

INSPECTION REPORT

LODGE FARM JMI SCHOOL

Willenhall

LEA area: Walsall

Unique reference number: 104215

Headteacher: Miss L Birch

Reporting inspector: John Carnaghan
1352

Dates of inspection: 19th - 23rd June 2000

Inspection number: 189203

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Pineneedle Croft Willenhall West Midlands
Postcode:	WV12 4BU
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Baughan
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
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John Bayliss	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents
Denise Franklin	Team inspector	English Music Physical education Special educational needs Equal opportunities	Provision for spiritual, moral, social and cultural education
James Curley	Team inspector	Mathematics Information and communication technology English as an additional language	Curriculum
Jane Pinney	Team Inspector	Science Art Design and technology Religious education Provision for under-fives	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a residential area of Willenhall. There are 322 pupils on roll between the ages of 3 and 11; this is larger than the national average. There are 17 children in the nursery. The results of baseline tests indicate that, on entry, pupils' attainment is below the national average. Just over 20 per cent of pupils are eligible for free school meals, broadly in line with the national average. About 25 per cent of pupils are from non-white ethnic backgrounds, this is high and well above national averages. The majority of these are from Indian backgrounds. 15.7 per cent of pupils have English as an additional language. This is much higher than national averages. Just over 15 per cent of pupils have special educational needs, which is below the national average. 1.2 per cent of pupils have statements of special educational needs. This is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Lodge Farm is a caring and compassionate school, which does a great deal to encourage its pupils to grow into courteous and responsible young people. It is an improving school. The very good teaching of the youngest pupils encourages very good progress in the early years, but the rate of learning slows in Key Stage 1 where teaching is satisfactory, overall. With satisfactory teaching in Key Stage 2, pupils' learning across the school is satisfactory. Standards of work at the end of Key Stage 2 in 1999 were below national averages in mathematics and science. In English, they were well below average. Compared with similar schools they were broadly in line, except in English where they were below the average of similar schools. Early indications of test results for 2000 show considerable improvements. The curriculum followed by pupils is unsatisfactory and does not provide adequate balance or equality of opportunity for all. Due to weaknesses in monitoring, the school has not been aware of this area for development. The leadership provided by the headteacher is good and management of the school is satisfactory. The school provides satisfactory value for money.

What the school does well

- The school teaches its youngest pupils very well.
- Teaches mathematics well.
- It has very good provision for personal development (including spiritual, moral, social and cultural development).
- It promotes good behaviour and attendance and does much to eliminate oppressive behaviour.
- Has good, constructive relationships with partner institutions.
- It strongly enhances the learning of pupils with English as an additional language.
- It encourages pupils to take initiative and personal responsibility very well.
- The headteacher gives good leadership and provides a clear vision for the school.

What could be improved

- Improve teaching in Key Stages 1 and 2, which, although satisfactory, is characterised by expectations which are too low.
- Raise attainment in English, which is too low, especially in reading and writing.
- Raise standards in Information and Communication Technology (ICT).
- Ensure equality of access to all areas of the curriculum for all pupils.
- Develop and improve assessment to help teachers plan a more relevant curriculum.
- Build up learning resources, especially in the library, in the quality and quantity of books to take home and in ICT.
- Develop the effectiveness of the governing body and senior management team in monitoring and understanding the school's weaknesses, in addressing them and in ensuring that statutory requirements are met, especially in the provision of ICT.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Of the key issues, then, the school has made improvements in marking and assessment in mathematics to inform planning, but this has not

extended fully to other curriculum areas. It has taken steps to challenge the most able in mathematics; these developments need to be built on elsewhere. Teaching methods to enhance research skills and independent work have seen some improvements and there have been developments in opportunities for extended writing for many pupils. Standards had fallen in English, religious education and ICT by 1999, but early indications are that there have been improvements in national assessments in 2000. The school has started to take measures to ensure the more effective monitoring of budgetary decisions. Improvement since the last inspection has been satisfactory. Nevertheless, within this judgement, there remain areas for development in standards in the subjects mentioned, marking and assessment and in continuing the development of pupils' research skills.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	B	E	D
Mathematics	D	D	D	C
Science	A	B	D	C

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

Standards on entry to the nursery are below national averages. The very good quality of teaching means that, by the age of five, standards have improved markedly to be above what is expected at that age. Because the teaching is less good in Key Stage 1, the pace of learning slows. Pupils fall back, so that their attainment at the end of the key stage is below expectations in reading and writing. In mathematics, however, it better than average. There is evidence to support the view that standards could be better at the end of Key Stage 1. Satisfactory teaching means that, by the end of Key Stage 2, overall standards are also in line with expectations. They are better than average in mathematics but below average in English. Results in national assessments dropped in 1999 to below national averages in all areas, except mathematics, at the end of Key Stage 1. However, in comparison with similar schools, all results except English in Key Stage 2 were at least as good as similar schools and, in mathematics at the end of Key Stage 1, were better. Standards at the end of Key Stage 2 are too low. This is due to the lack of assessment and monitoring to inform teachers where they need to aim, with the effect that a quantity of teaching lacks sufficient challenge. Standards are unsatisfactory in ICT at the end of both key stages, but, in all other subjects, they are satisfactory or better. Standards are good in physical education throughout the school. Trends in performance over the three years 1996-99 show a dip, especially in the last year, but early indications of 2000 national assessments indicate a reversal of this trend. This can be accounted for by the school's effective analysis of 1999 results and its clear action to improve them. The school has worked with success to meet its academic targets this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils are enthusiastic about the school and are closely involved in its everyday life.
Behaviour, in and out of classrooms	Satisfactory; behaviour is often good where teaching is consistent but can be unsatisfactory where teaching has weaknesses.
Personal development and relationships	Pupils respect one another and their teachers and have good relationships. They take personal responsibility well and show initiative.
Attendance	Satisfactory.

Pupils enjoy school and contribute strongly to the positive ethos. They accept and like personal responsibility, often helping out their peers and younger pupils. Relationships in the school are good and pupils show a good understanding of the impact of their actions on others.

TEACHING AND LEARNING

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

95 per cent of teaching seen was satisfactory or better, 16 per cent was very good or better and 5 per cent was unsatisfactory. Pupils under five are very well taught. Teachers, here, have great skill in managing the children and selecting appropriate methods to ensure that all are engaged and learn rapidly. This rate of progress slows in Key Stage 1, because teaching has fewer consistent strengths. Teachers' expectations, in particular, are too low. Because ongoing assessment is limited, teachers do not successfully plan to meet all pupils' needs. Some weaknesses in the management of pupils mean that teachers are not always adequately equipped to deal with the occasional bad behaviour that results. Teaching is satisfactory in Key Stage 2. While these older pupils are better managed, assessment again does not sufficiently inform the planning of lessons and this results in weaknesses in this area. The literacy and numeracy strategies have been successfully implemented and teaching of literacy is satisfactory throughout the school. Teaching of numeracy is good. Where teaching is purposeful, pupils respond very well to the benefit of the pace of learning; if pace slows, behaviour can become unsatisfactory to the detriment of pupils' progress. Teaching for pupils with special educational needs is satisfactory. For those with English as an additional language teaching is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum of the school is unsatisfactory. Timetable inconsistencies mean that a minority of pupils are disadvantaged by being unable to follow the full school curriculum. Most elements of the curriculum, with the exception of ICT, are planned well. The early years' curriculum is very good.
Provision for pupils with special educational needs	Satisfactory, with strong support for pupils with statements.
Provision for pupils with English as an additional language	Good deployment of staff and good teaching ensures that provision in this area is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall, with particular strengths in providing for pupils' moral and social development.
How well the school cares for its pupils	The school has effective procedures to encourage good behaviour and discourage bullying. Assessment and supporting pupils' academic and personal development is unsatisfactory.

The school's curriculum fails to meet statutory requirements in a number of ways. Firstly, personal, social and health education is not taught to all pupils, in contradiction of governing body policies. Secondly, elements of modelling and monitoring are absent from the teaching of ICT. Thirdly, the pupils attending choir and swimming do not have access to the full science curriculum. Mixed age classes in Year 2 have only half of the time allocated to science for those in a single age class. Inconsistencies in assessment mean that the school has only a partial picture of the way in which pupils progress through the school. The school works satisfactorily with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear leadership, but is not consistently supported by members of the senior management team.
How well the governors fulfil their responsibilities	The governing body is willing and hard working but lacks understanding of the school and, so, does not fully fulfil its responsibilities.
The school's evaluation of its performance	This is largely ineffective because there is no consistent monitoring of teaching or the curriculum.
The strategic use of resources	Barely adequate resources are often imaginatively used.

The school is adequately staffed and its accommodation is good, despite a number of leaks in the roof. Resources are unsatisfactory and are having a negative impact on learning, particularly in the development of reading and in ICT. The inconsistencies in the effectiveness of the senior management team have affected the rate of school improvement. The headteacher works well to move the school forward; she has adequate support from the governing body. The school applies the principles of best value well.

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 believe that their children like school.• Parents think that school helps to develop maturity and responsibility in their children.• Parents think that teaching and progress are good.• Parents believe that expectations of pupils are good.• Most parents think that behaviour is good.	<ul style="list-style-type: none">• Most parents think that the school does not provide a good range of activities beyond the classroom.• A minority think that the school does not work closely with parents.• A small number feel that they do not receive enough information on how their child is getting on.• A small minority feel that children do not get the right amount of homework.

Inspection confirms that pupils like school and that the school has good procedures for helping pupils become more mature and responsible. However, teaching and progress are only satisfactory and expectations can be low, especially in Key Stage 1. Behaviour is only satisfactory. Of parents' concerns, the inspection finds that involvement with and information for parents is satisfactory. The team agrees that there is insufficient homework in some parts of the school and supports parents' views that there are insufficient activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the nursery area of the school with levels of attainment below what is found nationally. At five, their attainment is above national expectations. This rapid rate of progress is due to very good teaching. Pupils show very good skills in language and literacy, reaching standards above the Desirable Learning Outcomes for the end of this stage. They are articulate and confident, recognise letters of the alphabet and simple words. Almost all can write their own names accurately. They also exceed the expected levels in mathematics; they can count and order numbers to ten accurately. They recognise a square, triangle and circle and have begun to read the time on a clock to the hour.
2. In their knowledge and understanding of the world, pupils under five know some basic differences between the past and the present. They are starting to understand that light and water are needed for plants to grow and use simple computer programs to support their learning. They show good levels of physical development with increasing control of both large and small movements, from playing with hoops to using pencils and crayons. In creative development, pupils are again exceeding the levels expected of pupils as they start on the National Curriculum. They work well in two and three dimensions, for example when making model hedgehogs from clay. They perform well in role-play and singing.
3. By the end of Key Stage 1, pupils' standards of attainment have fallen, relative to national averages. Their performance at the end of the key stage in 1999 national tests in reading and writing, was below national averages. In mathematics it was in line with them. Analysis of attainment over the last 4 years (including 2000) shows that the performance in 1999 was particularly low. In mathematics, in comparison with similar schools in 1999, pupils' attainment is better than average. In reading it is broadly in line, but, in writing, it is below the average performance of similar schools. Preliminary results for 2000 indicate an improvement in each subject. In 1999 national assessments, English attainment was well below national averages and below that of similar schools. This was a considerable fall on the 1997 and 1998 results and data from 2000 indicate a return to the previous levels of attainment. Mathematics results have been consistently below national averages at the end of Key Stage 2 for the years 1996-99, but were in line with those of similar schools in 1999. Science attainment fell over the period 1996-99 to below national averages, but were in line with similar schools in 1999. The improvements in 1999 are due to more focused teaching after careful analysis of the reason for the slump in performance.
4. In English, pupils at the end of Key Stage 1 speak with confidence about a range of work, speaking expressively and showing a developing vocabulary. Attainment in these areas is in line with expectations. However, their reading standards are below average, pupils are not extended enough in what they read and have too few strategies to help them with difficult words. They read from a narrow range of books. Standards are below average in writing: most pupils are unable to sustain ideas and develop them sufficiently. Pupils' vocabulary is limited and few are able to write spontaneously for a number of purposes.
5. From inspection, attainment in English at the end of Key Stage 2 is below that found nationally. Pupils speak and listen well and can, for example, engage in sensible discussion of the differences between texts that they have read. However, attainment in reading is below national averages. Whilst they understand plot, characters and favourite parts of stories, many are not independent or reflective readers. Partly because they do not have adequate resources, pupils do not read a wide range of literature and have too few opportunities to practise their skills. Most pupils can, however, locate, skim and scan information from explanatory text. The literacy strategy is starting to have a positive effect on the standards of reading in the school. While there is evidence that standards of writing are starting to improve in the early years of Key Stage 2, the current standards at the end of the key stage are below expectations. While most pupils at the age of 11 understand some of the different formats used in writing for different purposes, few are able to write in depth. Many lack confidence and understanding to use the techniques or

vocabulary needed to produce stimulating work; they are given too few opportunities to write imaginatively at length

6. In mathematics, inspection findings indicate that attainment of pupils is above what is expected for seven year-olds. Pupils have good mental mathematics strategies; by the end of the key stage they can work comfortably with numbers up to and over one hundred and are able to count in 3's, 4's, 5's and 10's recognising patterns in numbers. They recognise time, using quarter and half-hours and develop a good mathematical vocabulary.
7. At the end of Key Stage 2, inspection shows that pupils' attainment in mathematics is above national averages. This is largely due to work having sufficient challenge for all abilities of pupils and the implementation of the National Numeracy Strategy. By the age of 11, most pupils are confidently able to use the four rules of number. The majority have quick recall of their tables and are familiar with equivalent fractions, decimals and percentages. Pupils are encouraged to use investigative mathematics and they are able to explain concepts like symmetry and probability. Pupils know how to use a protractor and compass to draw triangles and quadrilaterals; their use of ICT is infrequent. Able and talented pupils in mathematics have good provision and advanced teaching, which offers good challenge.
8. In science, pupils at the end of Key Stage 1 attain levels in line with national averages. So, for example, most can name the parts of the human body and know the beneficial effects of exercise on the body. All pupils are able to group materials like metals, plastics, woods and fabrics by their characteristics. They have satisfactory investigative skills. In recording the growth of runner beans, they are able to make simple predictions and draw appropriate conclusions.
9. Pupils achieve what is expected nationally in science at the end of Key Stage 2. They can recognise and name the main organs of the body and have a good understanding of reproduction in plants. Using keys, they can classify insects and know why food chains are important. Most pupils can explain the workings of electrical circuits and are able to use the correct symbols for electrical components to draw them. They are able to carry out appropriate investigations and, from these, make predictions, describe tasks, explain outcomes and record what they have observed in graphs and charts.
10. In religious education, pupils at the end of Key Stage 1 have standards in line with the expectations of the locally agreed syllabus. They know the significance of the main festivals of the Christian year and have familiarity with festivals celebrated by other faiths, such as Divali. They know something of the importance of symbols in religion; for example most can explain the significance of the five K's in the Sikh religion. They know how the Bible is organised into Old and New Testaments and can relate a number of Bible stories. At the age of eleven, pupils attain standards which match the expectations of the locally agreed syllabus. They understand similarities and differences between faiths and they show good awareness of the Bible, knowing a range of stories from the Old and New Testaments. They have satisfactory recall of the teachings and deeds of Jesus. They can compare places of worship, for example identifying major differences between a church and a mosque.
11. In ICT, attainment is below what is expected nationally of pupils at the end of Key Stage 1. This is because they do not have enough experience of all the aspects of the subject. Pupils have no experience of using data handling programs to draw graphs or use simulations to explore and solve problems. However, most can operate a mouse well and, with help, can write words, using a word processor. The low levels of attainment are largely due to pupils not spending sufficient time with computers and a shortage of appropriate equipment.
12. Attainment in ICT at the end of Key Stage 2 is below national expectations, In common with those in Key Stage 1, pupils do not have sufficient experience of all the strands of the subject. For example, although some pupils have limited experience of using a programmable toy, there are no control units in the school to operate models. There are too few opportunities to use monitoring equipment, because the school has insufficient resources to cover all the elements of the National Curriculum. Pupils at the end of the key stage show satisfactory competencies in word processing, being able to open new pages, save, retrieve and print text. A minority of pupils can edit text with confidence.

13. The Key Stage 1 pupils attain the expected levels for their age in art. They use a range of media confidently, have good drawing skills and show good use of colour to indicate hot and cold scenes. In design and technology, pupils reach national average levels at the end of Key Stage 1. They show accuracy in basic activities, like cutting and gluing. They can cut and join materials to create objects like sock puppets, peg dolls and spinning tops. At the end of Key Stage 2, standards in art are in line with national expectations. Pupils show good use of form and colour in creating pastel pictures in the style of Renoir. They have skills in observational paintings and can shade effectively to create form and texture. In design and technology, pupils show levels of attainment in line with what is expected both at the ages of 7 and 11. They are able to show good techniques in constructional skills, handling tools safely. They show an understanding of materials and their properties, combining them to strengthen structures that they are making.
14. In geography, pupils' attainment at the age of seven is at the levels expected nationally. They have a good knowledge of their local area and, in their studies of the vicinity, they develop a range of basic skills such as knowing elementary map signs, compass directions and how to use a grid to locate places. Pupils' attainment at the end of Key Stage 2 is in line with national averages. Pupils know about the water cycle and have a good grasp of appropriate geographical terminology, like precipitation. However, their knowledge of place is limited, despite a good focus on understanding the local environment. This weakness is due to limited opportunities to study distant places. History attainment is also in line with expectations for the end of Key Stage 1. Pupils know that the past is different from the present, but cannot identify all of the criteria needed to distinguish photographs taken a hundred years ago from those taken in the recent past. Pupils' attainment is in line with national levels at the age of 11. They have a basic knowledge of chronology and have good recall of the personalities and main events of past eras that they have studied. However, they have a limited historical vocabulary.
15. Attainment in music at the end of Key Stage 1 is at similar levels to those found nationally. Pupils sing in rounds and are able to compose their own pieces of music using percussion instruments. When the teacher conducts them, they can sing, accompanied by instruments. At the age of 11, attainment is as expected nationally. The pupils know the major musical instruments and most can use them to play simple tunes from notation. In physical education, pupils' attainment at the end of Key Stage 1 is also in line with national averages. They run, jog and hop confidently in a set area and have a good spatial awareness. They throw with increasing accuracy and demonstrate receiving skills with the ball. Some can perform dances to given music, such as 'Swan Lake'. Standards are above national averages at the end of Key Stage 2. Pupils can use a range of throwing methods correctly, when using field athletics equipment. By the end of the key stage, most pupils are able to swim 25 metres and have the basic skills of water safety and survival.
16. Pupils who are identified and are receiving support for special educational needs are making satisfactory progress in relation to their targets set on their individual education plans. However, some targets are not specific enough and this has an impact on the rate of progress made by the pupils. Those with statements of special needs and ones receiving support through reading recovery strategies are making good progress, because of the quality of support given to them by well-trained learning-support staff. Children under five are making good progress.
17. Pupils with English as an additional language make good progress in using English and their general progress is similar to other pupils. Some of these pupils are in the top set for mathematics in year six. They maintain a positive attitude, their personal development is good and they behave well.
18. Compared with the standards that pupils achieve as they start the national curriculum, the levels of attainment at the end of Key Stage 1 and 2 are too low. This is largely due to the less consistently effective teaching that pupils encounter in the main part of the school; teachers have lower expectations and less challenge so that the rate of learning experiences is falling away.

Pupils' attitudes, values and personal development

19. Pupils' attitudes, values and personal development are good, overall. The positive situation found at the time of the previous report has been built upon. There were four fixed term exclusions in the last reporting year, reflecting the school's determination to ensure that its standards of

behaviour are upheld for the benefit of the majority. Inspectors confirm the view of the 96 per cent of parents who, when responding to the pre-inspection questionnaire, were of the opinion that the school is helping their children to become mature and responsible members of society.

20. Throughout both key stages, pupils have generally good attitudes to learning and are well motivated. They listen politely and attentively to the teacher and to each other and are keen to answer questions, putting up their hands to do so. Pupils show consideration for others and for property. They are courteous and helpful to each other, to staff and to visitors. During lessons, pupils quickly settle to work and respond appropriately to instructions from teachers, except when teaching is occasionally less than satisfactory. They work well together and individually and show an interest in their work. Pupils readily take turns and show a willingness to apply themselves to whatever task is presented to them.
21. There is an ethos of positive behaviour and an orderly and constructive atmosphere within the school that is conducive to learning. The majority of pupils respond well to the high standards of behaviour expected and the action taken by the school to ensure good behaviour is successful. Behaviour is satisfactory, overall, with much of it at Key Stage 2 being good or better. However, at times during lessons when teaching was less than satisfactory, most particularly in Key Stage 1, a small number of pupils acted in an inappropriate way due to being insufficiently challenged. Most teachers are sensitive to the needs of pupils as individuals. Pupils behave well during break times, even when they have to stay indoors because of inclement weather and they play well together at all times.
22. The pupils respond very well to the school's good provision for their personal development. They have opportunities to assume responsibility, which steadily increase through their school life. At Key Stages 1 and 2, pupils undertake their monitor and other responsibilities sensibly and with enthusiasm. Year 6 pupils enjoy the responsibility of running the tuck shop, the toy library and looking after pupils younger than themselves. Relationships are good, both among pupils and between pupils and adults. Pupils respect the values and beliefs of others and this is apparent in the way they relate to each other both in lessons and elsewhere. Pupils of all ages mix well together at playtimes and lunchtimes and there is no evidence of bullying, sexism or racial harassment.
23. Pupils' overall attendance is satisfactory. Although recently slightly below the national average for primary schools, there is no evidence of truancy. There has been an improvement in the level of unauthorised absence since the time of the previous inspection; it is now below the national average. Punctuality in the morning is generally good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons. Time keeping throughout the day is generally good, with lessons beginning and ending on time, ensuring that the maximum amount of time is made available for pupils to learn.
24. Pupils enjoy school. Their good attitudes to school, good relationships and positive response to the opportunities provided for their personal development, all make a strong contribution to the effectiveness of their learning and the standards they attain.

HOW WELL ARE PUPILS TAUGHT?

25. The overall quality of teaching in the school is satisfactory. Of lessons seen, 56 per cent were good or better, 95 per cent satisfactory or better with 5 per cent unsatisfactory. The teaching for pupils under five is very good; for those in Key Stage 1 and 2 it is satisfactory. However, there is a proportion of unsatisfactory lessons in both key stages. It is the inconsistencies within teaching which are of concern. These variations point to deficiencies in the monitoring of teaching by the management of the school and the governing body. On the other hand there are a number of positive elements in teaching within the school - the consistent quality of lessons to pupils under five is a strength of the school. The better teaching of the youngest pupils in the school was noted in the last inspection report, but has not been built on by the school.
26. Teachers' knowledge and understanding of the needs of pupils under five is very good. In a lesson on the great fire and plague of London, the teacher used her understanding of the nursery rhyme 'ring-a-ring-a-roses' as the starting point for a remarkable re-enactment of the main events of the time. She then revisited the rhyme to emphasise the underlying meaning of

phrases like, 'we all fall down' and draw appropriate historical conclusions. In mathematics, in each key stage, teachers use their thorough knowledge of the subject to make lessons interesting, to the benefit of learning. The better science lessons were assisted by the quality of teachers' subject knowledge. In music and religious education, teachers demonstrate a secure understanding of the subjects. However, teachers lack the breadth of knowledge required to cover all the elements of the ICT curriculum.

27. The youngest pupils in the school are given a very good grounding in learning basic skills. Staff use their good knowledge of pupils' abilities to successfully plan to meet their individual needs. The impact of this is shown in the fact that these youngest pupils show good standards of attainment in language and literacy by the time that they move on to start the National Curriculum, exceeding the Desirable Learning Outcomes. In Key Stages 1 and 2, teachers have a satisfactory knowledge of the National Literacy Strategy and a good understanding of how to teach phonics and the main spelling rules. Science lessons, in particular, were notable for their good focus on developing pupils' basic skills where scientific vocabulary is emphasised.
28. Planning is least effective in Key Stages 1 and 2. Because ongoing assessment is unsatisfactory, teachers planning to meet pupils' needs is inconsistent. Teachers of parallel age classes frequently do not plan lessons together, so that, although there is consistency in the medium term planning undertaken, this translates into a variability between what is taught to individual classes. In Key Stage 1, the organisation of one mixed age group and two single age groups means that pupils' continuity of work and progression of understanding is weak. Most teachers plan to meet the needs of different ability groups, including those with special educational needs, but some fail to provide clear, measurable targets for pupils with individual education plans. Pupils with statements and those identified on the special needs register receive very good support from well-trained support staff across a full range of the curriculum. To their credit, most teachers make the learning aims of lessons clear to all their pupils at the start of lessons. Planning for pupils under five is good. Opportunities for pupils to develop independence and work as part of the community are carefully planned for. Another example of effective planning to meet the needs of individuals can be seen where higher ability nursery children effectively take part in the National Literacy Strategy being taught to reception children.
29. There are variations in teachers' expectations of pupils. In Key Stage 1, these are unsatisfactory; too often, lessons lack stimulation and challenge and questioning does not stimulate interest or encourage imaginative speculation. Tasks set can be dull and so both the pace of learning and pupils' behaviour can deteriorate. Within the satisfactory judgement of expectations in Key Stage 2, there are inconsistencies, a number of lessons seen had only just satisfactory rates of learning due to the inappropriate or uninteresting activities being done. It was frequently the positive attitudes of the pupils which ensured that they learned enough. Pupils under five benefit from the high expectations manifested in lessons; in sessions emphasising knowledge and understanding of the world, pupils are provided with a wide range of materials and experiences and are constantly encouraged to be inquisitive, make comments and describe what they can see.
30. Teaching methods with the youngest pupils are very good. Sessions are organised so that all pupils benefit from the activities and teachers are able to interact effectively with all of them. Practical activities are lively and of direct relevance to the lesson's learning objectives. Methods that teachers use in the rest of the school are satisfactory. In mathematics, the adoption of the National Numeracy Strategy has meant that there are lively mental mathematics sessions at the start of each lesson. This gives a brisk start and has a strong motivational influence on pupils for the rest of each lesson. The best science lessons give good opportunities for practical activity and investigative work. However, in some religious education lessons, pupils have to sit and listen for too long and so lose interest and the lesson loses impetus.
31. The management of pupils in the classroom across the school shows considerable contrasts. It is very good for pupils under five where staff are very careful to develop good classroom and learning routines for even the very youngest; this gives children a sense of order and security. There are very good relationships with pupils who are often given a responsibility, such as class helper. The management of pupils in Key Stage 1 is unsatisfactory; too often, where some disturbance occurs, teachers fail to deal with it effectively so that the lesson is interrupted and the pace of learning slows. In a number of lessons seen, teachers had too few strategies to curb

pupils calling out so the noise level increased. By the end of the lesson, there was insufficient order to conduct an effective plenary session. The management of pupils in Key Stage 2 is satisfactory. Relationships tend to be good and this elicits a positive response from most pupils. In mathematics lessons, the good relationships that exist and the well organised sessions engender a good learning atmosphere.

32. For the under fives, the very imaginative use of the limited resources available effectively motivates children. The history session on seventeenth century London used benches, bags of 'litter', stick on spots and limitless imagination to evoke life in London streets at the time of the plague and fire. Support staff are closely involved in planning and delivery of lessons and the area is typified by most effective teamwork between staff in both planning and teaching. No time is wasted in lessons. The quality and use of support staff are significant and positive factors in the teaching of Key Stage 1 pupils. Resources are used well, especially in literacy and numeracy teaching, but the pace of lessons can be slow. Pace is also lacking in some teaching at Key Stage 2. Resources are satisfactorily used. There is some use of ICT planned in other lessons; computers are frequently used in word processing in literacy lessons and to perform data handling tasks in numeracy sessions.
33. The use of ongoing assessment is a weakness of teaching throughout the school. Again, practice is better in classes for under fives where, for example, staff have effective procedures to monitor personal and social development. In the rest of the school, marking is inconsistent. At its best, it provides positive encouragement and clear indications of how pupils might improve. All too often, marking is routine, indicating approval or otherwise with ticks and crosses. Thus, the school, generally, does not inform pupils where they stand in relation to the national curriculum levels or set appropriate targets for improvement. This can also lead to difficulties in matching work to the needs of individual pupils and, for example, restricts the progress of pupils in English
34. Under five pupils benefit from work that is carefully matched to their individual needs. For example, near the conclusion of a mathematics lesson one higher attaining pupil was given the chance to select her own materials for computation. In this way she was able to demonstrate her skills in adding three numbers together, before writing down the workings of the sums on paper. Elsewhere in the school, again, there are inconsistencies. These emanate from the inconsistencies in marking and assessment. Marking and assessment have not yet fully informed teachers of individual pupils' needs so that, at times, work is not well matched to individual needs. Exceptions to this pattern are in science teaching where there is a close match of work to pupil needs and in teaching pupils with special educational needs where individual education plans are well known and used.
35. Pupils with English as an additional language receive good support from the class teachers. Where necessary, they receive good additional daily support from the specialist teacher and one support staff who have been appointed to improve their use of English. In the next academic year, additional staff are to be employed and it is planned to include numeracy in the specialist teaching programme. Homework, which was a parental concern, is inconsistently set through the school; in particular, the home/school reading arrangements are neither thorough nor regularly applied.

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

36. The curriculum that the school offers is unsatisfactory. This is a decline in standards since the last inspection when it was satisfactory, with some strengths. However, the curriculum arrangements for pupils under five are good.
37. The curriculum for Key Stage 1 and Key Stage 2 is broad and covers all the subjects of the National Curriculum and there are policies and schemes of work for all subjects. Religious education follows the locally agreed syllabus. However, there are some inconsistencies, which detract from this satisfactory balance. Weekly planning in mathematics is clearly linked to medium-term plans, which are based on the National Numeracy Strategy. Planning in English in Key Stage 1 is satisfactory, although there are some inconsistencies in weekly planning. Planning at the lower end of Key Stage 2 is satisfactory, but in classes in years 5 and 6 it is unsatisfactory because the teachers plan separately for a number of subjects, including

extended writing. Thus, pupils do not undertake the same work and progress in developing skills in writing is inconsistent. Although weekly planning is satisfactory, it is not linked to the work done by pupils with English as an additional language. In Science, there are also some inconsistencies in planning, because the teachers in the upper Key Stage 2 classes do not plan together as a team and pupils do not all receive the same curriculum. In Key Stage 1, some pupils receive one hour less science than others and a small number of pupils do not have science, because they go swimming instead. The whole of the curriculum for ICT is not taught, so that statutory requirements are not being met. Consequently, there is not equal access to the curriculum and this is unsatisfactory.

38. The pupils are set in prior attainment groups for mathematics and English. This has provided opportunities for more efficient teaching with a sharper focus and made an important contribution to improved attainment in mathematics. Satisfactory provision is made for the teaching of literacy through the Literacy Hour. During the Numeracy Hour there is effective teaching of numeracy skills, which has made a major contribution to the improvement in attainment in mathematics. There is a well-organised homework policy and homework makes a valuable contribution to standards of achievement.
39. There is a comprehensive scheme of work for personal, social and health education, which includes sex education, the problems associated with substance abuse and the dangers connected to smoking and alcohol. Unfortunately, not all pupils are taught these important areas, because they go to choir practice instead; this is unsatisfactory. The policy for equal opportunities includes valuable guidance to prevent racial harassment and bullying.
40. Good organisation and co-operation ensure that pupils with special educational needs have access to the same range of learning experiences as other pupils. All recommendations of the code of practice are implemented. Teachers make good use of the individual work programs and targets for pupils with special educational needs. The quality of provision for pupils with English as an additional language is good. The school makes satisfactory provision for pupils with special educational needs. Pupils with statements are fully integrated and receive good support in the classroom to enable them to have equal access to the curriculum. Provision for other pupils is mainly through a reading recovery programme, which they receive regularly on an individual basis. The system for grouping by prior attainment in the upper Key Stage 2 for literacy and numeracy is having a positive impact on the provision for pupils of lower attainment and special educational needs. Provision to integrate a small number of pupils from the local special school is good and has a positive impact on developing both their social skills and those of other pupils in the school.
41. The specialist staff in the school organise and teach an appropriate curriculum for pupils with English as an additional language. Effective assessment records are kept, which track the good progress being made. These pupils benefit from being able to take part in all the areas of the curriculum. Some of these pupils, for example, are in the top set for mathematics.
42. The provision for extra curricular activities is unsatisfactory, because too few activities are provided. A table tennis club meets each week and a homework club meets in the information centre to use either the library books or the computers to search for information for topic work. This provides additional and valuable experience in using the internet. Pupils do not take part in competitive games against other schools. The parents' questionnaire indicates that they would like more after school activities. It would be useful for the governors and staff to consult with parents to ascertain which activities would be supported and whether any parents' help could be supplied.
43. A range of educational visits is organised each year for every class to enhance learning in various subjects and widen the curriculum. These include trips to the Black Country Museum, Lichfield Cathedral, Oak House, Birmingham Science Museum, the Lock Museum, and Telford Park.
44. The school has links with the local community, which provide worthwhile experiences for pupils. Two local vicars come into school to enhance the daily collective act of worship. Players and coaches from Walsall Football Club come into school. There are close links with a local special school and pupils visit each other's schools. Pupils go to the local library at the comprehensive

school and also go there to use the computer suite. Teachers from the school come to meet Year 6 pupils to smooth the transfer between schools.

45. The previous report indicated that there was little development of independent research skills. These are now being developed through the use of ICT during lesson time and after school. There were few extra-curricular activities mentioned in the last report and this is still the case now. Pupils with special educational needs and pupils with English as an additional language had full access to the curriculum and this is still the case.
46. Provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the previous inspection.
47. Provision for spiritual development is good and pupils have a clear understanding of the values and beliefs that the school promotes. Daily acts of collective worship are well planned to ensure continuity of themes. The school has worked hard to raise awareness of opportunities for spirituality both during collective worship, when a lighted candle is a focal point during quiet moments of reflection, and across the curriculum. An example of pupils being given the opportunity to experience moments of awe and wonder in the world around them happened when, during a lesson in the reception class, they were able to feel, smell and taste some of the herbs brought to school by their teacher. Pupils are given time to reflect on the beliefs of people of other faiths through the structured programme of work in religious education lessons.
48. Provision for moral and social development is very good. The school actively promotes the "assertive discipline" policy and school rules are clearly displayed in each classroom. All staff working in the school have been fully trained to use this strategy. Pupils are encouraged to be responsible for their own behaviour, but have a clear understanding of the consequences of inappropriate behaviour. There is a behaviour book for the small minority who constantly misbehave. Opportunities to celebrate good behaviour and work are provided during a weekly celebration assembly. There are high expectations by all staff in the school of good manners and respect for adults. They ensure that relationships in the school are positive. In lessons, pupils are provided with opportunities to work in groups, for example in physical education lessons and working with pupils from the local special school. The school encourages older pupils to take on responsibilities. For example, taking registers to classrooms, ringing the bell, running a tuck shop, being a librarian and organising a lending scheme of playground equipment during the lunchtime. There are also general duties for pupils in their own classrooms and good opportunities for pupils to take part in fundraising, for example for the World Wildlife Fund.
49. The school's provision for cultural development is good. A variety of educational visits in the local area, for example to the Locksmith Museum, are organised each year. There are planned music appreciation lessons and the study of the styles of different artists. The school celebrates some of the festivals of the world religions and of those practised by some of the pupils. There are some opportunities for cultural development through literature; for example pupils in Year 4 studied Japanese Haiku poetry. Overall, provision effectively enriches pupils' knowledge and experience of their own culture and the cultures of others. This has improved since the previous inspection when there was little evidence of opportunities for pupils to take a pride in their own culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school's procedures for child protection and for ensuring pupils' welfare are good, as they were at the last inspection. Caring and support for its pupils are central features of the school's priorities. Through provision of a secure, caring and supportive environment the school provides conditions that facilitate learning. The positive situation found at the time of the previous inspection has been maintained. All members of the school community work together to ensure that pupils feel well cared for and secure. Teachers have sound knowledge of the needs of individual pupils and respond satisfactorily to their particular needs on a day-to-day basis. Pupils with special needs, including those with behavioural problems receive very sensitive support. Pupils are happy at school and confidently turn to adults when they need help or advice.

51. Midday supervisory arrangements are satisfactory. The staff relate well to the pupils. Their support during lunchtimes, whether inside or outside the school building, has a positive effect on behaviour and safety.
52. First-aid and fire safety arrangements are satisfactory and internally the school provides a largely safe and supportive environment in classrooms and public areas that facilitates learning. However, there are areas of worn carpeting, peeling paint and plasterwork and numerous water leaks that present potential health and safety risks.
53. The school's procedures for child protection are satisfactory. The designated member of staff has received relevant training. She ensures that class teachers and support staff are aware of their responsibilities and that they are attentive and conscientious in their approach to the proper support of the pupils in their charge.
54. The monitoring and promotion of attendance is good. Records of attendance are properly maintained and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are good procedures to deal effectively with any unexpected absence.
55. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good, overall. Rewards and sanctions are well understood and accepted by pupils. The effective implementation of these procedures, which occurs except when teaching is inappropriate, allows the pupils to take advantage of the opportunities for learning presented to them in an environment in which there is an absence of oppressive behaviour, bullying or sexism.
56. Procedures for formally monitoring and supporting pupils' personal development are underdeveloped, except in the early years department. Records of achievement are not maintained and, as yet, there are few records celebrating pupils' non-academic achievement. Informal monitoring, however, which benefits from teachers' knowledge of pupils as individuals, is good.
57. The specialist teacher for English as an additional language carefully monitors the academic progress of each pupil and also their personal development. Comprehensive records are kept of assessment and she can clearly track each pupil's progress to see that targets are being met.
58. The school's use of academic assessment to guide planning to support pupils' learning is unsatisfactory, overall. The present arrangements for using assessment information to guide curricular planning are unsatisfactory. The school has recently implemented a range of procedures, at both key stages, for identifying and recording the assessment of pupils' attainment and progress, including those necessary to identify and track higher-attaining pupils, or those with special needs. These procedures, such as those used for setting in mathematics, in literacy and in the early years department, are beginning to provide valuable information and, in 2000, raise attainment. They have the potential to become an effective system which will give a focus for teachers to plan and through which the school can identify and monitor the progress of individuals and groups of pupils. However, at the present stage of development they often lack cohesion across the whole school and much of the recorded information is not used effectively to identify what is necessary to ensure that effective curriculum planning takes place. Statutory assessment and recording procedures are satisfactorily carried out. There is some discussion by staff of the results to identify weaknesses in attainment, in teaching or the curriculum but, as yet, this is not sufficiently focused to identify pupils' needs for their next stage of learning. The result is that planning is sometimes inappropriate.
59. Assessment procedures for pupils with special educational needs are satisfactory, but rely heavily on teacher assessments and optional tests in Key Stage 2. The headteacher has recently introduced a concern sheet to support staff in early identification so that those pupils can have measurable goals to achieve to support the acquisition of basic skills. Behaviour plans and behaviour books have recently been introduced to support pupils experiencing difficulties with conforming to the school behaviour policy. The school is still in its early stages of using information from assessments to track the progress of pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. Except for a very small minority, parents speak very highly of the school and the way in which it supports their children. They find many things to like about the school. They are very satisfied with the quality and effectiveness of what the school provides and achieves. Their children like school. The school is thought to be a caring school that provides well for their children. Parents are very happy with the quality of teaching and the progress made by their children. They feel that the school has high expectations and encourages their children to become well-behaved, mature and responsible individuals. Inspection evidence supports parents' views about the support provided by the school, the provision it makes for personal development and the behaviour of the pupils. A small number of parents expressed concerns about some aspects of the school's provision, in particular the provision of information about progress, how effectively the school works with parents, and the range of activities outside lessons. Inspection evidence finds some support for these views.
61. The school's links with parents are satisfactory, overall. They are not as good as they were judged to be at the time of the previous inspection. In the nursery and with those parents involved with the co-located parent/toddler group links are good and the results of the partnership are positive. There are a number of good features. Home-school links have recently been supported by the introduction of a home-school agreement that provides for commitment by the school, parents and the pupils to the improvement of standards. Parents and other helpers are warmly welcomed into school and are encouraged to participate in its work, but, except in the early years department, few do so. Despite the school positively encouraging their support, few parents assist with extra-curricular activities or involve themselves in much needed fund raising activities. The involvement of these parents and other volunteers that do assist the work of the school makes a positive contribution to pupils' learning.
62. The quality of information provided formally by the school is satisfactory, overall. Well produced and informative newsletters provide parents with information about school activities and there are regular opportunities to discuss attainment and progress together with an annual report. The quality of the latter varies from teacher to teacher, but, overall, reports meet statutory requirements and are of satisfactory quality. They have improved in recent times with the headteacher's comments being objective, well focused and very helpful to parents. Reports on individual subjects are somewhat brief with little information on how attainment matches national expectations, except at the end of each key stage. There is also some inappropriate use of language. 'Can use a menu-driven CD Rom programme which is graphics based' is not helpful to many parents. The school prospectus is of good quality, being well organised and produced in a user-friendly style. It gives very good information to parents and fully meets statutory reporting requirements. The most recent governors' annual report to parents is not of such good quality. It is a brief document that misses opportunities to celebrate the school's successes. The section on the work of the governing body is informative and the school's progress in meeting its action plan is well reviewed. However, it does not meet statutory reporting requirements, being deficient in its reporting of the school's policy for meeting the needs of pupils with special needs.
63. Although parents are appropriately involved in reviews for pupils with statements of special educational needs, they have not until very recently been fully involved with reviews for pupils at the earlier stages of the Code of Practice. The headteacher has begun to address this issue and as part of her development plan has started to involve more parents in reviews of individual education plans. Parents of pupils with behaviour difficulties are fully involved with strategies used to support their child.
64. The specialist teacher for English as an additional language regards contact with the parents as a priority. She meets parents at school on an informal basis and sees them formally at parents' meetings. Parents know that she is available if their children have problems or difficulties.
65. There are regular opportunities, formal and informal, for parents to meet with teachers. The headteacher makes herself available at any time to meet with parents and teachers are happy to meet with them informally, or by appointment to ensure availability due to teaching commitments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The mission statement of the school stresses the school as, 'a place where children ... can work in a secure environment. They will learn to respect each other, their families, friends, traditions and... themselves'. In these aims the school is successful. The school is a safe and happy place for pupils and there are good relationships between pupils and teachers.
67. The headteacher provides good leadership; she has clear judgement about the strengths and areas for development in the school and steers the school purposefully forward. Her vision for the school is reflected in the school aims, which the school strives to meet. In this they are largely successful with the exception of those relating to the provision of a broad, balanced and relevant curriculum. The headteacher is a strong presence in the school and has a positive motivational influence on staff and pupils alike; she ensures the smooth day to day running of the school. However, in her efforts, the headteacher has inconsistent support from the school senior management team. While subject co-ordination of core subjects is effective, not all senior managers share the headteacher's vision for the school or are able to initiate and drive forward developments with the purpose that the school needs. Since the headteacher was appointed she has striven to build a management team with the capacity to drive up standards. With the limitations of the senior management team, but with developing governing body skills, at present, the school has a satisfactory level of shared commitment and has the overall capacity to succeed.
68. The headteacher, as temporary special needs co-ordinator, manages provision for special educational needs very well. She has a clear view of the needs of the school in order to support these pupils and has a good action plan of how to achieve this. Paperwork has been reorganised so that it is accessible to all staff and can be used effectively to meet the needs of the pupils. The special needs governor is supportive and meets regularly with the co-ordinator to discuss issues and ensure that the needs of the pupils are being met.
69. The governing body supports the school, but is insufficiently aware of the school's needs. This is because it has not been sufficiently involved in monitoring and evaluating the school's performance. Thus, they see the school in terms of what they are told by the teachers and - as parent governors - by pupils. This became evident during the inspection week when areas for development uncovered by the inspection came as a surprise to members of the governing body. Informal procedures exist for the governing body to visit the school, but they do not know what to do with the information that they gather. Governors have a range of expertise, are organised and are beginning to use the experience and training that they are actively pursuing, in advising the school. The committees have an effective structure and are poised to make a more complete contribution to the running of the school. The governing body does not fulfil its statutory duties satisfactorily. While the most recent annual report to parents provides a satisfactory review of the work of the school, it does not provide information about the policy for pupils with special educational needs. Because of the lack of monitoring, most governors are unaware of the lack of equality of opportunity within the school for pupils to follow all aspects of the National Curriculum. Again this is a failure to fulfil statutory requirements.
70. There has been some monitoring of teaching and planning by senior management. This has usually had a subject focus and, in consultation with local education authority advisers, has led to changes in subject planning. For example, planning of information communication technology now incorporates the recommendations made by the Qualifications and Curriculum Authority. However, teaching has not been monitored systematically in an attempt to use the strengths of the school's best teachers to positively influence the rest. Annual staff development interviews, which set targets, provide good opportunities to analyse both teaching and non-teaching staffs' ongoing professional development and have provided a good basis for the implementation of performance management.
71. The overall financial management of the school by the governing body is barely satisfactory. They support the school and have been of considerable help in managing the budget when funds were very limited. The governing body displays a growing awareness of its role and responsibilities in connection with some financial aspects of the management of the school.

72. Budget setting procedures are appropriate. Governors meet their statutory duty to agree a budget. However, neither the governors nor the headteacher take a sufficiently active role in the allocation of the budget. There is an over-reliance on the information provided to them by the local authority's local management advisory service without a full understanding of its implications for the pupils presently in school. The advice is accepted with little challenge and as a result there is a lack of understanding of how the budget has been determined. There is an ethos of 'no money' within the school that has had a negative impact on decision making, leading to a reduction in the quality of learning and hence on standards. There is little evidence of governors properly evaluating the benefits that might arise from releasing small amounts of money to support educational priorities such as the proper provision of learning resources. The cost effectiveness of spending is not targeted at the most reliable way of raising standards. It is unsatisfactory that there is a lack of some basic learning resources and some weaknesses in accommodation provision, which could be overcome or improved by a redefinition of budget priorities or the release of relatively small amounts of contingency funding.
73. Notwithstanding the weaknesses in ownership of its budget, there are some strong features about how the school conducts its financial arrangements. The governing body receives regular reports from the headteacher. These are objective and well focused, giving good information about what is happening in school. Financial reports enable governors to properly perform their monitoring duties of budget variances, but the monitoring is of the 'are we in line with what the budget says?' rather than 'is the spend appropriate to the school's priorities and needs? '.
74. Governors are aware of the need to obtain value for money and have good procedures for ensuring that best financial value is obtained when purchasing products or services and, overall, they have embraced the principles of best value. Governors are developing an understanding of the need to challenge what is being done in the school to assess the impact on learning. They make satisfactory use of the information provided by the local authority to compare how the school standards compare with those expected or those of other similar schools both locally and nationally. The school has satisfactory informal arrangements for consulting with parents and other interested bodies and the direct experience of many governors as parents of pupils who are, or have been, pupils at the school is a positive benefit.
75. The governors' decisions on the use of specific funds, in particular funding for pupils with special educational needs, are based on sound principles and are well targeted to have a positive impact on learning and progress.
76. The school makes satisfactory use of new technologies. In addition to the support of administration activities, where computerised systems are well used by the school's very conscientious clerical staff, the school is moving positively to embrace the Internet and the use of multimedia is starting, limited only by some inappropriate computer hardware.
77. The school is appropriately staffed and there are at present sufficient suitably qualified teaching staff to meet the needs of the curriculum. There is some imbalance in the mix of age and experience of teachers. Only two full time teachers have less than fifteen years total service, the majority having been at the school for thirteen years or more. This means that there can be some resistance to change. Support staff, particularly in the nursery, but throughout the school, are effectively deployed. They are well trained, enthusiastic and work closely with class teachers. They make a significant contribution to children's learning. All members of staff are committed to the well being and support of the pupils. In their various ways they make a contribution to the effective running of the school which enhances the quality of education provided.
78. There are satisfactory induction and mentoring procedures in place for the newly qualified teachers and teachers new to the school rapidly feel valued and a full part of the school community. The school has particularly effective mentoring arrangements for teachers in training.
79. The quality and range of accommodation, overall, is satisfactory. The caretaker is a very committed member of the school community and he, together with the cleaning staff, works hard - and generally successfully - to provide a clean and tidy environment in which learning can take place. Overall, the accommodation is spacious with open plan classrooms of reasonable size. The classrooms provide appropriate facilities for effective teaching. There is good provision of

shared and specialist areas, such as the library, information and communication technology suite and resource areas for group work or special activities. Teachers generally make good use of the accommodation, but the library is under-used. Whilst the provision of accommodation, internally, is satisfactory there are many areas that are in need of refurbishment or redecoration. Serious problems exist with parts of the roof which result in leaks during wet weather, causing unsatisfactory situations to exist in some classrooms and in the hall that are detrimental to the learning process. Elsewhere, there are areas of the school in poor decorative order that, despite the best efforts of all staff, have a negative impact on the learning environment. Lack of preventative maintenance has led to a situation in which parts of the school present an image that is not a true reflection of what it provides for the pupils in its care.

80. Externally, facilities are satisfactory. There is sufficient playground space for the size of the school. There is provision for pupils to sit quietly and arrangements are in hand to develop a 'quiet garden' that will complement the existing arrangements.
81. The adequacy of learning resources is unsatisfactory, overall. The 'generally good' provision reported at the time of the previous inspection has not been maintained. The school has recognised that there are deficiencies and the present year budget has planned an increase in expenditure over that in recent years. Provision of resources for English and information technology is presently unsatisfactory and only barely satisfactory in science, art and design technology. The library is an inefficiently used resource and the quantity and quality of books to take home are unsatisfactory. For children under five, the provision is satisfactory, overall, with some good features. However, provision for outdoor large play equipment is a weakness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

a) Improve the quality of teaching by:

- identifying areas for development in teaching and directing resources accordingly (paragraphs 26-34);
- developing and improving assessment to guide both teaching and curriculum planning (paragraph 33);
- disseminating amongst all staff the qualities of the very good teaching in the school (paragraph 25);
- monitoring classroom practice to agreed criteria and so sharpen evaluation of teaching and learning (paragraph 25);
- giving clear, precise feedback to teachers to identify elements of good practice and areas for development (paragraph 25).

b) Raise standards in English by:

- planning consistently in all year groups (paragraph 104);
- developing teaching strategies, so that tasks are always appropriate and challenging (paragraph 104);
- improving scarce resources to develop reading skills (paragraph 106).

c) Improve the pupils' access to the curriculum by:

- reviewing and modifying the timetable and the resultant provision of the curriculum so that all pupils follow all elements of the National Curriculum and personal and health education (paragraph 37).

d) Direct scarce resources to the greatest areas of need in order to:

- build up resources of reading books to take home and other library books (paragraph 81);
- provide appropriate ICT equipment (paragraph 81).

e) Build on the abilities of the governing body and senior management team so that they:

- are more aware of the school's weaknesses, including breaches of statute and are better able to address them (paragraph 69);
- have the financial strategies to understand and distribute the budget more appropriately to raise standards (paragraph 72);
- undertake regular and effective and effective monitoring of teaching and the curriculum (paragraph 69).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	14	40	39	5	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)	17	305
Number of full-time pupils eligible for free school meals	4	61

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	58
Number of pupils on the school's special educational needs register	0	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	23	20	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	20
	Girls	18	18	20
	Total	34	34	40
Percentage of pupils at NC level 2 or above	School	79 (80)	79 (80)	93 (84)
	National	82 (81)	83 (81)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	18
	Girls	17	19	19
	Total	31	36	37
Percentage of pupils at NC level 2 or above	School	72 (83)	84 (88)	86 (71)
	National	82 (81)	86 (85)	87 (67)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	27	22	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	13	14	16
	Total	29	32	35
Percentage of pupils at NC level 4 or above	School	59 (67)	65 (59)	71 (62)
	National	70 (63)	69 (62)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	14	15	15
	Total	32	34	34
Percentage of pupils at NC level 4 or above	School	65 (60)	69 (66)	69 (86)
	National	68 (63)	69 (64)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	0
Black – other	13
Indian	38
Pakistani	4
Bangladeshi	0
Chinese	1
White	195
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	23.9
Average class size	28

Education support staff: Y7 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	57h 35m

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	8.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	548,189
Total expenditure	549,169
Expenditure per pupil	1,721.53
Balance brought forward from previous year	22,695
Balance carried forward to next year	21,715

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	307
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	0	1	0
My child is making good progress in school.	55	38	2	5	0
Behaviour in the school is good.	40	50	3	1	6
My child gets the right amount of work to do at home.	40	44	12	3	1
The teaching is good.	53	43	2	0	2
I am kept well informed about how my child is getting on.	43	41	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	47	30	3	1	0
The school expects my child to work hard and achieve his or her best.	61	33	5	1	0
The school works closely with parents.	30	41	24	5	0
The school is well led and managed.	41	43	8	2	6
The school is helping my child become mature and responsible.	50	46	4	0	0
The school provides an interesting range of activities outside lessons.	21	20	30	14	15

Summary of parents' and carers' responses

Parents are generally strongly supportive of the school. They virtually all believe that children like the school and feel comfortable about approaching the school with questions or a problem. Almost all think that the school has strong expectations of children's efforts and that the school is helping their child become mature and responsible. Progress and teaching were felt to be good by almost all parents. A significant minority of parents felt that the school does not provide an interesting range of activities outside lessons and that the school does not work closely with parents. A small minority felt that they are not kept well informed about how children are getting on or that children do not get the right amount of work to do at home.

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

82. The quality of provision provided for children under the age of five is very good and this is a strength of the school.
83. Standards of attainment on entry to the nursery school are below national averages. Children make very good progress in the nursery and reception classes and, by the time they are five, the majority have exceeded the learning outcomes in all areas deemed desirable for this age group. Most children have made a good start to the National Curriculum.
84. Children make very good progress and by the age of five exceed the expected levels in their personal and social development. Children in the nursery and reception classes show confidence and developing independence. They form effective relationships with each other and with adults. They mostly play and work effectively together by sharing and taking turns. They often help each other, as when one child explained to another how to use the computer. Children make considered choices when choosing an activity and persevere well until they have completed a task, showing good levels of concentration. They confidently change their clothes for physical education lessons and tidy away equipment in response to adults' instructions. The majority of children are very well behaved, courteous and friendly.
85. Teachers provide many, well-planned opportunities for children to develop independence and become useful members of the school community. The staff establish a pattern of settling children to work and maintaining routines which give the children a sense of security and order. The children confidently participate in the school's routines, for example the reception children join in the Key Stage 1 assemblies. Children are given positions of responsibility, such as class helpers and they carry out their duties well. The system of "plan, do, review," gives good opportunity for the children to participate in their own learning, as they discuss their chosen activities with the teacher. Staff have introduced effective procedures to support children on entry to the school and to monitor their personal and social development. The very good relationships that have been established between teachers, nursery nurses parents and children create a secure happy environment that is most conducive to effective learning.
86. Children are developing very good skills and understanding in language and literacy and attainment by five is above the expectation for the desirable outcomes. Children are articulate and confident and use a wide range of specific vocabulary during class discussions, as for example when reception children explain the feelings of story characters as "puzzled" and "surprised". All children enjoy stories, rhymes and songs and join in enthusiastically with these. In the nursery, children know that print conveys meaning and that it is read from left to right. They enjoy sharing books with adults. All reception children have begun to read repetitive caption books from the school reading scheme. They recognise letters of the alphabet and many simple words. Higher attaining children are beginning to use simple alphabetic and phonic clues to support their reading of unfamiliar words. In the nursery, children hold a pencil correctly as they complete tracings and writing patterns. Almost all reception children write their own names accurately. Higher attaining children attempt to write familiar words independently.
87. The teaching of language and literacy is good overall and often very good. All staff have a good knowledge of the children's abilities and activities are very well planned to meet their individual needs. For example, higher attaining nursery children effectively participate with the reception children in the National Literacy Strategy. Staff use resources very well to motivate children and stimulating activities are provided that successfully extend language and powers of expression. For example, children enthusiastically use role-play as they order a story in sequence. Positive encouragement, good interaction and teaching by the staff in all activities and play are most effectively developing and extending children's language skills.
88. Children make very good progress in mathematics and, by the age of five the majority exceed the expected levels. Nursery children can count and order numbers to ten correctly. They sort items according to size and length, explaining which is shorter or which is longer. They match

numbers in numerals and pictures. In shape, children recognise and name a square, triangle and circle. Most children have begun to use correct mathematical language, as when they use positional words to describe where animals should be placed in a farmyard. Most reception children have begun simple addition and subtraction. Children are becoming aware of the properties of two and three-dimensional shapes and higher attaining children correctly draw shapes after listening to a partner's description of the properties. Children have begun to read the time to the hour on a clock.

89. Teaching of mathematics is good. Children are given many opportunities to extend their numeracy through a choice of stimulating and varied activities and by singing number rhymes and playing counting games. As with language, activities are well suited to individual ability. For example, at the end of one lesson, while most children were using matching and sorting activities, a higher ability child was given the opportunity to select her own materials for computation. She was fully involved in using counters to add three numbers together, before confidently writing her calculations down on paper. Reception children have been well launched on the National Numeracy Strategy, which is enhancing their progress in this area of learning.
90. Children's knowledge and understanding of the world are developed through suitable activities, often linked to a topic or theme. Knowledge of early science is good. For example, as they plant seeds in the school garden, children are beginning to understand that they will need light and water for healthy growth. Pupils use their senses to touch feel and taste a variety of herbs before describing their features and differences. When planting their seeds, children are encouraged to predict what might happen. In the nursery, visits to outside areas of interest, such as a local farm, serve to develop an understanding of the wider features of the community. As they talk about London at the time of the Great Fire, reception children demonstrate a good understanding of the difference between past and present. All children enjoy using construction toys and explore using different materials to make models. They use simple computer programmes effectively to support their learning.
91. Teaching is very good and sometimes excellent. Children are provided with a wide range of materials and experiences and constantly encouraged to ask questions, make observations and describe what they see. For example, reception children are encouraged to predict what will happen to the seeds they have planted. Resources and role-play are used exceptionally well to motivate children. For example, by the time the children had enthusiastically re-enacted the circumstances leading to the great fire of London, by throwing rubbish into the street and covering themselves in spots to represent the plague, they had made very good progress in their knowledge and understanding of events of the past. In this lesson also, staff worked extremely efficiently as a team to consolidate knowledge and reinforce learning.
92. Children make very good progress and in many areas they exceed the expected levels of physical development. They show increasing control and co-ordination in large and small movements. They use pencils and crayons and scissors with increasing skill and manipulate small equipment well. For example, reception children used scissors very efficiently to cut out paper circles to use as clocks. In physical education lessons, nursery children show a satisfactory level of control when using hoops. They understand twisting and stretching and a number show good awareness of their bodies when creating different shapes. Teacher's planning indicates that reception children are able to understand simple rules and the concept of fair play as they play a game of kick rounders.
93. Teaching of physical education is satisfactory. In the hall, nursery children are managed well and praise is used effectively in encouragement. Teachers are suitably dressed to be able to demonstrate techniques and they consolidate physical skills by effectively building on previous learning. Occasionally, children are kept waiting to enter the hall, which is still in use for assembly. This limits progress as, in spite of the best efforts of the member of staff to keep them occupied, they become restless and begin to lose interest.
94. In a range of creative activities, children make good progress in the development of skills and exceed the levels expected by the age of five. They use materials with increasing confidence as they work in two and three dimensions. For example, nursery children weave with paper and reception children make models of hedgehogs, using clay. In art, reception children are becoming aware of the work of famous artists, as for example, they create work in the style of

Cezanne and Seurat. The majority of children use their imagination well in role play and sing, hold a tune and perform with others. They recognise and name a variety of percussion instruments and use them confidently to perform as a group.

95. Teaching is good. Lessons are well planned and good resources provided to allow children the opportunity to gain experience in a wide range of activities. The high quality of teaching is successfully raising standards of the children's skills and widening their knowledge of art, craft and music.

ENGLISH

96. The results of the 1999 National Curriculum tests show that the standards attained by the eleven-year-olds were well below the national average. The standards were also below average when compared with similar schools. The trend over the last four years indicates that standards are variable. The test results for seven-year olds in reading and writing were below the national average and broadly in line with the average for similar schools. Over recent years, results in reading and writing in Key Stage 1 have been steadily rising, but both fell in 1999. This is partly due to weaknesses in planning, particularly in planning challenging work for all pupils at all times. The school is aware of the low levels of attainment in writing and has taken steps to address the issue by raising the profile of writing across the school. Girls perform better than boys in writing in the younger years, but, by the end of Key Stage 2, there is very little difference in their attainment.
97. Inspection findings indicate that, while standards in English attained by the seven and eleven year-olds are still below the national average, there is evidence of improvement, particularly in lower Key Stage 2 where pupils are making good progress in developing literacy skills. The introduction of the Literacy Hour, additional literacy support and reading recovery strategies are having a positive impact on attainment in some areas of the school. Pupils with special educational needs attain satisfactory standards in relation to their targets on their individual education plans and there is good provision for pupils with English as an additional language.
98. By the age of eleven, pupils attain satisfactory standards in speaking and listening. This is due to the implementation of the literacy hour. Most speak confidently and can express a point of view. Pupils in Year 6 can talk about words in the English language, which have developed over time, for example 'the internet'. They can discuss different formats for writing information and in Year 5 make satisfactory contributions to discussions about persuasive text. Younger pupils in Key Stage 2 can satisfactorily discuss the differences between texts written in the first and third persons.
99. The seven-year olds' attainment in speaking and listening is in line with the national average, although listening skills are less well developed. Most are confident when talking about a range of authors or their work. Most are able to extend their ideas logically, using a suitable, growing vocabulary and most pupils' speech is lively and expressive. A significant minority across Key Stage 1 are not aware of the need to listen effectively to others and call out inappropriately.
100. By the end of Key Stage 1, attainment in reading by the seven-year olds is below the national average. Most recognise the familiar words they are reading and read them accurately, but the text is often too simple and the more able pupils are not sufficiently extended. Insufficient numbers of pupils are able to use their knowledge of phonics or any other strategy to read unfamiliar words. Pupils have little opportunity outside the literacy hour to read to adults, including parents, to be able to consolidate and practise their skills. They are not confident about expressing views on their reading preference or naming a range of favourite books and authors. Most pupils are confident to use the Key Stage 1 library and have satisfactory understanding of how to find information in a book, but few have experience of using the larger library in Key Stage 2 for research. There is limited stock in the Key Stage 1 library to extend the more able pupils.
101. By the age of eleven, the attainment in reading is below the national average. Although some are achieving standards that are expected, few reach higher standards. They show satisfactory understanding of the plot, characters and favourite parts of the story, but are not independent and reflective readers. Pupils read mainly accurately, but few are able to read with relevant

expression. Many are unable to recall in clear detail the range of books they have read or give reasons why they like a particular author. Opportunities for being introduced to a wide range of literature and to practise their skills, particularly in guided reading sessions and by taking books home, are missed partly because of lack of resources. This is a significant factor in the low attainment. Most pupils are sufficiently skilful at locating, skimming and scanning information from books or other sources. For example, some pupils in Year 5 can give the teacher essential information about how muscles work from a piece of explanatory text. In lower Key Stage 2, the additional literacy strategy and good teaching are having a positive impact on attainment in reading at this age. Pupils with special educational needs reach satisfactory standards in relation to their previous attainment through a reading recovery strategy.

102. Standards of writing are below the national average by the time the pupils are seven. In Year 1 higher attaining pupils can write a simple set of instructions, some using information books effectively. Other pupils can satisfactorily write simple words and phrases, often with support, to convey meaning. In Year 2, one group copy sentences from their reading book to sequence events and another group record information about the author from looking at the cover and inside page. However, the majority of the pupils are not able to sustain ideas and develop them sufficiently. The quality is below the expected level and vocabulary lacks flexibility. Few pupils can write spontaneously for a range of purposes, although opportunities are provided outside the literacy hour in extended writing sessions and writing corners. Handwriting and presentation of work are variable.
103. The eleven-year olds' attainment in writing is below the national average, although there is evidence that in the lower key stage standards are improving and are often in line with those expected nationally. At the end of the key stage, most pupils understand some of the different formats used in writing for different purposes, but few pupils are able to write in depth. Many do not show the confidence and understanding to produce work, using vocabulary that is rich or arranged in a way that captures and holds the attention of the reader. There are satisfactory opportunities for pupils to practise these skills at times other than in the literacy hour, but pupils are often given tasks which do not challenge them or enable them to reach their full potential. Pupils in Year 6 who have special educational needs can sequence a set of pictures correctly and write a simple sentence about each picture. The above average and average pupils in Year 6 can write a short "blurb" about their favourite book and can confidently write a small 'for sale' advertisement for a newspaper. Other pupils in Year 6, mainly middle to below average pupils, can organise given information into bullet points, but few can use the information and record it in their own words. Higher attaining pupils in Year 5 are well able to do this exercise, recording their information independently. Other pupils in Year 5 can satisfactorily write two or three sentences, giving their opinions about certain advertisements. In Year 4 most pupils can write a short diary entry for 'Grandma', while another group redraft a piece of writing belonging to one of the pupils, for missing words and sentences or phrases that do not make sense. They undertake this task confidently and maturely. Pupils in Key Stage 2, who have English as an additional language, can change a piece of writing to a different point of view and plan an extended story. Throughout the key stage, the presentation of pupils' work is good and most pupils use a fluent, joined style of handwriting. Punctuation is often correct and spellings are usually accurate.
104. The quality of teaching is satisfactory, overall, in both key stages. In 27 per cent of lessons teaching was very good, 13 per cent was unsatisfactory. Lessons are satisfactorily planned to the National Literacy strategy and the learning objectives are clearly shared with pupils at the start of the lesson. However, the lack of consistency in planning across upper Key Stage 2 and in Key Stage 1 inhibits the progress these pupils are making. The present organisation of two separate year groups and a mixed aged class in Key Stage 1, involving pupils working with different teachers from their class teacher makes planning for continuity and progression difficult. Questioning is satisfactory, sometimes it is well focused to meet the needs of individual pupils and used appropriately for assessment, which has a positive impact on pupils' learning. In Key Stage 2, pupil management is satisfactory and pupils respond with positive attitudes to their work, good behaviour and good relationships with adults. This creates a positive environment for the pupils in which they can learn and make progress. However, in Key Stage 1, where behaviour management is sometimes unsatisfactory this has a negative impact on the progress pupils are making. Where teaching is very good the pace of lessons is brisk and activities are challenging, enabling pupils to make good progress in their learning. Teachers are enthusiastic and continually raising pupils' self-esteem. They value all contributions to discussions. Where

teaching is unsatisfactory, in both key stages, tasks are often inappropriate and unchallenging. Lessons lack pace and pupils' progress is unsatisfactory. Marking across the school is inconsistent. Where it is good, it is positive and tells pupils how to improve, but, sometimes, it is negative and does not inform pupils how to do better.

105. Assessment procedures are satisfactory, but are in their very early stages of being used to predict individual pupil's levels of attainment and to set individual and whole group targets. At present, this has not had sufficient impact on some teachers' awareness of the need to raise standards. However, assessments have been used well to group pupils according to prior attainment in Key Stage 2, but the impact of this on raising standards is limited due to the lack of consistency in planning as a team in the upper key stage. Pupils with special educational needs and those with English as an additional language are well supported by skilled teaching and support staff.
106. The co-ordinator has worked hard to support teachers in planning and implementing the literacy strategy and has a clear view of areas to be further developed in order to raise standards. Steps have been taken to address the issue of opportunities for writing at times other than during the literacy hour, but these are not yet used effectively to raise standards. There has been some effective monitoring of planning and teaching to support teachers. Although resources have improved and the school has a satisfactory selection of big books and scheme reading books to support learning, the overall choice of fiction books in Key Stage 2 and both fiction and non-fiction books in Key Stage 1, particularly for the more able, is unsatisfactory. There is insufficient stock for pupils in lower Key Stage 2 to take books home regularly or to be able to develop fully as independent readers. There is an insufficient range of books in both key stages to extend the more able readers. Good use is made of the local library to support the learning of library skills in Key Stage 2. The enjoyment of literature is satisfactorily promoted through book weeks.
107. Literacy skills are satisfactorily used across the curriculum in some other subjects, for example in science. Research skills are well developed in one Year 6 class, who were using information text during the literacy lesson to find out how muscles work.
108. According to evidence from the previous inspection standards have not been maintained. However, this inspection's findings are seeing an improving picture on the disappointing results of 1999. The school has not yet fully addressed the issue of extending the more able pupils at the end of both key stages, but there is evidence that this is now happening in Years 3 and 4.

MATHEMATICS

109. Pupils' results in the 1999 national tests for seven year olds were broadly in line with all schools nationally but above average when compared to similar schools. Since 1996, there has been an improvement in results and, during the last two years, results have risen steadily to mirror the national trend. In the national tests for eleven year olds, results were just below average in comparison with all schools, but broadly average when compared to similar schools. Results fell in 1997, but this was reversed in 1998, since when there has been a steady improvement. The proportion of pupils attaining higher levels was close to the national average for both seven and eleven year olds. In both instances, this reflects the attainment spread of both groups. By the time pupils leave the school, there is little difference between the performance of boys and girls. In 1999, attainment in mathematics was better than in English and similar to science at the end of Key Stage 2.
110. Observation of lessons, examination of pupils' work and discussions with pupils and staff indicate that, by the end of Key Stage 1 attainment is above that expected of seven year olds. This improvement in standards is due to the greater emphasis now given to the quick recall of number facts and tables, the use of effective strategies for calculating numbers and the daily practise of brisk mental mathematics sessions. For example, in one class pupils were calculating the change from ten pounds. After adding together the price of the objects they wished to purchase in their heads they calculated the change by adding on to the next pound. By the end of the key stage, the pupils can work comfortably with numbers up to 100 plus and are able to count on in 3's, 4's, 5's and 10's and can recognise the patterns of numbers as they go along. In one class when working with 'real life' money problems, the more able pupils were able to recognise when to multiply sums of money and the middle group were involved with subtracting

money, whereas the lower group were adding sums of money together. Pupils are able to draw and interpret graphs. They are familiar with fractions like a quarter, a half and one third. Pupils can recognise time, using quarter and half-hours and know about shapes like squares, rectangles and triangles. A suitable emphasis is placed on mathematical vocabulary. However, the pupils do not use information and communication technology often enough to enhance their knowledge of mathematics. Mathematics is used to support other subjects of the curriculum, for example to draw graphs to show how tall plants grow. Because of the emphasis placed on the pupils' ability to manipulate numbers and the clear structure of the numeracy hour, together with the fact that pupils are in ability groups which leads to more efficient teaching, pupils are making good progress and achieving well. Pupils with special educational needs are making similar progress at an appropriate level.

111. Examination of pupils' work, discussions with the pupils and observation of lessons confirm that, by the end of Key Stage 2, attainment is above the national average. The grouping by prior attainment, which the school has adopted, is proving effective because with the narrower range of ability in the groups teachers are better able to provide challenging work which can be more accurately targeted to the pupils' abilities. The introduction of the numeracy hour is also proving beneficial through its structured approach, emphasis on basic numeracy skills and the development of strategies for the manipulation of numbers. The mental mathematics at the beginning of the lesson not only gives practice in recalling and thinking about numbers, but also motivates the pupils for the rest of the lesson. By the end of the key stage, most pupils are confidently able to use the four rules of number. In one lesson, for example, where pupils were working with machines that showed numbers' functions, the more able pupils were using three or four functions, the middle group were working with three functions, but the lower group were operating in only two functions. The majority of the pupils have instant recall of their tables, whereas the last inspection reported that this was not the case. Pupils are encouraged to be involved in investigative mathematics and they are familiar with equivalent fractions, decimals and percentages. They know how to calculate the areas of irregular shapes, understand co-ordinates and are familiar with the points of the compass. In discussions, they can explain about symmetry and probability. Pupils know how to use a protractor and a compass to draw triangles and quadrilaterals. However, pupils do not use information and communication technology often enough to support mathematics. There is full access for all pupils to the subject at both key stages. Mathematics is used to support other subjects of the curriculum. For example, pupils made a graph of roads to cross when studying the locality. Good provision is made for gifted pupils and arrangements have been made for them to attend the Advanced Mathematics Centre with the aim of preparing them to take the GCSE examination in one year's time. The school is developing links with the centre to ensure that the work in school is in line with that being carried out at the centre. Because of the effective organisation and good teaching, pupils are making good progress. Pupils with special educational needs are making similar progress at the appropriate level. Pupils with English as an additional language are making good progress at both key stages and many of the pupils are in the top set for mathematics.
112. Teaching was good at both key stages mainly because the National Numeracy Strategy is adding structure to the lessons and focusing attention on the progressive acquisition and use of mathematical skills. This is having a significant impact on pupils' learning and improving the standard of work. Likewise, the setting of pupils in prior attainment groups is making teaching and learning more efficient by providing a narrower focus to the lessons. The lively mental mathematics at the beginning of the lesson gives it a brisk start and gears the pupils up to manipulate numbers. Consequently they are motivated throughout the rest of the lesson. Because most teachers have developed a good relationship with the pupils and undertake careful planning and organisation, a good learning atmosphere is created in the classrooms and pupils are motivated to learn, give of their best and behave well. Teachers have a thorough knowledge of mathematics and use this to make lessons interesting so that pupils enjoy their work, are usually successful and their self-esteem is raised. Quite rightly, pupils have confidence in their teachers and co-operate with them well. As a result, pupils concentrate on their work and do not waste time.
113. The knowledgeable co-ordinator has monitored the numeracy hour in all the classrooms and looks at a selection of pupils' work regularly. There are effective assessment procedures in place so that the progress of the pupils can be gauged. Resources are, adequate although more

software is required in order that information and communication technology can be used to support the subject.

114. The previous report stated that attainment was satisfactory across the whole school, but now it is above average. Progress was found to be good in Key Stage 1 and, currently, it is the same; progress at Key Stage 2 was only satisfactory, but now it is good. Teaching continues to be good at both key stages as recorded in the last report. The last report indicated that computers were used to enhance mathematical knowledge, but this is not the case now.

SCIENCE

115. National assessments at the end of Key Stage 1 in 1999 show that the number of pupils reaching the expected level 2 and the higher level 3 was below the national average. When compared with schools who take their pupils from similar backgrounds attainment was in line with the national average. Based on the inspection evidence, it is judged that, although there are no pupils achieving the higher level three, the number of pupils achieving the expected level 2 is in line with the national average. Overall standards in Key Stage 1 are in line with national averages. The results of national tests for Key Stage 2 pupils in 1999 showed that the percentage of pupils reaching the expected level 4 was below the national average, while the percentage reaching level 5 was close to the national average. This is broadly in line with the average in comparison with similar schools. Inspection findings judge that, overall, standards are close to the national average. In both key stages, standards remain the same as those noted at the time of the last inspection. There is no significant difference between the attainment of boys and girls.
116. At the end of Key Stage 1, the majority of pupils can name the parts of the body. They know the foods necessary for healthy eating and are beginning to understand the positive effects of exercise upon the body. Pupils know that plants grow from seeds and most understand that light and water are essential for growth. All pupils sort materials by their characteristics, for example grouping metals, plastics, wood and fabrics. In their study of electricity, Year 1 pupils name items that require batteries to work and Year 2 pupils construct and draw an electrical circuit. They understand that if there is a break in the circuit a bulb will not light up. Pupils have satisfactory investigative skills. For example, they keep a diary to record the growth of runner beans and, when carrying out investigations, they are beginning to make predictions and form conclusions. Pupils are beginning to understand the principles of a fair test.
117. At the end of Key Stage 2, pupils recognise and name the major organs of the human body and are becoming aware of their functions. For example, they know that the heart's function is to pump blood around the circulatory system. All pupils identify and label the reproductive organs of plants and understand how different seeds are dispersed. They use keys to classify insects and understand the importance of food chains. In their study of materials they demonstrate understanding that some changes are reversible and some are irreversible. The majority of pupils have a good understanding of how electrical circuits work and can draw them, using the correct symbols for electrical components. Pupils carry out investigations, such as whether a magnet will attract through different materials. In these investigations, they make predictions, describe the task and explain the outcomes, recording their observations in graphs and charts.
118. Pupils make satisfactory progress through both key stages in their scientific knowledge and understanding. However, variations in the timetable result in some pupils' progress being limited through having less access to the science curriculum than others. For example, some Year 2 pupils receive less science than pupils in another class and in the Year 3 and 4 classes, a minority of pupils receive swimming, rather than science lessons. In Key Stage 2, variations in teachers' planning result in the inconsistent delivery of the curriculum for pupils in Years 5 and 6. Although in Years 3 and 4 all staff effectively plan together to develop scientific skills and understanding systematically across the two year groups, this practice is not followed consistently at the end of the key stage. Also, as referred to in the previous inspection, although older pupils are sufficiently skilled at investigation, they are given insufficient opportunities to become independent in the planning of their own experiments. This particularly limits progress for higher attaining pupils. Throughout the school, pupils with special educational needs are appropriately supported and make progress similar to the rest of their class.

119. Teaching is satisfactory, overall. In Key Stage 1, a minority is unsatisfactory. At the beginning of Key Stage 2, teaching is consistently good or very good. Where the quality of teaching is good, teachers have good subject knowledge and high expectations of what pupils can do. Relationships between adult and pupils are good and a high level of discipline is maintained. The best lessons are carefully planned to give ample opportunity for practical activity and investigative work. In these lessons, scientific vocabulary is emphasised and teachers include incisive questioning to successfully reinforce and extend learning. Pupils of all abilities make good progress, because work is accurately matched to their individual needs. Where teaching is less good, pupils are not managed well. The majority of pupils respond well in science and have positive attitudes to learning. They listen to the teacher well. They are interested in their work and collaborate with each other, as when working in pairs to describe the circulatory system. Pupils particularly enjoy the opportunity for practical investigation. For example, when pupils test materials for magnetic properties they become very involved, listening hard, considering options and demonstrating keenness to make a contribution to the discussion. In another lesson on magnetism, pupils are so enthusiastic in their practical investigation that they are reluctant to leave it at the end of the lesson. Where pupil management is less effective, pupils do not behave well and demonstrate a lack of concentration on the given task. Most pupils use scientific vocabulary appropriately, as when they decide whether magnets repel or attract. Pupils' recording of science is satisfactory. Work is consistently dated and generally well presented.
120. The school is in the process of introducing the Qualification and Curriculum Authority scheme of work for science to further ensure the clear development of knowledge, understanding and skills from one year to the next across all programmes of study of the National Curriculum. The school is aware of the lack of appropriate assessment procedures to effectively identify individual strengths and weakness in the subject or to plan a revision programme for the reinforcement of skills and knowledge. No specific science targets are set to raise standards. The co-ordinator has limited time to focus on the direct effect of teaching in the classroom. A position statement for science identifies the necessity for improvement in the provision of resources, which at present are barely adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. It was only possible to see one lesson during the inspection and judgements are, therefore, based on observation of pupils working independently, scrutiny of work and discussions with pupils and the staff.
122. By the end of Key Stage 1, attainment is below that expected of pupils aged seven, because they do not have sufficient experience of all the necessary aspects of Information and Communication Technology (ICT). For example, pupils do not operate programs that use simulations to explore and solve problems nor do they often use data handling programs to produce bar graphs. Pupils are able to operate the mouse and with adult help they are able to write words using a word processor. In one class, pupils were using a program to count and match objects and, in another, a small group of pupils were operating a programmable toy linked to a computer under the guidance of the teacher. However, the survey of computer use carried out during the inspection indicated that pupils do not spend sufficient time using a computer. Consequently progress and learning are unsatisfactory. Progress of pupils with special educational needs and those with English as an additional language is also unsatisfactory.
123. By the end of Key Stage 2, attainment is below that expected of eleven year olds because they do not have enough experience of all the strands of ICT. For example, although some pupils have had limited experience of using a programmable toy, there are no control units in school which might be used to operate models made in design and technology lessons. Similarly, pupils are not able to use monitoring equipment like temperature probes or light sensors to support science. Pupils do not have sufficient experience of modelling programs. However, in some areas of the curriculum, attainment is satisfactory. For example, pupils are familiar with word processing and, in one class, younger pupils were writing stories directly on to the screen. Older pupils also show some competence with word processing, especially those with computers at home. One group of pupils were able to open a new page and type in some text. They were able to save, retrieve and print it. Some pupils were confident when editing text, for example, making letters bold, deleting, centring and editing words. Some pupils have used a word processing program to produce a newspaper page. Other pupils were also able to access a data handling

program and make bar charts and pie graphs. Pupils are beginning to use computers to search for information to be included in topic work both from CD Roms and the internet. An information centre has been set up in the school, which combines the library with a small computer suite and this has good potential, when it is fully operational. An extra-curricular activity using this facility is providing useful additional learning for small numbers of pupils in this area. However, at the moment, pupils do not use the internet to send e-mails. Within this limited use, teachers do use ICT to support the curriculum. For example, in one class, pupils used clip art to decorate poems that they had written in English. In another class, pupils were using a word processor to write the draft of a story straight on to the screen. Data handling was also used by some pupils to produce a graph of pupils' ages for mathematics. Younger pupils were compiling a data-base about the families in the class. However, progress and learning are unsatisfactory, because the pupils do not experience all the strands of ICT required by the National Curriculum and do not spend sufficient time using the computers. The progress of pupils with special educational needs and those with English as an additional language is also unsatisfactory for the same reasons. Within this limited use, there is equal access to the curriculum at both key stages.

124. Overall, teaching is unsatisfactory, because not all aspects of the subject are taught and the pupils do not spend enough time using the ICT. Although most teachers are familiar with personal computers, word processing and, to a lesser extent, data handling they lack expertise in the other strands of ICT and further in-service training is required. However, some teachers do use ITC to support the curriculum where they can, for example, word processing in literacy and data handling in numeracy. Although there are only limited opportunities to use ICT, the pupils are interested in the subject and are pleased to demonstrate their skills. They co-operate well together and are happy to share their knowledge and skills with others. When using computers they concentrate well and take care of the expensive equipment
125. The school development plan aims to develop ICT by acquiring more hardware and software and by providing in-service training for the staff to raise their expertise. The knowledgeable and enthusiastic co-ordinator hopes to replace the policy and introduce a more appropriate and effective scheme of work. It is, therefore, clear that the school recognises the defects in this area of the curriculum and is already taking the steps necessary to ensure that pupils will be taught the important skills to enable ICT to give effective support to the other subjects of the curriculum.
126. The previous report indicated that attainment was good across the whole curriculum. It further stated that progress at both Key Stage 1 and Key Stage 2 was sound and that teaching was good at all stages. However, it is clear that this is not the case at the present time because of weaknesses in teaching the whole ICT curriculum.

ART

127. Only one art lesson was observed during the inspection. Evidence from the displays around the school, scrutiny of pupils' work and teachers' planning indicates that pupils, including those with special educational needs, make satisfactory progress over their time in school and achieve the expected standards for their age. This is similar to standards at the last inspection.
128. Year 1 pupils express themselves confidently in a range of media, including crayon, pencil, paint and collage. Year 2 pupils develop their drawing skills as they use coloured inks and quill pens and as they produce pencil sketches of thatched cottages. They show good use of colour as they use "hot" colours to produce flame designs and "cold" colours as a colour wash background for seascapes. In Key Stage 2, Year 3 pupils can mix colours very effectively to produce different shades of red. Year 4 pupils develop the skills for observational paintings of fruit, as they paint still life pictures. In Year 5, pupils use shading effectively to create form and texture in their sketch drawings in the style of Shofu and Hyosaj. By Year 6, pupils show good use of form and colour as they use pastels in the style of Renoir.
129. Too few lessons were seen to judge the quality of the teaching. The Key Stage 1 lesson observed was well planned with appropriate learning objectives. Well-chosen resources created interest and stimulated pupils' learning. In this lesson there was a missed opportunity to extend progress as pupils were denied the opportunity to select their own materials. Teachers use art effectively to support work in other subjects. For example, after a visit to a museum, rubbings of old keys were used to support work in history. The high quality presentation of two-dimensional

work on display around the school reflects pupils' enthusiasm for the subject. The rate of pupils' learning is sound and knowledge, understanding and skills are developed systematically in two-dimensional media. Although Year 6 pupils can fashion masks from clay, there is limited evidence of the development of skills in three dimensional media. As they go through the school, pupils make good progress in their knowledge of the skills and techniques used by a variety of famous artists, including Rembrandt and Monet. Pupils also make good progress in experiencing art from different cultures, as for example, Key Stage 1 pupils study African and Aztec art and Key Stage 2 pupils study Japanese artists. As stated in the previous inspection, a sketch book is not always used in Key Stage 2, which would enhance progress in the development of observational skills. Throughout the school, progress is enhanced by visits to the local art gallery.

DESIGN AND TECHNOLOGY

130. During the week of the inspection, due to the nature of the school timetable, it was not possible to observe any lessons in design and technology. Examination of teachers' planning and evidence of pupils' work around the school indicates that standards are at the expected level at the end of each key stage. Standards are similar to those reported at the last inspection.
131. In Key Stage 1, pupils learn basic cutting and joining techniques. By the end of the key stage, all pupils can cut out accurately using scissors and can join materials using glue. Pupils design and create toys that children would have played with long ago, as part of their history project. They use a variety of materials to create sock puppets, peg dolls and spinning tops. In Key Stage 2, pupils in Years 3 and 4 produce labelled designs for boats that they complete at home as part of a holiday project. On their return to school, photographic evidence confirms that the designs are evaluated for their success and the finished boats are floated to establish if the materials used are suitable for the purpose. By the end of the key stage, pupils demonstrate good techniques in constructional skills and can handle tools safely and effectively as they construct shelters. They demonstrate that they understand how materials can be combined to create more useful properties, for example as they use cardboard triangles to strengthen the corners of their wooden framework. One pupil who decides to construct a car as his means of shelter, confidently uses wheels and axles as a means of propulsion
132. Progress is satisfactory. Pupils progressively develop their knowledge and skills as they go through the school. The school remains ingenious at finding ways of using the large amounts of cardboard available, as when Year 6 pupils designed and made a board game. However, overall, as was stated in the previous inspection, the limited range of materials available hinders progress. Scrutiny of teachers' planning indicates that older pupils have limited experience of using information technology to refine and extend design ideas. Pupils with special educational needs take a full part in design and technology lessons and make progress in line with the rest of the class.
133. Pupils respond positively to design and technology. In conversation, they are keen to discuss their finished designs and clearly describe the techniques they used in their construction. They are courteous and co-operative and keen to be of help. As no design and technology lessons were observed during the inspection, it is not possible to make a judgement on the quality of teaching of the subject.

GEOGRAPHY

134. One geography lesson was seen during the inspection week due to the nature of the school timetable. Judgements are based on this lesson, the analysis of exercise books, of displays and other documents, interviews with teachers and talking to pupils. Evidence from pupils' work indicates that pupils have a range of geographical skills by the end of Key Stage 1, particularly in understanding maps. Year 6 pupils know about the water cycle and know and can use appropriate terms like 'evaporation'. They do not do enough work on distant places and so have weaknesses in locating areas in atlases.
135. As little teaching of geography was observed, judgement of this area cannot be made. In the lesson seen, teacher knowledge was satisfactory and the class were well managed. Pupils have a strongly positive attitude and this makes a significant contribution to their learning. There are a

number of attractive wall maps and displays throughout the school. The subject's potentially strong contribution to the development of literacy is not co-ordinated and, therefore, fails to contribute to this area successfully.

136. Geography had no co-ordinator at the time of the inspection. Planning in the medium term is satisfactory, incorporating some elements of the Qualifications and Curriculum Authority guidelines as appropriate. Daily planning is not co-ordinated, so the same age pupils may experience very different approaches to the same topic. The school undertakes a good quantity of local geography, but does not teach enough about the wider world. The monitoring of the curriculum and teaching of this subject are weak. There is no co-ordination of assessment.
137. Since the last inspection, assessment has seen no improvement and the co-ordination of the subject has seen a marked decline.

HISTORY

138. Due to the nature of the school timetable it was possible to observe only four history lessons during the inspection week. Judgements are based on lessons, the analysis of exercise books, of displays and other documents, interviews with teachers and talking to pupils. By the end of Year 2 there has been a decline in attainment from that reached on transfer from the under fives to levels that are in line with national averages for the end of Key Stage 1. For example, in a Year 2 lesson many pupils could explain only a few simple differences between the past and the present. This is due to the limitations in teaching at this stage. By the end of Key Stage 2, pupils have a basic knowledge of chronology and know the main events and personalities of past eras. Again, attainment is in line with what is expected. At all ages, pupils have a limited historical vocabulary. There are few time lines in classrooms to assist pupils to gain an idea of chronology.
139. The teaching of history is inconsistent. It is very good for pupils under five. In contrast, teaching in Key Stage 1 is satisfactory, but lacking in pace and 'sparkle', and the pace of learning slows. Key Stage 2 sees some improvements, teaching is again satisfactory, but more enthusiasm and sound subject knowledge inspire a more confident approach to pupils, so that learning is better. A good Year 4 lesson, about rationing in the Second World War, benefited from a good range of artefacts and resources, which were imaginatively used to gain pupils' interest and support their learning. Overall, however, the subject makes too few contributions to the development of pupils' literacy skills. For example, there is no policy to develop pupils' writing through their work on the subject. Throughout the school, pupils enjoy history, displaying positive attitudes.
140. There is currently no co-ordinator of history. There are appropriate schemes of work and medium-term plans incorporate some of the Qualifications and Curriculum Authority guidelines in the subject. Day to day planning is done independently within year teams, so there are some inconsistencies in provision. There are good historical displays around the school, such as old maps of the Lodge Farm area. Teaching, assessment and planning for the subject are not monitored. The use of resources for the teaching of history is satisfactory and the school holds a number of relevant artefacts; but the library has only a poor stock of history books.
141. Since the last inspection the subject has lost its co-ordinator and monitoring and assessment remain weak.

MUSIC

142. Pupils' progress is satisfactory in both key stages and attainment, by the time they are eleven, is as expected for pupils of their age. In both key stages, standards have been maintained satisfactorily since the previous inspection.
143. In Years 1 and 2, pupils can effectively sing in rounds and add their own verses to simple songs. They can compose their own piece of music, using percussion instruments. They practise so that they know they need to watch the teacher as she conducts. They can put the two parts together satisfactorily to sing accompanied by the instruments. In Years 3 and 4, pupils can pat a steady beat and identify rhythm and patterns in the music. They sing well and can identify sounds made by different instruments. Pupils in Year 4 can name a range of instruments and use them effectively to play from notation.

144. The quality of teaching is satisfactory and teachers' subject knowledge is sound. This has a positive impact on pupils' attainment and progress. Planning is sound and teachers make good use of the scheme of work prepared by the co-ordinator. Pupil management is sound and pupils' attitudes are good, which enables them to concentrate well and make sound progress. They share resources and take turns with minimum fuss. Teachers are well supported by a commercial scheme of work, which they use well to support learning. Part-time visiting teachers to the school make a good contribution, by making it possible for pupils to take their music education a little further. There are opportunities for these pupils to join an orchestra in their own time. The choir offers sound opportunities for pupils to learn the joys of making music as a group, but participating in this activity during lesson time prevents some pupils from having access to other curriculum areas such as personal, social and health education and music appreciation lessons. Resources are satisfactory and are used well throughout the school to support learning. School performances and involvement in a large singing festival with local schools enhance pupils' opportunities to perform in front of an audience.

PHYSICAL EDUCATION

145. Sound progress is made in Key Stage 1 and good progress in Key Stage 2, particularly in Years 3 and 4. Standards of attainment are in line with expectations at the end of Key Stage 1 and above those expected for their age when they leave the school at the end of Key Stage 2.
146. In Key Stage 1, most pupils in Year 1 can throw a bean bag into a hoop accurately and can run, jog and hop confidently within a set area with a good awareness of space. In Year 2, they satisfactorily develop receiving skills with a ball. They can accurately throw a ball to a partner and most can catch the ball. They are willing to practise to improve their skill. Other pupils satisfactorily prepare and perform a dance to music from "Swan Lake". They can use their bodies effectively to perform a sequence of movements. In Key Stage 2, pupils in Years 3 and 4 can use a range of basic throwing methods correctly when using field athletics equipment, such as sponge javelins and discus. By the end of the key stage, most pupils can swim twenty-five metres and have basic skills of water safety and survival.
147. The quality of teaching is satisfactory, overall, with 50 per cent of teaching observed being good. Lessons are well planned and objectives clearly shared with the pupils. Teachers are well supported by the co-ordinator, who has a good overview of the needs of the school. Behaviour management is good and most pupils respond well in lessons. They are encouraged to take turns and to share the equipment, which they do well. Clear instructions for tasks and explanations are given. Sound opportunities are provided in most lessons to enable pupils to practise to improve their skills. All teachers appropriately reinforce the need for safety during physical education lessons. Where teaching is good, the pace of lessons is good and praise is used effectively. Teachers make good use of pupils to demonstrate skills. This enables pupils to make good progress in acquisition of skills. There are good links with the local secondary school and with the special school, whose pupils are very well integrated into the classes for physical education lessons. However, the very limited opportunities for pupils to participate in team activities with other primary schools inhibits pupils' progress in competitive games. Resources are satisfactory and are used well to enhance learning.
148. The school has maintained standards in physical education since the previous report, although no further provision has been made for extra-curricular sporting activities.

RELIGIOUS EDUCATION

149. By the end of both key stages, pupils reach standards in line with the expectations of the locally agreed syllabus. Pupils' attainment in this subject has been maintained since the time of the last inspection.
150. At the age of seven, most pupils have a satisfactory knowledge of the importance of major festivals of the Christian year, including Christmas, Easter and Harvest. They are familiar with some festivals of other faiths, such as the Hindu festival of Divali. Pupils understand the importance of symbols in different faiths. For example, they know that the cross is an important symbol of Christianity and are aware of the five Ks of the Sikh religion. Pupils know that the Bible is divided into the Old and New Testaments and learn stories, such as that of Noah's Ark.

151. By the age of eleven, pupils similarly attain satisfactory standards and extend their understanding of world religions as they study facts about Buddhism and Judaism. Pupils understand some similarities and differences between faiths as, for example, they study the importance of circles in religions. Pupils' knowledge of the Bible is steadily developed as they learn further stories from the Old and New Testaments, including the stories of Moses and Joseph. They demonstrate sound recall of the healings and teachings of Jesus. Pupils are beginning to compare and contrast places of worship of different faiths as they identify major differences between a church and a mosque.
152. Pupils make satisfactory progress in both their learning of religion and their learning from religion, as recommended in the local syllabus. They effectively develop their understanding of different religious beliefs and practices in their own lives and in the lives of other people. Pupils also begin to consider their own feelings and the feelings of others, as, for example, when they reflect on the major changes in their lives as part of the theme of time and eternity. Pupils extend their aptitude for reflecting upon questions of meaning during circle time and in the daily act of collective worship. They gain in personal maturity by thinking about their own feelings and reactions. Pupils with special educational needs are actively involved in lessons and make sound progress. Good use is made of visits to places of worship to develop pupils' knowledge and understanding.
153. Teaching is satisfactory, overall, and is sometimes good. In some lessons, the lacklustre delivery fails to motivate pupils and enhance pupils' learning. Pupils are required to sit and listen for long periods of time, so their attention wanders and they can begin to lose interest. Mostly, teachers demonstrate a secure understanding of the subject and tasks are sufficiently challenging. Where teaching is good, lessons are well planned with good resources. The teacher establishes a good rapport with the children and manages them well. In these lessons there are high expectations of behaviour and attainment. Pupils demonstrate satisfactory attitudes to learning. They listen acquiescently and are willing to participate in class discussions. Where teaching is good, the pupils demonstrate a good response. They move quickly and sensibly into groups and respond to the teacher's instructions with alacrity. In some lessons, however, pupils demonstrate a lack of enthusiasm for the subject and some pupils become fractious and are slow to settle to the task in hand.