are not developed systematically. This is especially noticeable in the development of pupils' writing skills and progress in this area is not as good as in the areas of speaking, listening and reading. The progress of pupils with special educational needs is satisfactory. They make good progress in lessons when they receive support from teachers or support assistants. When no support is available and planning does not cater for their needs as outlined in the individual education plans, they make less progress. There is no significant difference between the progress of boys and girls.
71. Pupils' attitudes to learning are satisfactory overall. Many aspects are good, particularly in the whole-class sessions. Pupils are willing to listen and to answer questions or to show respect for one another and adults in the classroom. They respond wholeheartedly to enthusiastic presentation of text or questions by the teacher, trying their best to give correct answers and show initiative. However in some lessons, pupils do not settle down to work conscientiously in the group sessions. A substantial minority lack concentration, waste time talking and produce little written work. This lack of effort is especially noticeable if the tasks are not suited to different attainment levels. Some class teachers although concentrating solely on one group, whether teaching reading or writing, at the same time ensure that the work rate of all groups is good. The majority of teachers have good management skills and the behaviour of the majority of pupils is acceptable. A small minority of pupils do not respond to the use of the teachers' range of strategies to improve behaviour and affect the progress of the whole class in a small number of lessons. Pupils are generally helpful to one another and collaborate well in pairs or groups.

72. The quality of teaching is satisfactory. Nearly a third of lessons were good and only one lesson was unsatisfactory. In the unsatisfactory lesson, pupils did not make good enough progress because of a high proportion that misbehaved. The school's use of the National Literacy Strategy has provided a good framework for planning, which teachers follow conscientiously. There is very good stress on the provision of clear learning objectives and precise details of activities. Planning for pupils of all abilities is not strong in several classes, however. Also, there is inconsistent use made of the section in the planning documents for evaluation of the lessons' progress towards meeting the objectives. Teachers make good use of the results of standard assessment tests and their own assessments of pupils' attainment to set useful targets for improvement, but no use is made at present of other tests to measure the pupils' progress both over time and against national standards.
73. The profile of literacy has been successfully raised over the last year, by such events as Book Week, the Puffin club and an improvement of the reading stock. The library has a satisfactory stock of books and will be fully up and running by September. The inconsistencies of teaching spelling and handwriting are being addressed and in-service training courses planned. The School Development Plan includes further improvements in the stock of reading books and as new staff settle in, further revision of the strengths and weaknesses of the school's approach to the National Literacy Strategy. At present the development of literacy skills in other subjects is not strong.

MATHEMATICS

74. The results of the National Curriculum tests for seven year olds, at the end of Key Stage 1, taken in 1999, indicate that the proportion of pupils who attained the level appropriate for their age was below the national average and no pupils attained the higher Level 3. When compared with the results of schools with similar intakes, pupils' attainment in mathematics in 1999 was below average. Over the last three years the trend in results has been markedly downward from a peak in 1997. There were signs during the inspection week that indicate that the trend is slowly being reversed, although present standards remain below those expected nationally.
75. The results of the national tests for eleven year olds, at the end of Key Stage 2, taken in 1999, show that pupils attained below average standards for the first time in four years with few pupils attaining the higher Level 5. However, when compared with the results of similar schools, pupils' attainment was above average. The test results of the last four years have followed the national trend, except in 1999, reaching a peak in 1997. The inspection findings confirm the 1999 results. Attainment at the end of Key Stage 2 is below the national standard.
76. By the end of Key Stage 1, most pupils know how to add and subtract simple numbers although they have too little opportunity to use this in simple problem-solving exercises. Pupils' knowledge and recall of the multiplication tables is not always secure and this leads to inaccuracies in oral and written work. Pupils know about simple regular shapes and their properties, correctly counting edges, faces and sides. They correctly name a wide variety of shapes and some pupils identify shapes from their descriptions. Pupils know that shapes can be fitted together to make a continuous pattern. Pupils in Year 2 use the net of a cube to make the three-dimensional shape. Pupils estimate the lengths of lines and confirm by measuring, although metric units are not yet securely understood. Pupils are beginning to use the language of mathematics and apply it to familiar objects. For example, they know that a cereal packet is a cuboid and that a ball is a sphere. This helps their understanding.

77. Pupils' knowledge of multiplication tables is more secure in Key Stage 2 and some pupils are able to recall and apply number facts to simple problem-solving. Pupils understand factors and multiples. They estimate and round up numbers. Many pupils are able to measure accurately and some have confidence in their use of metric units. They measure the width of a room in strides and begin to appreciate the need for standard measures. Pupils find the pattern in a set of numbers and correctly predict the next terms. They know that an angle is an amount of turning and investigate the number of right angles in the classroom. An inspection of workbooks shows that older pupils know how to recognise lines of symmetry in simple shapes and that they use co-ordinates to draw shapes and find area and perimeter by counting and calculation. In the inspection week older pupils spent too much time investigating different ways of multiplying numbers and too little time in applying what they know to solving problems in arithmetic.
78. Pupils make sound progress in learning overall and good progress in lessons where there is a high practical content, for example, in measuring length or in making three-dimensional shapes. Progress is enhanced by daily practice in mental calculation and the revision of number facts. Pupils are asked to explain their thinking and in doing so, confirm their learning. Pupils with special educational needs and English as an additional language are given satisfactory support to meet their targets. Lack of a learning support assistant in some classes means that these pupils are not always able to get support when they most need it. High attaining pupils are not always identified and given work that is matched to their need. Sometimes, these pupils spend time repeating work in which they are already competent.
79. Mathematical skills are used satisfactorily in other areas of the curriculum. In history, pupils use a timeline to chronicle events and in design and technology, make an attractive frieze for the classroom that links pictures to numerals. They also measure out the ingredients to make a cake. In science, pupils use their skills to measure and record the results of an experiment.
80. Teaching is always at least satisfactory and it has some good features. It is more consistent than at the last inspection. Teaching at Key Stage 1 is good or better in two-thirds of lesson and at Key Stage 2, a third of the teaching is good. All lessons are well planned and based firmly upon the National Numeracy Strategy that is now fully in place. Lesson objectives are shared with the pupils. In some lessons the oral 'starter' exercises lack the necessary pace to fire the pupils' imagination and prepare them for work later in the lesson. Teachers manage their classes well and deal firmly with the few pupils who find it hard to concentrate and who sometimes spoil the learning opportunities for other pupils. Wherever possible, teachers ensure that pupils get the help that they need. Teachers teach with good humour and are generous in their praise and encouragement. They are patient with those who need extra help. This improves pupils' confidence. In some lessons, however, the teacher talks for too long and pupils lose concentration. The best teaching is clear and sequential. In these lessons the pupils understand what is required of them and respond well. Teachers make good use of time and resources. Most lessons include a good proportion of practical work that pupils enjoy. Satisfactory assessments take place and pupils' attainment levels are known and recorded. This is a significant improvement since the last inspection. Too little use is made of computers in the classroom to promote and enhance learning. There are good displays of pupils' work in classrooms that enhance learning and improve motivation.
81. The mathematics curriculum is satisfactorily balanced and meets the statutory requirement, although pupils have too little opportunity to apply what they know to solving simple problems. The temporary subject co-ordinator manages the subject well and monitors the teaching plans of her colleagues. Colleagues new to the school are well supported. The school has set modest but reasonable targets for the next year that are based on pupils' present performance. The subject co-ordinator has clear plans to improve standards in mathematics. Her capacity to succeed depends critically upon the school's continuing success in recruiting and retaining the services of good quality teachers.

SCIENCE

82. At the end of Key Stage 1 in 1999, teachers' assessments show that just over three-quarters of pupils reached the level expected for their age and less than one in ten reached a higher level. At the end of Key Stage 2, nearly two-thirds of pupils achieved the level expected for eleven-year-olds and, as in Key Stage 1, few pupils reached a higher level. When compared to schools with pupils from a similar background, attainment was below average.

83. The inspection findings confirm that standards are below those found nationally at the end of each key stage. There are significant gaps in pupils' knowledge and understanding, which inhibit pupils from achieving the standards that are expected. The progress of the pupils as they move through the school is variable and linked with the quality of teaching that the pupils have received. Averaged over the four years from 1996 to 1999, the results for boys were close to the national average and the results for girls were above the national average. There has been however, a marked downward trend in pupils' performance since 1997. Lack of progress in the last few years is partly due to the large turnover of staff and frequent changes in the leadership of the school.
84. At the last inspection in November 1997, pupils' knowledge and understanding in science was judged to be in line with national expectations at the end of Key Stage 2, but less securely so at the end of Key Stage 1. Investigative skills were below average at both key stages. Since that time there have been many changes within the teaching staff and standards, as judged by standard assessment tests have declined. The school has developed its teaching of investigative skills and all classes now record examples of pupils' experimental and investigative work. More still needs to be done particularly in encouraging pupils to set up their own experiments and learn from these.
85. By the end of Key Stage 1, pupils develop an understanding of life processes and living things through their study of plants and seeds. They consider human beings and what foods constitute a healthy diet. They are beginning to classify materials by using basic criteria such as those, which are manufactured and those, which are natural. Pupils have a basic understanding of electricity and which appliances in the home work by electricity. They have an understanding of sound and can identify sounds and explain in simple terms how sounds reach the ear.
86. By the end of Key Stage 2, pupils further develop their knowledge of life processes and the importance of the food chain. They understand the needs of living things and they understand procreation as part of the natural cycle. They learn to classify living things. In one class pupils discuss the characteristics of vertebrates and invertebrates and stick pictures of animals and creatures in appropriate places on a chart to show further classification such as insects, arachnids and molluscs under the heading of invertebrates. Their knowledge and understanding of materials is sound. Some pupils have learned of the properties of materials through visiting the science museum and used this to design a chair for the new school library. Pupils' understanding of sound is further developed as they experiment with filling milk bottles with different quantities of water, blowing across the top to produce different notes. Pupils are able to explain and record that the shorter the column of air in the milk bottle, the higher the pitch of the note. They are developing a purpose for writing, as they are encouraged to write a scientific report on what they have done and the results of their experimental work.
87. Teaching and learning are satisfactory in both key stages. Teachers plan lessons to include clear objectives and these are conveyed effectively to the pupils so that they understand what they have to do and how they are to do it. Lessons are usually well balanced to include whole-class teaching and interesting activities in which pupils investigate and find out some things for themselves. The majority of pupils are interested and show some enthusiasm about what they are doing. Pupils generally respond well in discussions because of the teachers' emphasis on the development of scientific vocabulary. Most resources are prepared and used well but there is insufficient use of information technology in measuring and recording. Time has not been allocated for the co-ordinator to monitor teaching and identify areas for improvement.
88. The science co-ordinator is keen to develop the subject and raise the profile of science throughout the school. There is a science policy and for planning purposes, teachers use a published scheme together with national guidelines as working documents. These documents ensure adequate coverage of the National Curriculum for science. The co-ordinator sees the need to develop target setting, recording and assessment. Resources are adequate for the teaching of science and are readily available in labelled boxes stored in the library area.

ART

89. The quality of work is better than that expected of pupils in Key Stage 1. In Key Stage 2, pupils reach similar standards to pupils of the same age nationally. This is an improvement compared with the previous inspection of this subject when work was generally in line with the quality found in other schools. Few lessons were seen during the inspection because of timetable arrangements, including an outside visit by pupils in Years 5 and 6. Judgements have been made from the quality of displays around the school, which also enhance the pupils' working environment and by a scrutiny of planning documents.
90. In Key Stage 1, pupils produce sketches and paintings; satisfactorily representing the patterns to be found inside cabbages. Pupils have a good understanding of how different shades of colour are produced by mixing the primary colours. They do this well in delicate paintings of daffodils, to paint fascinating self-portraits, and to decorate number friezes. Pupils use a variety of tools and materials competently. Very attractive pictures of red snappers are produced using paint, felt-tips, crayons and pencils. In Key Stage 2, sketching using pencil is a strength, combined with careful observational skills. Pupils produce very acceptable still-life drawings using a variety of methods of shading to give different qualities of line and tone. Pupils have few opportunities to explore and use three-dimensional media.
91. Class teachers encourage pupils to develop their appreciation of the work of famous artists. Younger Key Stage 2 pupils satisfactorily make connections between their own work and that of David Hockney. Their cutting and pasting of parts of magazine pictures produce some very dramatic results. Older Key Stage 2 pupils draw and paint sound representations of the pictures of Leger, concentrating on common three-dimensional shapes. Teachers use sample pictures as helpful resources and challenging questions encourage pupils to develop their own ideas based on the introductory discussion. Pupils respond well to questions while they are working and try hard to adapt their work in order to improve.
92. Pupils enjoy art lessons and are very willing to talk about their work and explain how and why it was produced. Art is a subject that is used well to develop both skills of independence and collaboration. Pupils work hard to develop their own ideas while sharing materials unselfishly. They are helpful to one another and show respect for the opinions and the work of others. Behaviour is generally good, as pupils are engrossed in their work, although a few older boys require the class teacher to keep them on task. There is good use of praise by class teachers to boost self-esteem and to promote learning.
93. Good opportunities to develop artistic skills can be found in several other subjects. These include information and communication technology where painting software is proving useful. Key Stage 1 teachers develop the pupils' mathematics, art and design and technology skills very successfully in their project to convert the home corners into shops. The quality of art is promoted well through the care which staff take to present displays of pupils' work around the school.
94. Based on the quality of work produced by the pupils, the quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. The subject has not got a scheme of work, though a clear policy is in place. This means that teachers have to work hard to plan, using the school planning system which is satisfactory, over the short-term. However, there are weaknesses such as the lack of three-dimensional work and the provision of a greater range of tools and materials to encourage pupils to make active choices. The school does not have a co-ordinator responsible for art, to monitor this sort of issue and plan for improvement.

DESIGN AND TECHNOLOGY

95. There has been some improvement since the last inspection of this subject when there was little evidence that knowledge from other areas of the curriculum were applied consistently in the development of pupils' understanding of design and technology. Although few lessons were seen because of timetable arrangements, there was evidence around the school to show that pupils cover a range of activities to develop satisfactory design and technology skills, often with good curricular links with science, art, literacy and mathematics. Key Stage 1, pupils have ample opportunities to make as well as to design. In Key Stage 2 the emphasis has been on producing design ideas and the development of understanding of the working characteristics of materials and the evaluation of products. Planning documents show that the pupils' science knowledge and understanding of materials in Years 3 and 4 will be used to design and make

devices to test the properties of a range of materials. The quality of work produced is similar in both key stages to what is expected from pupils of this age range.

96. Pupils in Key Stage 1 are experiencing good opportunities to develop their design skills in the production of products to sell in their home corners which are being converted into shops. The designing of packaging for food to be sold has enabled pupils to generate their own ideas, consider the appearance as well as the usefulness of the product and investigate various ways to model their ideas. They have produced very ingenious ways of packaging fish and chips, using a range of materials to successfully create designs. A very helpful number line was produced by Year 2 pupils, in the form of a colourful frieze. They incorporated their design and making skills well with art skills in producing a useful mathematical aid. Pupils in Key Stage 2 have produced a variety of suitable ideas for seating in the library, but are unlikely to produce the finished article. Younger pupils in this key stage are developing a good understanding of how well a pencil case or pencil holder are designed for a particular purpose.
97. In the few lessons seen the quality of teaching was good. Planning was well-organised, with clear learning objectives which were shared with the pupils, thus helping them fully to understand what they were expected to learn in the lesson. The helpful summaries at the end of lessons demonstrated that pupils had made good progress towards the lesson targets. Teachers have a sound understanding of the skills to be taught. Key Stage 1 pupils react with great interest to the challenge of disassembling and reassembling packages and produce good finished products. Key Stage 2 pupils benefit from a good number of resources. They share them unselfishly and collaborate well in their groups. Good questioning by teachers motivates pupils greatly and pupils listen carefully before providing sensible ideas. Behaviour is good because pupils are interested in their tasks and show a good determination to complete the work.
98. There is room for improvement in the subject, particularly for more practical work in Key Stage 2. At present the subject has no co-ordinator and no scheme of work. Teachers work hard to provide a full curriculum through the planning system, which has worked reasonably well since September. However, to ensure long-term continuity over the key stages and coverage of all skills, some form of monitoring of a scheme of work produced by a co-ordinator would be a great asset to the subject.

GEOGRAPHY

99. Pupils of all ages and abilities make satisfactory progress in geography and attain appropriate standards for their age by the end of each key stage. Pupils develop geographical knowledge and skills satisfactorily as they progress through both key stages and this has resulted in the school maintaining the standards described in the report when the subject was last inspected.
100. Pupils in Key Stage 1 are involved in identifying their route to school as an introduction to the study and use of maps. They learn of places beyond their own community as they consider their families and where they came from. They also learn of other countries as they study weather conditions in various parts of the world. They understand that the clothing people wear is influenced by the climatic conditions in which they live. Links are made between history and geography as pupils study the Ancient Egyptians and see maps of the Mediterranean Sea and the River Nile. The pupils record their work in books and some pupils are writing simple sentences to reinforce their learning.
101. At Key Stage 2, pupils study maps in more detail. They consider the countries that make up the United Kingdom and record the names and positions of the capital cities of these countries. In one lesson, pupils point out the United Kingdom and India on a world map. They build on their previous work in Key Stage 1 on climate, to show an awareness of climatic differences between locations in this country and India. Pupils are learning appropriate geographical vocabulary such as reservoir and dam in connection with their study of controlling the flow of a river. This study is also used to look at other countries such as Australia and China.
102. The quality of teaching is satisfactory overall. Learning for pupils in Year 1 progressed well in a lesson on public buildings in a town and the people who serve the community such as the fire-station and the people who work there. Teachers' planning is clear and the lessons' objectives are shared with the class. This means that the pupils fully understand what is expected of them. Teachers use questioning and discussion effectively to introduce the task and build well on pupils' previous learning. Resources are well used to reinforce teaching points and enable

pupils to work together and discuss their understanding amongst themselves. Generally, pupils listen to their teachers, answer questions and settle well to tasks. A minority of pupils are not enthusiastic learners and it requires all the expertise of the teachers to keep them on task.

103. There is no co-ordinator for geography. The requirements of the National Curriculum are covered through detailed planning based on a published scheme and national guidelines. Very little monitoring of the subject is taking place and assessment is weak.

HISTORY

104. Pupils of all ages make satisfactory progress in history and attain the expected standards at the end of each key stage. This indicates that standards have been maintained at Key Stage 2 and improved at Key Stage 1 since the subject was last inspected in 1995.
105. By the end of Key Stage 1, pupils develop a growing sense of chronology by thinking about their own lives and how they have changed over time. They increase their knowledge of the past and the present when they consider, for example, how schools have altered from Victorian times to the present day. They study, in some depth, what clothing Victorian children wore and how the toys they played with differed from the present day. Looking further back in time, pupils study the Ancient Egyptians and how they lived in houses built for the particular climate in which they lived. Pupils are encouraged to develop their literacy skills through the study of history. They are learning how to find out about the past from a variety of sources as they study, for example, the diary of Anne Frank. They are also finding out about family trees as they consider the royal family and write letters to the Prince of Wales seeking further details of his life.
106. By the end of Key Stage 2, pupils develop a satisfactory level of factual understanding of a range of historical periods. They obtain information from books of some of the important people in the time of Elizabeth the First. They learn of what Britain was like in the 1930's as they consider how cars have developed over that period and how shopping has changed from then until the present time. Pupils understand how places change over time as they record differences seen in photographs of Hackney streets of 1853 and the present. Pupils study, in depth, the events of the Second World War, particularly how the bombing of their area affected people. In one class the pupils were fascinated to hear what actually happened to people at that time from a visitor who lived through the blitz.
107. Teaching and learning are satisfactory at both key stages. Teachers plan lessons well and have clear, appropriate objectives that enable pupils to grasp new information and ideas effectively. Teachers make use of appropriate resources to enhance pupils' learning, for example, by showing a doll dressed in costume of the Elizabethan era and by encouraging a visitor to give an account of her experiences of the bombing in World War Two. In lessons where other adults are present, they are well deployed and are especially beneficial for pupils with special educational needs and those with English as an additional language.
108. Teachers generally have good relationships with the pupils and the majority of pupils respond positively by answering questions and settling well to the tasks set. A small number of pupils in some classes do not respond well and teachers are using positive behaviour strategies to encourage their full participation, with some success.
109. At present the school does not have a co-ordinator for history. Assessment of pupils' work is weak and little monitoring of the subject takes place. There is a policy for the subject and quite detailed and helpful long and medium-term planning is based on a published scheme. The scheme covers the requirements of the National Curriculum.

INFORMATION TECHNOLOGY

110. Little progress had been made in responding to the issues outlined in the last inspection until the current headteacher was appointed. Since then, information and communication technology has been a focus for development in the school. Sound structures have been put in place to improve pupils' skills and raise levels of attainment, including a new scheme of work, and these have begun to improve standards. Recent developments, such as the upgrading of equipment and the creation of a computer suite, have resulted in pupils getting more 'hands on' experience and in lessons that take place in the suite they are making satisfactory gains in knowledge, skills and understanding.
111. By the end of Key Stage 1, pupils display below average levels of attainment with few working at the higher levels. In the lessons observed pupils had little experienced working with the new equipment and consequently part of each lesson was spent in outlining the rules of the computer room and the teacher's expectations. In Year 1, pupils enter a program and follow through sequences in response to the teacher's instructions. Average and below average pupils slowly respond to the text and move the mouse to click onto appropriate icons or images. Higher attaining pupils and those who have had more experience through working on computers at home also use the directional keys. By the end of Key Stage 1, most pupils are more confident when using a mouse and begin to develop skills in entering and retrieving information. They are learning to use the directional key, caps and delete keys.
112. By the end of Key Stage 2, pupils have below average levels of attainment and discussion with pupils in Year 6 indicate that their progress has been limited by the frequent changes in staffing and lack of sustained teaching across their time in school. By the end of the key stage, pupils change letter sizes and fonts, print and save their work. However, the attainment of the majority is below average in control, monitoring, modelling and the use of the Internet. In the Year 3 and 4 class, pupils made good progress in the lesson observed as a result of very good teaching and their good attitudes to learning and good behaviour. The teacher has high expectations and the pace of learning is good. Pupils are asked to think about what they are doing and systematically develop their skills. Although their levels of attainment are below that expected for pupils of the same age nationally, the work builds on what they already know so all feel that they are succeeding. By the end of the session pupils have greater confidence in using an art program to create an image.
113. During the inspection, pupils were seen to be making satisfactory progress in information and communication technology at both key stages but, because of a lack of opportunity to practise their skills and an inadequate coverage of the curriculum throughout their time in school, pupils at the end of Key Stage 2, have made unsatisfactory gains in learning overall. Access to computers has improved and pupils are now getting regular opportunities to develop their skills in the suite. This is starting to improve the rate at which pupils learn. However, the school has not clearly thought about how pupils should use this information technology facility outside of the timetabled lessons or what use should be made of the computers in classrooms. Those pupils with computers at home have greater opportunity to practise their skills and consequently reach higher levels of attainment. Pupils with special educational needs and those who speak English as an additional language make similar progress to that of their peers.
114. The quality of teaching is satisfactory at both key stages although a very good lesson was observed at Key Stage 2. Teaching is best when expectations are high; subject knowledge is good and when help can be given quickly to pupils. Teachers are able to give competent demonstrations due to sound preparation and planning although some teachers still lack confidence in some areas, such as, control technology, monitoring and use of the Internet. Further opportunities have been identified to support staff in the next academic year.
115. The majority of pupils enjoy using information and communication technology and respond well to their teachers' instructions. They can be trusted to work well together for short periods but in some cases their enthusiasm for the subject, and the new experience of working in the computer suite, detracted from their overall concentration on the task in hand. Most, however, are keen to investigate new programs and have good attitudes to learning.
116. Recent developments, in the main managed by the headteacher, are beginning to have an effect on pupils' access to a broad curriculum and their progress. However, although plans are in place to appoint a co-ordinator in September, the lack of a co-ordinator for this specific area has limited development. Staff are responding well to the recent creation of the computer suite

and have developed their own skills to a satisfactory level in most areas. There is now a need for a co-ordinator to develop a clear action plan, continue to identify staff training needs and purchase appropriate resources. Whilst the curriculum is now appropriately planned to cover all areas of information and communication technology in a systematic way, there is no formal system for assessing pupils' standards or keeping record of their learning across the school.

MUSIC

117. Based on the three lessons observed, pupils make satisfactory progress in music. However, pupils in Years 5 and 6 are not timetabled for lessons this term. Consequently, basic skills of listening, composing and performing are lost in the intervening period. Progress over time is therefore unsatisfactory and pupils do not achieve the standards in music of which they are capable. Standards at the end of each key stage are also lower than at the time of the previous inspection. This is due to the frequent changes in the teaching staff and to the loss of the former music co-ordinator.
118. Pupils in Year 2 listen to classical music and identify the parts that are loud and soft. Pupils associate feelings with the music and one pupil identifies a selection from *Swan Lake* as being 'like heaven'. Pupils listen well, often with eyes closed, and experience the calming effects of quiet music. Pupils recognise the symbols for loud and soft and respond well to the conductor's flash cards when they are singing an action song.
119. Pupils in Year 3 and 4 respond well to the task of composing a 3-bar rhythm using simple notation. They know about the lengths of notes and correctly name the *crotchet* and the *quaver*. Each group plays its rhythmic piece to the class and receives acclaim and supportive critical comment. In another class, pupils listen to Tudor music played on the recorder and clap its rhythms. They fall short of the lesson's aim to compose their own rhythm pattern because they do not listen to the teacher carefully enough.
120. Overall, the quality of teaching observed is satisfactory. In one lesson, which had a simple aim readily understood by the pupils, teaching is very good. It had pace, gained the interest of the pupils and led to a practical outcome. Other lessons are more pedestrian. The creative instinct tends to be inhibited by the teachers' need to monitor and control the pupils' behaviour and responses. Teachers work hard to ensure the good relationships necessary to produce an optimum response from the pupils but pupils have had too little scope in recent years for musical endeavour. Pupils do not sing enough in any lesson and thus fail to put into practice the skills they have learned.
121. Pupils sing robustly in assembly but many are insecure in pitching a note and require much more practice. Pupils are sensitive to the meaning of the words they sing in the beautiful setting of the Parish church. Some pupils have the opportunity to learn keyboard skills from a visiting teacher and will eventually be good enough to play in assembly. The future of music in the school depends critically upon the appointment of a subject co-ordinator and a simple development plan based on the premise that the status of music in the school curriculum is to be raised.

PHYSICAL EDUCATION

122. Pupils attain the expected standards at the end of each key stage. In the lessons observed during the inspection week pupils made satisfactory progress in developing hand-to-eye co-ordination through acquiring the ball skills needed for rugby and tennis. Most pupils also have learnt the control of body movements by travelling on the floor or on the apparatus in the gymnasium. In these areas, pupils reach standards similar to those expected for pupils of the same age nationally. However, pupils have little experience of dance, and adventurous activities are underdeveloped, as they were at the time of the previous inspection. Until recently, pupils in Years 5 and 6 were given regular swimming lessons but the public baths were closed on grounds of health and hygiene and an alternative venue has not yet been found.

123. In Key Stage 1, pupils are alert and active as they search for space to perform a range of imaginative body shapes, working individually or in pairs. They move well and show good control when starting and stopping. In the end game of statues they adopt and hold good positions when the music stops. Pupils are developing an awareness of the positive effects of physical exercise.
124. In Key Stage 2, pupils learn the skills of catching, throwing and passing the ball in preparation for a simple game of rugby. Pupils learn to watch and control the ball for paired games of hockey and tennis. Pupils demonstrate some of the required skills but are clearly short of match practice. Most pupils have positive attitudes towards physical education but some lack the discipline to put their skills into practice.
125. There is no subject co-ordinator at present so teachers set their programme of activity in year groups. This enhances the quality of the teaching, which is satisfactory throughout the school. In the one lesson seen in Key Stage 1, teaching is good. The lesson plan was clear and the pupils were kept constantly active and excited by the work they were doing. The pace of the lesson was good. At the end, the pupils were breathless and content. In other lessons the pace is too pedestrian and does not engage the interests of all the pupils for long enough for them to make progress. Some teachers lack confidence but all work hard to deliver the curriculum. Relationships are good. Teachers praise and encourage the pupils frequently and, in turn, with occasional exceptions, pupils respond by producing their best work. The curriculum provided is adequate and meets the statutory requirement. Further development in the subject awaits the appointment of a subject co-ordinator.
126. Standards in physical education throughout the school are little different to those of the previous inspection. Since that time, the school has experienced many changes in staff and continuity in the development of physical skills has been lost. Although the school's policy is that pupils should wear the appropriate clothing for physical education, many do not and this has an adverse effect on motivation and performance. Pupils' achievements are not assessed in any systematic way. Resources for physical education are good but are underused. No extra-curricular activities were observed during the inspection week although there are football teams that play occasional matches.