

INSPECTION REPORT

ROUNDS GREEN PRIMARY SCHOOL

Oldbury

LEA area: Sandwell

Unique reference number: 103 980

Headteacher: Mr M Murphy

Reporting inspector: Mr Andy Bond
17263

Dates of inspection: 22nd - 26th May 2000

Inspection number: 189443

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Kendrick
Date of previous inspection:	23 rd September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Andy Bond	Registered inspector		How high are standards? How well are pupils taught? How good are curricular and other opportunities? (personal development) How well is the school led and managed?
Ron Elam	Lay inspector		How high are standards? (attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed (staffing, accommodation and learning resources)
Wendy Thomas	Team inspector	English Music Religious education	How good are curricular and other opportunities? (learning opportunities)
Carol Parkinson	Team inspector	Information technology Design and technology Special educational needs English as an additional language	
Daphne Crow	Team inspector	Science Art Equal opportunities Under fives	
Alan Giles	Team inspector	Mathematics Physical education History Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rounds Green primary school is located in the Oldbury ward of Sandwell. It is much bigger than other primary schools having 381 pupils on roll, 198 boys and 183, girls at the time of the inspection. There are high levels of mobility in the area; over 40 per cent of pupils in Year 6 have not completed a full education in the school.

The vast majority of pupils are of white United Kingdom heritage. A significant percentage are from families of Indian descent (10 per cent) and there is a small percentage of pupils with African Caribbean backgrounds (4 per cent). The percentage of pupils eligible for free school meals is 39 per cent which is above the national average. There is a high percentage of pupils with English as an additional language, 12 per cent of the school population.

Thirty five per cent of pupils in school are identified as having special educational needs, which is well above the national average, but statemented pupils form only 0.2 per cent, which is well below the national level. There is a wide range of attainment for those children who enter school in the nursery and reception class. Generally attainment levels are below the national average. The social and economic backgrounds of pupils vary, but are judged to be below the national level. A significant proportion of pupils come from disadvantaged homes.

HOW GOOD THE SCHOOL IS

This is an effective school which is showing significant improvement since being judged to have had serious weaknesses in 1996. Standards in mathematics and science are rising and pupils are making good progress. Standards in English and information technology still need further improvement. The quality of teaching is improving, with a higher percentage of good teaching, especially in Key Stage 1. The leadership and management of the school are generally good, but there are some weaknesses in the leadership and curriculum provision of some subjects. The school gives sound value for money.

What the school does well

- Pupils make good progress in mathematics and science.
- Teaching is good in many parts of the school especially in Key Stage 1.
- The headteacher gives the school very good leadership.
- The school cares well for its pupils and gives good support and guidance especially to pupils with special educational needs.
- There are good systems in place for the school to monitor and evaluate its own performance.
- The school builds effective links with parents and provides very good quality information.
- Pupils receive good guidance in social and moral education which results in positive attitudes and good levels of personal development.

What could be improved

- Standards of attainment in English, especially reading and writing, and in information technology.
- The quality of subject co-ordination, to make sure that all subjects are developed, managed and taught effectively.
- The school's schemes of work for many subjects, including information technology are not sufficiently detailed.
- The challenge of work for the higher attaining pupils to improve their standards.

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

The school has already identified the need to improve pupils' standards in reading, writing and information technology. Plans are also in place to update the curriculum provision for September 2000. The school's strengths outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, in September 1996, the school has made good progress in response to the key issues for action. Standards in mathematics and science have risen in both key stages. In English, the elements of speaking and listening have improved but standards in reading are below average and in writing they remain well below average. Pupils have a better understanding of what they need to do to improve and now express this clearly through individual target setting. An agreed assessment policy is now in place, which provides the school with good quality information about the standards of pupils' work. This is used effectively to inform teachers' planning. The behaviour policy is monitored well and has had a positive impact on improving teaching and learning. The quality of teaching has improved throughout the school, especially in Key Stage 1. There is a much higher percentage of good and very good teaching now taking place in the school. The school has begun to introduce schemes of work for all subjects. However, in many subjects, schemes of work are still not sufficiently detailed, relevant and developed specifically for all pupils in school. The National Literacy and Numeracy Strategies have had a beneficial effect, providing a good curriculum framework in English and mathematics. The majority of pupils are challenged appropriately in their learning, but higher attaining pupils do not always reach their full potential, because the work provided is often not difficult enough. Levels of attendance have gradually improved since the last inspection, due to the introduction of a very good monitoring system, but still remain below the national average. The leadership and management of the school have also improved, largely due to the detailed analysis of the school's own performance and the action taken to improve the standard of pupils' work.

STANDARDS

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

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

The table shows that attainment in English, mathematics and science is well below average compared with the national picture in 1999. When compared with similar schools, attainment in English and science is judged to be below average and in mathematics well below average. The school's results for 1998 in English show that the school was in the lowest 5 per cent of all schools.

Inspection findings judge that, in the present Year 6 classes, attainment levels have improved significantly due to good quality teaching and the whole school focus on raising standards and are now broadly in line with national levels at the end of Key Stage 2 in mathematics and science, but below in English. Standards in religious education are in line with the locally agreed syllabus, but, in information technology, they are below expected national levels.

Taking pupils' attainment levels on entry to school into account, good progress is being made in mathematics and science, satisfactory progress in English, religious education, art, music, history and geography, but there is unsatisfactory progress in information technology, design and technology and physical education. School targets are appropriate and based on accurate assessment information. In mathematics, they are being achieved but in English the targets set are yet to be reached. Boys and girls make similar progress. Pupils with special educational needs and those pupils who have English as an additional language, make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes towards learning are good. They concentrate and show interest in their work.
Behaviour, in and out of classrooms	Behaviour is generally satisfactory in the classroom and in the playground. Pupils are open, courteous and welcoming to visitors.
Personal development and relationships	There are good relationships between pupils and adults. Pupils' personal development is also good. They use their initiative to seek information.
Attendance	Attendance levels have improved but are still below nationally expected levels.

Pupils' positive attitudes and good relationships remain a strength of the school.

TEACHING AND LEARNING

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

Teaching is very good in 16 per cent of lessons, good or better in 50 per cent and satisfactory or better in 92 per cent. Unsatisfactory teaching amounted to 8 per cent of the lessons observed. The teaching of English is satisfactory and the teaching of mathematics is good. Teaching was consistently good in Key Stage 1 and in Year 6 and the reception class. Teachers generally apply marking systems well and give pupils good guidance on how they can improve. Time is used effectively in most lessons. Teachers plan thoroughly and identify appropriate learning objectives to enable pupils to make progress. There are some weaknesses in teaching in lower Key Stage 2 lessons, which result in slow pupil progress. These are usually linked to underestimating the capability of more able pupils, by not planning sufficiently demanding tasks and by allowing too many interruptions to spoil the flow of lessons.

Numeracy and Literacy skills are taught well, but many teachers lack expertise in information technology to develop pupils' skills appropriately.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a sound curriculum in English, mathematics, science and religious education, but there are weaknesses in information technology, design and technology and physical education, which result in unsatisfactory pupil progress. The curriculum for under fives is satisfactory. The community provides a valuable contribution to pupils' learning. Extra curricular provision is poor.
Provision for pupils with special educational needs	The school provision for pupils with special educational needs is good. They make satisfactory progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language make satisfactory progress and reach similar levels of attainment to all other pupils by the time they leave school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Moral and social education is well developed by the school. There are satisfactory opportunities for spiritual and cultural development but experiences of non-European cultures are limited.
How well the school cares for its pupils	The school is a caring community. It has very good systems for promoting discipline and good behaviour. Assessment procedures are good. The school monitors pupils' progress well.

The school works closely with parents. They are very pleased, generally, with all that the school does.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is successful in improving the school. He is ably supported by the deputy headteacher, who also manages special educational needs provision well. The management role of co-ordinators is largely underdeveloped.
How well the governors fulfil their responsibilities	The governors have a clear picture of the schools' strengths and weaknesses. Their monitoring role is conscientiously undertaken.
The school's evaluation of its performance	The school is good at evaluating its own performance through the use of good consultation procedures and thorough analysis of information. Appropriate targets are set for future development.
The strategic use of resources	School finance is used properly to support school priorities. There are good systems for seeking best value when ordering equipment and maintaining the school.

Although resources are used effectively these are insufficient, in some subjects, to ensure that pupils make appropriate progress. Due to long term staff absences some subjects are being managed on a temporary basis, resulting in limited development and insufficient monitoring of pupils' standards in these areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Children are making appropriate progress. • Teaching in school is good. • They are well informed about children's progress. • They feel comfortable in approaching the school if they have a problem. • Children are helped to become mature. • Children are expected to work hard. 	<ul style="list-style-type: none"> • Improvement in the standard of behaviour in school. • Greater provision of homework. • An increased range of activities outside school lessons.

The inspection team agrees with the positive views expressed by parents. The inspectors concluded that staff work hard to ensure that behaviour is generally satisfactory. The school sets homework appropriately, although the regularity of it depends on the individual teacher. The inspectors support the concern of parents about the inadequate range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results from the 1999 National Curriculum tests at the end of Key Stage 1 indicate that pupils attain below average standards in reading, well below average standards in writing and above average standards in mathematics. Compared with similar schools, where pupils are from similar social and economic backgrounds, results in reading are above average, in mathematics well above average and in writing well below average. In science, teachers' assessments indicated above average standards. Inspection findings from the present Year 2 show pupils to be reaching average standards in mathematics and science and below average standards in reading and well below average standards in writing.
2. At the end of Key Stage 2, National Curriculum tests indicate that pupils' attainment in English, mathematics and science is well below the national average in all three subjects. Compared to similar schools, English and mathematics are below and science well below average. Inspection evidence, from the present Year 6 classes, shows that attainment has improved in mathematics and science, now being broadly in line with national levels. In English, standards are improving, but are still generally below national levels, with particularly low attainment in writing. The whole school focus on raising standards through the introduction of the National Literacy and Numeracy strategies, the good standards of teaching in Year 6 and improved resources are the major factors in improving the end of Key Stage 2 attainment. Only a small percentage of pupils are reaching the higher level grade 5 in these three subjects which has the effect of depressing the overall school points total. The lack of specific provision for the higher attaining pupils in many lessons is having an unfavourable impact on test results.
3. Since the last inspection, attainment levels have improved steadily in Key Stage 1. The school's emphasis on mathematics has brought much improved results. In Key Stage 2, pupils' performance in science and mathematics has improved from a low level. The National Curriculum test results from 1996 onwards show a gradual increase in the percentage of pupils reaching the nationally expected level 4 grade. The unconfirmed teacher assessment results for the school year 1999-2000 also support this improving picture. In English, the speaking and listening skills of pupils have shown significant improvement, but reading and writing skills have remained below average. The school is keeping pace with the general national trend of steady improvement in test results.
4. Girls generally outperform boys at the end of both key stages. Test results in all three subjects confirm this view, but this is in line with national trends. Boys' attainment in mathematics and reading has improved significantly over the last five years. Over time, pupils, including those with special educational needs and English as an additional language, are making better progress in mathematics and science than in English as they move through the school.
5. At the end of Key Stage 1, pupils are enjoying familiar stories in their reading sessions. They are beginning to use a range of clues to help with their reading, but many lack a good range of strategies to tackle unfamiliar words. At the end of Key Stage 2, reading standards are below nationally expected levels. In a small number of lessons, pupils are not sufficiently involved in reading the shared text. The choice of books is often limited to a small range of popular fiction. For higher attaining pupils, this means that they are not sufficiently challenged in developing their reading skills. The majority of older pupils have soundly developed reference skills and seek out information.
6. At the end of Key Stage 1, pupils' attainment in writing is below the nationally expected level. Pupils are developing a joined style of writing in formal exercises, but this is not yet transferred to their independent writing. Too much emphasis is placed on formal exercises and insufficient time on writing for a range of purposes to enable pupils to extend their skills and understanding. Similarly, at the end of Key Stage 2, standards are well below the nationally accepted level. Pupils are beginning to use drafting processes to improve their written work. Pupils' descriptive

writing shows a lack of vividness or imagination. They tend to use a modest range of adjectives and vocabulary.

7. Pupils attain nationally accepted levels at the end of Key Stage 1 in mathematics. They can count objects to ten and match by shape. They have sound mental recall of addition and subtraction facts to twenty and beyond. Although pupils are confident in number, they are less secure in shape and measurement. By the age of eleven, pupils' skills and knowledge are in line with those expected for their age. They have developed a variety of methods for problem solving and explain why they used a particular calculation system. There is a good level of understanding when pupils use inverse operations. Year 6 pupils are confident when using all four operations. Many pupils can work to two decimal places.
8. At the end of Key Stage 1 pupils' attainment is generally in line with national levels in science. Pupils speak confidently about materials and their properties. They carry out simple investigations with magnets and use appropriate scientific terminology. Their knowledge of life processes and living things is developed satisfactorily. At the end of Key Stage 2, Year 6 pupils recognise that feeding relationships exist between plants and animals in a habitat. They also give clear explanations about differences between solids, liquids and gases and how to separate mixtures by filtering.
9. Provision for special educational needs is good and pupils, including those with statements of special educational needs, make satisfactory progress towards their targets. The percentage of pupils who require special educational needs support is high and well above the national average; some have English as an additional language. A significant number of these are no longer on the register by the end of Key Stage 1 as they make rapid progress in their understanding of English and other areas of the curriculum.
10. The school has analysed the progress of individual pupils through Key Stage 2. The evidence clearly shows that high mobility levels have a negative effect on overall school performance by the age of 11 years. Those pupils who have a full education at the school achieve significantly better results in National Curriculum tests at the end of Key Stage 2 than those pupils who enter school after the reception year. The school has also monitored the performance of pupils from different ethnic backgrounds and their findings show that they make similar progress to all other pupils in school.
11. Standards of attainment in religious education are in line with those expected in the locally agreed syllabus, but in information technology they are below nationally expected levels at both key stages. Inspection evidence shows that the lack of some teacher expertise, inadequate resources and unsatisfactory technical support are depressing standards of attainment in information technology.
12. Many of the children in the reception class are on course to achieve the desirable learning outcomes in personal development, language and literacy, mathematics, knowledge of the world and physical and creative development by the time they start Year 1. Staff work hard to promote language and listening skills by providing stimulating experiences, such as visits to a local garden centre. In the nursery, children participate well in role play. Almost all children enjoy stories and handle books correctly. Some higher attaining children in the reception class are beginning to make attempts at writing a simple sentence. Most children will attain the desirable learning outcomes in mathematics by the age of 5.
13. The school sets realistic targets in English and mathematics, but, in English, they are proving more difficult to achieve at the end of Key Stage 2. Generally, they take into account the differing attainment levels of year group cohorts. Some thought is given to the likely achievement of more able pupils, but this could be further refined in the light of inspection findings and the point score system, now in operation, to judge the school's overall achievement.
14. The structure of the national strategies for literacy and numeracy is having a positive impact on pupils' attainment levels, as shown by test results at the end of both key stages. However, there is further scope for developing the skills acquired into other curriculum areas, especially by the use of imaginative extended writing in English. Teachers are giving good direct teaching in the subjects, based on the study programmes, and stimulating pupils' interest. The school focus on

using effective learning strategies is gradually having a positive impact on teaching styles. This is a major factor in the raising of attainment levels in reception and at the end of Key Stage 1. The school is beginning to reap the benefits of this earlier improvement, as pupils move through Key Stage 2 with higher levels of attainment and reach higher standards in national tests.

15. In the other subjects, pupils' attainment and progress is variable. In art and music pupils make satisfactory progress and attain standards largely in line with what might be expected nationally. In history and geography standards of attainment are generally average, but progress is variable. The lack of a well developed scheme of work and the temporary co-ordination of some of the subjects has an adverse effect on pupils' progress, because pupils' attainment and progress in physical education and design and technology are unsatisfactory in both key stages. Standards are low due to unstructured curriculum provision and inconsistent leadership of the subjects over a period of time. Long term staff absence has slowed the development of a number of subjects and affected pupils' learning adversely.

Pupils' attitudes, values and personal development

16. As at the time of the previous inspection, pupils' attitudes and relationships with each other and adults are strengths of the school and make a good contribution towards promoting their attainment and progress. Their behaviour, overall, is satisfactory. Nevertheless, attendance and punctuality are unsatisfactory and limit progress.
17. Throughout the school, the pupils' attitudes towards learning are good. This includes those pupils with special educational needs. Parents state that their children enjoy coming to school and, during the inspection, many were seen arriving early and immediately settling down to work in the classroom. They usually concentrate well and show interest in what they are doing, as was seen particularly in a Year 2 literacy lesson when pupils were identifying the sounds of parts of words. They have the confidence to try and work out answers in front of their classmates, as seen during mental mathematics in numeracy lessons. Year 5 pupils showed their enthusiasm in a literacy lesson considering the features of a non-fiction book.
18. Pupils generally behave satisfactorily in the classroom, at playtimes and lunch times. They are open, courteous and welcoming to visitors. They move around the school in an orderly way, even when unsupervised. They show respect for property, for example, they take care putting equipment away when they have finished with it. Most pupils certainly know how to behave well in lessons and respond positively to the high expectations of staff. Nevertheless, on some occasions, progress is limited by inappropriate behaviour when staff use less effective methods for managing pupils. No bullying occurred during the inspection period and the school has appropriate procedures to record and deal with any aggressive behaviour, should it take place. There were ten fixed term exclusions in the last school year. These actions were taken due to extremely poor behaviour.
19. Relationships between pupils and with adults are good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom even the youngest pupils respect each other's space when sitting close together on the carpet and follow the rules of circle time. Good co-operation was seen when Year 1 pupils worked in groups making a collage of a house and labeling the different parts. Nevertheless, some are still learning that they must put up their hands to answer questions. The pupils' personal development is also good. Since the last inspection, the school has increased the opportunities for pupils to use their initiative, such as when Year 3 pupils were looking through books to obtain information about the Anglo-Saxons in a history lesson. There are various opportunities to take on responsibility, both within the classroom and outside. Year 6 pupils show maturity when, as prefects, they help staff to monitor the movement of younger pupils round the school at breaktime.
20. Attendance is unsatisfactory, although it has improved since the previous inspection. It is still well below the national average and, in the current year, is nearly 93 per cent. Similarly, the level of unauthorised absence has improved, although it is still higher than the national average. Absences are usually due to medical reasons, although many parents insist on taking their children on holiday in term time. Nevertheless, a significant proportion of pupils have poor

attendance with nearly a quarter attending for less than 90 per cent of the time. Such high levels of absence not only limit the attainment of individual pupils; other pupils are affected as the teacher has to repeat work to help the absentees catch up. Punctuality is also a problem for a significant minority of pupils. Most arrive promptly for the start of the day but nearly a quarter have been late on more than 5 days in the current year. Late arrivals delay the start of the day resulting in a loss of teaching time for all pupils. During the inspection, there were occasions when some parents were seen to disrupt a lesson as they brought their children into the classroom late.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching and learning throughout the school is satisfactory, overall. In the lessons observed during the inspection period, 92 per cent were satisfactory or better, 50 per cent good or better and 16 per cent very good. Unsatisfactory teaching represented 8 per cent of all lessons observed.
22. In Key Stage 1 and the reception class the quality of teaching was good. In Year 6, the majority of lessons were of high quality, with consistently good and very good standards evident. The quality of teaching has a direct impact on the quality of pupils' learning. Significant progress is being made by pupils in the reception class, Key Stage 1 and Year 6 and levels of attainment are comparatively higher than those in other year groups.
23. The quality of teaching for the children under five is satisfactory, overall. In the reception class it is consistently good or better.
24. Work is well planned and gives children under five appropriate learning experiences. A strong emphasis is placed on personal and social development which enhances children's skills in this important area. The use of praise and encouragement is a good feature of many lessons. In the nursery, assessment of children's work is not always undertaken effectively to inform future planning and extend the more able members of the class.
25. Pupils with English as an additional language are effectively supported in their work by classroom assistants and visiting teachers from local education authority agencies. The quality of teaching is generally satisfactory and helps pupils to make appropriate progress. These teachers are forming good relationships with their pupils, make sound assessments of their ability to learn and appreciate the need to support and nurture different cultures, so that pupils can take pride in their ethnic heritage at school. The quality of culturally relevant visual aids, provided on loan, is satisfactory.
26. The quality of teaching for pupils with special educational needs is satisfactory. The school identifies special educational needs early by using effective assessment procedures and makes appropriate provision in the form of individual and group teaching both in and out of the classroom. Some work in class is replaced by small group work outside the classroom, but access to the curriculum is satisfactory. Pupils in Key Stage 1 receive regular support from parent helpers in class and benefit from this. Pupils in Key Stage 2 at higher levels on the special needs register receive well planned help from a learning support assistant and they benefit from this consistent and regular input. Input from the learning support team is well used. However, because of the limited time available to the co-ordinator for special educational needs, the learning support assistant has had reduced opportunities to work alongside the co-ordinator and feedback her observations.
27. In Key Stage 1, teachers' subject knowledge is good. They use accurate terminology, as in a Year 1 science lesson on magnetism, when pupils are asked to "predict" outcomes or in a Year 2 literacy hour when the teacher refers to "phoneme" and "digraph". These teachers have a good understanding of pupils' stages of development. The tasks selected are often relevant to pupils, such as using specially tailored chanting rhymes to count in odd and even numbers. This ensures that pupils retain their interest in the lesson and undertake tasks enthusiastically. There are however, weaknesses in some teachers' subject knowledge in both key stages in specific subjects, notably information technology, design and technology and physical education. The

school's schemes of work are imprecise and teachers are not confident in their approach, resulting in only moderate levels of learning.

28. Teachers' planning is generally thorough. They identify learning objectives and usually share these with pupils, either through explanation at the start of the lesson or by writing them clearly on the blackboard. Lessons tend to develop systematically, building on previous knowledge before introducing more complex concepts. Teachers are aware of the range of ability levels in their class and try to match the work appropriately. However, they tend to underestimate the ability of the high attaining pupils, especially in Key Stage 2 and, as a result, this group do not reach their optimum levels of performance and produce a limited volume of work.
29. Teachers generally have a lively approach to teaching. This is particularly evident in mathematics lessons when "flash" cards are used to enliven pupils and initiate prompt response at the start of lessons. This was well demonstrated in a Year 4 lesson as an introduction to problem solving.
30. Teachers' management of pupils is very good in reception, Key Stage 1 and Year 6, but in other Key Stage 2 classes it is not so strong and, on occasions leads to unsatisfactory teaching. In the reception class, the teacher has good relationships with children. There is a consistent encouragement for children to participate and concentrate in order to acquire new skills and gain further understanding. In Year 6, the teacher transmits her own enthusiasm for learning and encourages pupils to research and investigate. Pupils are treated maturely and are expected to research information related to ranges of mountains in the world. In Key Stage 1, teachers monitor pupils' behaviour well, moving around the room, keeping pupils on task and giving guidance on how to improve the quality of work produced. In Key Stage 2, teachers' behaviour management strategies are not always as well developed. Their expectations are not high enough and allow minor interruptions to spoil the flow of the lessons so that gradually the pace drops. Only low level learning takes place in this small minority of lessons.
31. Time is used effectively in most lessons and classroom support is used well, especially in under fives and Key Stage 1. Learning resources are usually well matched to the needs of pupils in lessons, but there are some shortages in non-core subjects which have a negative impact on the quality of learning.
32. In general, teachers mark pupils' work thoroughly and they have a clear picture of the standards each pupil is achieving. The introduction of individual target setting for pupils is having a beneficial effect on learning. Pupils know exactly what they need to do to achieve high standards. These targets are shared with parents and form the basis of homework tasks in addition to the usual consolidation of reading skills, research work and learning of multiplication tables. The target setting system is rigorously administered in Key Stage 1, but in Key Stage 2 it is used less consistently.
33. Skills in numeracy are taught well and integrated successfully into many curricular areas. The numeracy strategy is proving effective and standards of pupil attainment are improving steadily in both key stages. Literacy skills are satisfactorily developed and integrated into teachers' normal teaching approach, but too little attention is given to writing across the range of the curriculum subjects. Standards in pupils' writing are generally below national levels and more consideration could be given to extended writing in other subjects such as history, religious education and geography. Similarly, information technology is not used enough by teachers across a range of subjects to develop skills in word processing and data handling.
34. Teachers provide sufficient homework for pupils. This makes a worthwhile contribution to pupils' learning through regular practice of reading at home, remembering multiplication tables, learning spellings and undertaking research in connection with class topics. However, there is a variation in the quantity of homework expected by teachers. A consistent whole school approach is not yet in place.
35. The quality of teaching has improved since the last inspection. The whole school focus on improvement of teaching through a range of strategies, especially the effective learning team programmes, is now beginning to give rewards. Levels of satisfactory teaching have improved and good and very good teaching has improved significantly. A consistent approach is apparent

in Key Stage 1, but in Key Stage 2 there are variations. There are pockets of less effective teaching in Key Stage 2 which still need to be brought up to the higher levels achieved by many teachers. Pupils' learning is also benefiting from the improved quality of teaching, with lower and average attainers achieving appropriate levels of performance in lessons. However, some higher attainers, especially in Key Stage 2, still require more challenging work at a more demanding level to fulfil their true potential.

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

36. The school curriculum is broad and balanced but lacks continuity and progress in information technology, design and technology, history, geography and physical education. The curriculum includes all subjects and religious education and meets statutory requirements. The school does not have a specific programme for sex education. This is addressed through the science curriculum and the school's programme of personal social and health education. Pupils in Year 6 are shown a sex education video by the school nurse as part of the programme. Drugs awareness education is currently addressed through the science and health education programmes. A member of staff has just undertaken training on drugs education and is in process of developing a whole school policy. There are aspects of the school's curriculum that have shortcomings. The provision for information technology and for design and technology is currently unsatisfactory. The school is using materials provided by the Qualifications and Curriculum Authority, but has not established a coherent scheme to provide continuity and progression through both key stages. The co-ordinator for these subjects has been on long-term sick leave and this has resulted in a lack of development. This is also the case for history, geography and religious education. The school use the Qualifications and Curriculum Authority materials, but teachers plan for history and geography independently and the absence of a whole school scheme results in a lack of progression. In religious education, teachers use materials aligned by the locally agreed syllabus. There is no scheme of work for physical education and this has a negative impact on continuity and progression of skill development. The school has developed schemes for art and music. These are currently being evaluated. The school uses the materials from the Qualifications and Curriculum Authority for Science. Curriculum responsibilities for information technology, design and technology, history, geography and religious education have been reallocated as a result of the long-term absence of the post holders. The school is currently reviewing all its curriculum policies in order to prepare for the introduction of Curriculum 2000 in September.
37. The quality of curriculum for pupils under the age of five is satisfactory. There is sound provision covering all the desirable learning areas. Teaching and support staff give good consideration to the development of language and literacy skills and personal development. This is effective in raising attainment levels and enhancing progress.
38. The school has successfully introduced the national strategies for literacy and numeracy and these are having a positive effect on pupils' progress in English and mathematics.
39. Teachers plan their work in year groups. Their long term planning is appropriate and covers the requirements of the national curriculum programmes of study. Teachers work conscientiously on their medium term planning but are hampered by the lack of coherent schemes of work in some subjects.
40. The curriculum is socially inclusive and pupils have equality of access. Some minor, inappropriate withdrawal of pupils from lessons takes place, but, in general, this does not damage pupils' progress.
41. There is good curriculum provision for pupils with special educational needs. The school ensures that adequate curriculum provision is made for pupils who have English as an additional language. The school has improved its provision for pupils with special educational needs since the previous inspection, particularly in its early diagnosis of learning difficulties and ethos for pupils with emotional and behavioural difficulties.
42. At present the school provides a very limited range of extra curricular activities for pupils. There is currently a choir and football and netball training. The school is reviewing its provision and is

currently seeking ways in which it might be improved. The curriculum is enriched by residential visits for pupils in Years 4,5 and 6. There are three visits each year to centres run by the local education authority. These usually have a science or environmental focus. One of the visits is followed up in school by an environmental club, "Earthkeepers", which runs for a short period afterwards. A visit booked for the autumn term 2000 is to have a focus on art, music and drama.

43. The school has good links with the wider community. Good use is made of visits to local places of interest to support curriculum work. Pupils have recently visited the Black Country Museum. Good relationships have been established with the local Hindu community and pupils have planted trees on the site of the new Hindu temple, which is being built nearby. The school also has links with a local Anglican church, whose staff visit and lead assemblies. Local football clubs have visited the school to provide coaching for pupils. There are good links with local businesses, one of which has contributed funds for recent building works. Pupils regularly visit local homes for the elderly and distribute gifts to these from the school's Harvest Festival collection.
44. Transfer arrangements for pupils in Year 6 to secondary school are completed successfully at the end of the summer term. Sound curriculum links are established.
45. The overall provision for pupils' spiritual, moral, social and cultural development is good. There are particular strengths in the moral and social elements promoted by the school in its daily routines. Spiritual and cultural provision is generally adequate.
46. The school uses the daily act of collective worship effectively as an opportunity for building pupils' spiritual, moral, social and cultural awareness. School and class gatherings for collective worship fulfil statutory requirements. They are orderly events, with calm periods set aside for pupils to reflect on their values and beliefs. Teaching staff encourage pupils to become involved in acts of collective worship by reading prayers and presenting plays, as in a Year 6 class assembly, which focused on comparing different faiths. There are occasions when pupils experience the real joy of learning through carefully prepared lessons, using stimulating materials. They experiment with materials in science and art or touch artefacts in history and religious education, but in general these occasions occur infrequently across the range of subjects. There is a growing, but not always consistent, use of short periods of discussion in lessons when pupils share views or evaluate their work with a partner. This proves successful in helping pupils to reflect on their own knowledge and achievements.
47. The development of effective moral codes is an important school priority. The school philosophy, promoted well by all staff, is care and consideration for others based on clear school and class rules. Pupils are given precise guidance on what is acceptable behaviour. They know that racism, bullying and vandalism are not tolerated in school. They know how rewards can be gained and when sanctions will be administered.
48. Pupils are made aware of the needs of others less fortunate than themselves and raise considerable sums of money for charities on a regular basis, such as collections for Children in Need and Barnardos.
49. Pupils' social development is well catered for in school. In lessons, pupils are encouraged to collaborate with each other, sharing ideas on how to tackle problems or overcome difficulties. In circle time, rules for contribution to discussions are clearly set out before pupils explore areas such as conflict and how to resolve arguments. Older pupils show mature attitudes and act responsibly when performing duties as prefects. Relationships at playtimes are good. Pupils play purposefully together, sharing games equipment. Lunchtime supervisors intervene quickly and use persuasive techniques when dealing with excited and restless children. Teachers and support staff are good role models; they show genuine care and interest in pupils' social development. In Key Stage 2, the school provides a series of opportunities for pupils to experience residential activities. This enhances self-esteem, confidence and an awareness of the world beyond their own Sandwell environment.
50. Pupils gain adequate knowledge of the traditional British culture through curriculum topics and visits to places of local interest. Excursions to the local Black Country Museum are annual features of the school calendar. Theatre groups visit periodically and a visit to Ingestre Hall Arts Centre is planned in the near future. There are links with local religious organisations such as St.

James' Church and a Hindu Temple. In collective worship, pupils celebrate festivals from a range of different faiths using artefacts to enliven interest and increase knowledge. However, in an area of rich cultural diversity the school could do more to broaden pupils' appreciation of multicultural traditions.

51. The school has improved spiritual development and maintained good social and moral provision since the last inspection. Cultural provision has remained satisfactory. There are still minor deficiencies in this provision, largely related to literature and art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. As at the time of the previous inspection, the teachers showed appropriate concern for the needs of the pupils. Parents are very satisfied with the level of support in the school, seeing it as a caring community where their children are safe.
53. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The deputy headteacher is the designated officer for child protection. The school follows local procedures and it has satisfactory links with social services. Teachers generally have an appropriate understanding of child protection matters and know what to report if necessary. Nevertheless, not all staff have received recent training and are, therefore, not fully aware of all procedures. The provision for first aid is good, with several staff having been trained. Accurate records are kept of any treatment undertaken and letters or phone calls are made to contact parents. A very good health and safety policy is in place and the headteacher and site manager ensure that staff understand their responsibilities. The headteacher carries out risk assessments regularly throughout the school and the governors maintain an appropriate oversight. The teachers ensure that pupils are made aware of health and safety issues. These elements are covered during science, physical education and personal and social education lessons. The arrangements for sex education and drugs awareness are satisfactory.
54. The procedures for monitoring pupils' academic progress and personal development make a satisfactory contribution to raising pupils' achievement. The school has good procedures for assessing pupils' attainment and progress. Children below the age of five are assessed, using baseline assessment material, to ascertain levels of attainment in a range of social and academic skills. The results are then used by the school as platform information to monitor further progress throughout the school successfully. Assessment procedures for under fives are generally satisfactory, but in the nursery class more effective use could be made of the information gained to inform future planning. Pupils with special educational needs and those with English as an additional language, are properly assessed. Individual education plans identify specific targets which enable pupils to make suitable progress.
55. In the core subjects of English, mathematics and science, teachers keep accurate records of pupils' achievements throughout the school. From Reception onwards annual testing is carried out at the end of each school year, using recognised tests such as "PIPs" National Curriculum and the Qualifications and Curriculum Authority's non-statutory tests. These give teachers a clear view of pupils' levels of attainment. Pupils' performance is tracked accurately throughout the school in these three subject areas.
56. In other subject areas, assessment procedures are less well developed. In information technology, religious education and other subjects, teachers highlight whole class lesson objectives, indicating how well individual pupils have achieved. Although this is a useful system for monitoring progress, the objectives are not always closely matched to national curriculum levels and end of key stage targets.
57. The school has recently introduced target setting for individual pupils and this is proving successful, especially in Key Stage 1, where it is implemented consistently. Assessment information gained through marking and discussions with pupils, is used to set half termly targets specifically aimed at improving pupils' skills, knowledge and understanding. Targets are shared with pupils and parents and form the basis of homework tasks. This system is having a positive impact on increasing pupils' levels of achievement by raising standards at the end of Key Stage

1. Although these procedures are evident in Key Stage 2, their implementation is variable and less effective.
58. Annual pupil reports to parents are of a good standard. They clearly outline what pupils have achieved over the school year and what is required for further improvement.
59. The school, particularly the headteacher, uses assessment data well to shape further academic whole school targets. Analysis of results by year group and ethnic groupings ensure that precise targets are set. At present, only limited consideration has been given by the school to setting targets for pupils of higher attainment, in order that their true potential can be achieved.
60. Assessment procedures have improved significantly since the last inspection. An agreed policy is in place and assessment is used satisfactorily to inform curriculum planning.
61. The monitoring of pupils' personal development is less structured. Detailed records are kept for children in the nursery and reception class and for pupils with special educational needs. Generally the school relies on the teachers' knowledge. Observation during the inspection shows that the staff work hard to improve the pupils' social awareness and their emotional well being. Circle times and assemblies are particular times when the school encourages personal development with the presentation of awards making a noticeable contribution to raising self-esteem. The pupils' sense of responsibility is enhanced by the various tasks they have around the school. An appropriate summary of this area of development is recorded on the annual report to parents.
62. The procedures for promoting discipline and behaviour are very good. All staff follow the extensive behaviour policy consistently. It contains means of encouragement and escalating sanctions for poor behaviour. These are on display in the classrooms and the pupils have a good understanding of the school's approach. Each class teacher has written to parents asking them to discuss the policy with their children. Positive behaviour is discussed during circle time and in assembly. Midday supervisors award well-done cards, leading to certificates, and the best behaved class each week receives a trophy. The inspectors saw good instances, in lessons, of teachers ensuring that the pupils understood how to behave. Nevertheless, in some classes, the teachers did not always have adequate class management skills. The school has very good procedures for dealing with bullying or racism if any occurs. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system. Staff in the local education authority's behaviour support service provide good help, although the lack of a pool of trained support assistants can prevent pupils receiving rapid support.
63. The procedures for monitoring and promoting attendance and punctuality are very good and have been effective in improving levels of attendance. The school has set realistic targets for improvement which are shared with parents and pupils. On a day to day basis, the secretary telephones home on the first day of any unexplained absence. The class with the best weekly attendance is awarded a shield. Excellent attendance over a term leads to a bronze, silver and gold award with the best attenders meeting a Gladiator. The headteacher makes very good use of the computerised attendance system to monitor performance of both individual pupils and the school as a whole. Letters go home if attendance falls below a certain level with further action taken if there is no significant improvement in the following term. The education welfare officer visits parents at home when necessary. Registration takes place very promptly in the mornings and the doors are locked soon after the start of the day, helping to monitor punctuality and to ensure that parents understand the need to arrive on time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. Their children like school, make good progress and the school helps them to become mature and responsible. The school keeps parents well informed about progress and they feel comfortable approaching the school if they have questions or problems. Some parents were concerned about behaviour in the school, but the inspectors concluded that the staff work hard to ensure that it is generally satisfactory. Doubts were expressed about the amount of homework, but the inspectors concluded that the

school's approach is satisfactory, though how regularly it is set depends on the individual teacher. The inspectors support the concern of parents about the poor range of activities outside lessons.

65. As at the last inspection, the school has well-established good links with parents and these contacts are effective. The quality of information provided is very good. Regular letters go home outlining the various activities that the pupils are involved in as well providing general administrative information. Each half term the class teachers send an outline of what the pupils will be studying and give details to parents of their children's individual targets. Parents have been invited to meetings to discuss the literacy and numeracy hours and visit classrooms to see them in operation. Formal meetings between parents and teachers take place every term to discuss how well their children are doing. In the summer term the school also provides an annual report on pupils' progress. This generally provides a very good summary for all the subject areas of the skills, knowledge and understanding acquired together with targets to help the pupils to improve. Parents of pupils with special educational needs are appropriately involved in the setting of targets and review of the individual education plans.

66. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. The parents were actively involved in devising the home school agreement and the behaviour policy. All parents are able to express their views about aspects of the school and to suggest improvements by responding to a questionnaire sent out each year. The meetings for new parents and others on numeracy and literacy explain how they can help at home. Written material includes ideas for helping children with their home reading. Pupils' reading books go home every day, though the reading records were rarely seen to include constructive comments from parents. All parents are welcome to come to the Monday assembly and many do so when their children are being presented with an award. A group of parents arrange both fund raising and social events raising money for the playground fund. Several parents, who are studying for a national qualification in school time, come to help in the classroom on a regular basis and others are willing to help on class trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The headteacher provides the school with very good leadership. He has steered the school through a difficult period, maintaining a clear view of what is required to achieve its educational targets. The analytical and inspirational approach employed by the headteacher has influenced the teaching staff and enabled them to raise pupils' levels of attainment in English, mathematics and science. Some difficult decisions have been made in relation to the management of the school, yet staff morale remains high, with good levels of commitment to further school improvement.
68. The headteacher is supported effectively by the deputy headteacher, sharing many of the daily leadership and management decisions which influence and shape the direction of the school.
69. The role of senior staff in the development of the school has been less influential in recent times due to the long term absence of two key members of staff, one of whom is a member of the senior management team. The loss of mature and experienced teachers to co-ordinate curriculum areas has hampered school development in a number of subjects, particularly in the non-core subjects. A lack of well defined school specified schemes of work and the temporary nature of co-ordinators' appointments has meant that pupils' progress has been unsatisfactory in some subjects, notably in physical education, design and technology and information technology.
70. Curriculum planning is monitored effectively by the headteacher and senior staff. Periodic reviews of pupils' work and occasional opportunities to work alongside colleagues give co-ordinators a glimpse of the standards being achieved in their subject area. Audits of subjects are also undertaken and subject action plans prepared for slotting into a whole school development plan. The structure is not completely established. Many co-ordinators have not had sufficient opportunities to develop their expertise and monitor teaching and learning in their subjects to form an accurate view of the quality of work being produced.
71. The headteacher and deputy headteacher monitor the quality of teaching and learning on a regular basis, giving teachers a clear evaluation of the standards achieved in lessons and pointers for development. Through regular interviews with a cross-section of pupils the headteacher forms a clear view of what pupils know, can do and understand in their lessons. The school's specific focus on teaching and analysis of best practice have been key factors in school improvement. The most effective teachers are beginning to have a positive influence on the teaching style of their colleagues.
72. The school has chosen properly to channel its available teaching and learning resources into prioritised areas to raise standards in the fundamental subjects of English, mathematics and science. However, the effect has been to slow the development of other subjects. The school is fully aware of the situation and plans to address these weaknesses during the next stage of school development.
73. The formation of the effective learning support team and the influence they have had on enhancing the quality of teaching has been an important factor in school improvement. Some of the teaching techniques introduced are innovative and proving very successful. In particular, the use of half termly individual pupil target setting and brief partner pupil dialogues are having a positive impact on improving standards of attainment. These approaches are consistently applied in Key Stage 1, but, in Key Stage 2, their application is more fragmented and is less effective in some year groups.
74. The governing body fulfills its statutory responsibilities effectively. There are well-established and organised committee systems which monitor the performance of the school. They are consulted regularly on major school decisions and have ample opportunities to contribute to school development planning. The chair of governors is very committed to school improvement and works closely with the headteacher in shaping the school's direction. She exercises her monitoring role conscientiously. Members of the governing body know the strengths and weaknesses of the school and have a clear view of future targets.

75. There is a good ethos in the school. Caring relationships exist between pupils and adults. Everyone is valued for the contribution they make to the school community. Pupils from different backgrounds and ethnic groups work and play well together in a framework of equal opportunity. The schools' introduction of a range of strategies for improving behaviour at playtimes and lunchtimes is having a favourable impact on its ethos.
76. Staff appraisal systems, in line with the local authority programme, have remained in place and make a valuable contribution to teachers' professional development. Annual targets are shared with staff and reviewed periodically. The headteacher has tackled issues related to weak teaching squarely. Although, in the short term, it has created staffing problems, the long term picture appears to be brighter.
77. Staff recently appointed have generally received appropriate support, although, at the time of the inspection, the newly qualified teachers had not been granted the half day non-contact time to which they are statutorily entitled due to staff absence. Staff development is linked to the school development plan, but also takes account of the individual's needs. It is effective in improving both teaching and learning. Training for the implementation of the national literacy and numeracy strategies has been successful in providing a structured and effective programme of learning which has a positive impact on both the quality of teaching and learning.
78. School improvement planning systems are well developed. They are well constructed, thorough documents addressing issues that are crucial to school improvement. Appropriate targets, success criteria, timescales and matched finance have been applied to raise standards. The action plan from the previous inspection report has been implemented successfully for three of the four major issues identified. Pupils' attainment levels have generally risen in the core subjects. Pupils understand the expectations set and express them clearly. Standards of behaviour have improved and assessment systems are well rooted and effective. The issue, related to schemes of work matched to national curriculum levels, has not been addressed fully. Schemes of work for history, geography, science, information technology and design and technology are in line with Qualifications and Curriculum Authority guidelines, have been introduced into school, but have not been tailored to the specific needs of the pupils.
79. The school uses national, local and its own school derived information well to set appropriate whole school development targets. Consultation with staff, governors and parents is undertaken comprehensively before embarking on new initiatives. School performance is reviewed thoroughly. Financial planning is well matched to specific targets. Investment in materials and training for literacy and numeracy has aided pupils' progress generally, although the impact on standards in writing is slow to develop. School systems for administration and financial management are good. Day to day procedures are smooth, low key and very effective, allowing teachers to concentrate on their teaching duties. The most recent audit report praised the school for its efficiency and outlined only a small number of minor recommendations. The school applies best value principles well. It has reduced its energy bills and maintenance costs over a number of years. The governors carefully consider company tenders and local education authority guidance on best value suppliers before awarding contracts. The school uses devolved funding and specific grants properly to further pupils' education.
80. The school is gradually developing the use of new technologies to improve administrative systems and enhance pupils' learning. At present, the level of provision is satisfactory for administration purposes, but improvement is needed for pupils' access.
81. There is a sufficient number of teachers and support staff and they have an appropriate range of qualifications and experience for teaching in the classroom. However, there is an inadequate match of teachers and support staff to meet the demands of the curriculum. The co-ordination of several subjects - information technology, design technology, physical education, history, geography and religious education - is affected by long term staff absences which limit the effectiveness of raising standards in these subject areas. In the other areas co-ordination is satisfactory and it is good for the under-fives. The co-ordination of support for pupils with special educational needs is satisfactory, although the co-ordinator has only limited time for all the aspects of this role. The lack of technical support for the computer work is hampering pupils' progress despite the school's agreement with local education authority contractors.

82. Overall, the accommodation is satisfactory with spacious classrooms and attractive displays of pupils' work and information. The playgrounds are used well during playtimes and dinner times. There are extensive grounds and adjoining playing fields and an environmental area. Pupils and staff make efficient and effective use of the facilities available and there is very good support from the site manager to maintain an attractive and welcoming environment. The size of the library is satisfactory, although, apart from small group and individual work, it is underused for teaching purposes. The hall is appropriately used for physical education, although lessons are affected by the movement of pupils from other classes especially during the staggered break times. The classrooms on the eastern side of the building do not have any covering for the windows and pupils are affected by sunlight on summer mornings. On hot days, when there is a need to open classroom windows noise levels from the traffic on the adjoining road also distract pupils and teachers from their work.
83. Resources, overall, have become unsatisfactory since the previous inspection. Although they are sufficient for most areas of the curriculum, there are weaknesses in three subjects. Information technology lacks equipment, such as a turtle and appropriate software to teach the control area of the curriculum. Design and technology does not have enough equipment to support the scheme of work. History does not have a sufficient range of equipment and artefacts for the programme of study being taught. In addition there are some shortages of multi-cultural resources in the classroom and information technology facilities for pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve standards, the headteacher, staff and governors should:

KI 1 Improve pupils' attainment levels in reading and writing and information technology in both key stages by;

- a) providing a greater range of writing experiences across the curriculum;
- b) helping pupils to enlarge their expressive and imaginative vocabulary;
- c) increasing the range of strategies used by pupils to tackle unfamiliar words;
- d) extending the range of reading materials to broaden pupils' choice in literature;
- e) increasing teachers' expertise and knowledge in the use of information technology, improve assessment procedures, extend resources, improve technical support and use information technology more widely in other curriculum areas.

(paragraphs 1, 2, 3, 5, 6, 11, 14, 33, 80, 81, 98, 104, 105, 106, 107, 117, 144, 148, 149, 150, 151, 153, 154, 155, 156)

KI 2 Improve standards and levels of pupils' progress in geography, history, design and technology and physical education by providing effective co-ordination by appointing suitably qualified teachers with expertise and commitment to take responsibility for the development of individual subjects.

(paragraphs 15, 36, 69, 70, 81, 127, 137, 138, 141, 154, 165, 168)

KI 3 Design and implement detailed schemes of work for all subjects, tailored specifically to the needs of pupils and matched with appropriate learning resources, so that pupils can make satisfactory and continuous progress throughout the school.

(paragraphs 15, 27, 31, 36, 39, 69, 70, 78, 83, 127, 137, 139, 142, 144, 145, 146, 154, 162, 164, 168)

KI 4 Ensure that teachers provide appropriately matched and challenging work to enable the higher attaining pupils in both key stages to make the progress of which they are capable.

(paragraphs 2, 5, 24, 28, 35, 59, 88, 95, 99, 105, 108, 109, 113, 115, 117, 118, 120, 121, 126, 141)

MINOR ISSUES

MI 1 Maintain the emphasis on improving attendance and punctuality (paragraph 20).

MI 2 Ensure that all staff receive training so that they are fully aware of current procedures with regard to child protection matters (paragraph 53).

MI 3 Improve the provision of extra curricular activities to give pupils opportunities to participate in a range of sporting and cultural activities (paragraphs 64, 165).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	34	42	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	332
Number of full-time pupils eligible for free school meals	/	112

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	128

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	89
Pupils who left the school other than at the usual time of leaving	96

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	32	31	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	17	30
	Girls	24	25	28
	Total	46	42	58
Percentage of pupils at NC level 2 or above	School	73 (63)	67 (60)	92 (87)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	28	31
	Girls	26	28	29
	Total	45	56	60
Percentage of pupils at NC level 2 or above	School	71 (61)	89 (62)	95 (77)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	25	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	18	12	15
	Total	30	24	29
Percentage of pupils at NC level 4 or above	School	59 (28)	47 (35)	57 (35)
	National	70 (63)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	15	14	18
	Total	29	29	35
Percentage of pupils at NC level 4 or above	School	57 (37)	57 (37)	69 (35)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	1
Black – other	11
Indian	28
Pakistani	2
Bangladeshi	0
Chinese	0
White	214
Any other minority ethnic group	14

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	23.2
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	8

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	0.7
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999
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	£
Total income	676,963
Total expenditure	708,264
Expenditure per pupil	1,861
Balance brought forward from previous year	58,461
Balance carried forward to next year	27,160

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	381
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	42	8	0	0
My child is making good progress in school.	52	45	2	1	0
Behaviour in the school is good.	31	46	17	2	3
My child gets the right amount of work to do at home.	24	52	16	4	0
The teaching is good.	53	43	1	0	1
I am kept well informed about how my child is getting on.	45	46	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	58	32	8	1	1
The school expects my child to work hard and achieve his or her best.	56	41	1	0	2
The school works closely with parents.	33	51	12	0	4
The school is well led and managed.	33	46	13	2	6
The school is helping my child become mature and responsible.	35	51	7	1	7
The school provides an interesting range of activities outside lessons.	15	38	24	13	9

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

84. The school admits children to its nursery when they are three years old on a part-time basis and to the reception class in the September of the academic year in which they turn five. At the time of the inspection, there were 52 children in the nursery and seven children were below compulsory school age in the reception class.
85. The attainment of most children on entry to the nursery is below average. In particular, children's speaking and listening skills are below average. They make satisfactory progress in the nursery and good progress in the reception class and, by the age of five, most children should achieve the desirable learning outcomes in all six areas of learning, personal and social development, language and literacy, mathematics and creative and physical development. A few higher attaining children will be working towards level one of the national curriculum in English and mathematics. The progress of children with special educational needs is satisfactory. Children aged five attain average standards, overall. This is confirmed by assessments undertaken, using nationally recognised assessment material.

Personal and social development

86. The majority of children achieve the desirable learning outcome for this area of learning by the time they are of compulsory school age. The personal and social development of children is given a high priority by all staff and the children make good progress in developing personal and social skills. Children are encouraged to be as independent as possible. For example, in the nursery they collect their own milk sensibly from the tray at snack-time and, in both the nursery and reception class, they are appropriately encouraged to tidy up after activities. Children's confidence and self-respect develop well and staff help children to develop a clear sense of what is right and what is wrong. In both the nursery and the reception class, they successfully make choices from the range of activities on offer, although some of the children in the nursery tend to flit from activity to activity and find it difficult to sustain concentration. As they move from the nursery to the reception class children increasingly develop the capacity to share and play well together. Children know how to take turns when sharing resources, such as the computer, and the majority handle books and equipment with care and respect. They show interest and generally concentrate well when working in a group with an adult. They have satisfactory opportunities to learn about their own culture and beliefs. However, although there is a satisfactory range of resources depicting other cultures, there are insufficient opportunities for them to develop a sound awareness of other cultures and sensitivity towards those with different beliefs. Children are able to show a range of feelings. For example, in a physical education session, children in the nursery showed joy and excitement at flapping their arms like a butterfly and wriggling like an earthworm. Appropriate opportunities are provided for them to learn how to treat living things with care and respect.
87. Relationships between the staff and the children are good and the children respond well to the high standards set for them.

Language and literacy

88. Most children will attain the desirable learning outcomes for language and literacy by the time they are five. Higher attaining children will be working towards Level 1 of the National Curriculum in English. Staff in both the nursery and reception class work hard to promote early language and listening skills. They encourage children to use correct language and to extend their vocabulary. For example, in the reception class following a visit to a garden centre, children learnt the names of gardening equipment such as trowel, wheelbarrow, compost and watering can. Children in the nursery are given the opportunity to talk about what they chose to do in their activity time and they learn to express their thoughts and feelings in words. Nursery children participate well in role-play, pretending to be policemen and 'lollipop' ladies, related to the current topic 'People Who Help Us'. In the reception class, they are given further opportunities to

develop role-play, such as in the 'Garden Centre'. Virtually all the children enjoy stories and handle books correctly. Most of the children in the nursery can recognise their name and are appropriately developing their understanding that words and pictures carry meaning. In the reception class, whole class reading of big books and the sharing of texts, such as 'My Bean Diary', help children to understand and use correctly terms such as 'title', 'front cover' and 'author'. Most of the children can identify the difference between information and storybooks. Some children can recognise a number of familiar words and a few higher attaining children can read a simple repetitive book. Many of the children in the nursery hold their pencils correctly and make marks on paper to represent 'words' when writing. However, there are insufficient opportunities for higher attaining children in the nursery to extend their reading and writing skills at an appropriate level. Higher attaining children, in the reception class, make good attempts, with help, at writing a simple sentence. Many opportunities are provided for children to learn the name and sounds of some of the letters and to write them correctly. Higher attaining children know many letter sounds and in the reception class they can sound out and spell simple three letter words, such as 'jet', 'get' and 'wet' correctly. Children are taught a good range of action songs and rhymes and this helps them to associate sounds with patterns in rhymes and words in letters.

Mathematics

89. Most children will attain the desirable outcomes for learning in this area by the time they are five. Higher attaining children will be working towards Level 1 of the National Curriculum. Many, incidental opportunities are used well by staff to encourage children to develop counting skills and learn about simple mathematical ideas. Children are familiar with a good range of number songs and rhymes such as 'Five Fire-fighters Standing in a Row' and through these they are beginning to develop an early understanding of number operations and language such as 'one more' and 'one less'. Most children can count to five. However, there are insufficient opportunities in the nursery, for higher attaining children to develop counting and number operations at their level. In the reception class, good use is made of simple games to encourage children to recognise and order numbers to ten correctly. Many children can count to ten and match the correct number to a group of objects. They are developing a good understanding of mathematical terms such as 'long' and 'short'. Most children know the names of simple two-dimensional shapes, such as circles, triangles and squares and they are developing an early understanding of capacity through water play activities. Regular opportunities are provided by staff for children to sort, match and order objects and to make patterns.

Knowledge and understanding of the world

90. The majority of children will achieve the desirable learning outcome by the time they are five years old. Staff plan a good variety of well thought-out topics, such as 'Senses', 'Materials' and 'People Who Help Us', to develop children's knowledge and understanding of the world effectively. Work in this area is also enhanced by visits. For example, in the reception class, related to their current topic 'Jack and the Beanstalk', children visited a local garden centre. They made a simple map of their journey there and back. They designed and made packets of seeds for their own garden centre and planted and grew their own bean seeds in order to observe how they grow. They develop a sound understanding of what plants need to grow. Appropriate opportunities are provided for children to talk about their families and talk about past and present events in their lives. Children look at patterns and similarities and differences. In the nursery, they observe and record the date and weather on a daily basis and develop an understanding of the passing of time, through the use of terms such as 'yesterday', 'today' and 'tomorrow'. They explore freely with materials, such as sand and water and they know and recognise some common materials, for example, wood, metal and plastic. With help, they undertake simple investigations, such as finding out which materials are waterproof and which are not. In both the nursery and the reception class, children have regular access to information technology. Their computer skills, such as controlling the 'mouse', are developing satisfactorily.
91. Children are given many opportunities to develop their knowledge and understanding of the world through first hand experiences and effective use is made of questioning to encourage children to think about how things work and why they happen.

Physical development

92. The majority of children achieve the desirable learning outcomes by the time they are five. Children are provided with appropriate opportunities to develop their physical skills. Most children are well coordinated. In the nursery, in physical education sessions, children move about confidently and without bumping into one another and some are able to balance a beanbag on their head. Higher attaining children make good attempts at throwing and catching a beanbag. In the outside play area, they manoeuvre a range of wheeled toys with reasonable control. In the reception class, children know that the body needs to be warmed up before exercise is undertaken and they develop more control of their movements and refine them further. There is an appropriate selection of large apparatus to enable children to develop their balancing and climbing skills. Staff provide many good opportunities, throughout the nursery and the reception class, for children to develop their manipulative skills. Children use scissors, pencils, crayons and paintbrushes with increasing precision and control and use small toys and equipment with increasing skill.

Creative development

93. Most children achieve the desirable learning outcomes by the age of five. Many worthwhile opportunities are provided by staff for children to develop their creative abilities. Sometimes, other areas of learning are used as an appropriate stimulus. For example, in the reception class, children painted pictures and made puppets of characters from the story of 'Jack and the Beanstalk'. In the nursery, children are given daily opportunities for painting and they enjoy experimenting with the effects of paint and colour. They make models and pictures, using a variety of materials confidently, such as paint, pencils, crayons and collage materials and they learn other techniques such as printing. In the reception class, they make good attempts at observational drawings of plants. There is a good range of simple musical instruments with which children enjoy exploring the sounds they make. In the nursery, children are given good opportunities to move imaginatively and they enjoy jumping like a grass-hopper and wriggling like an earthworm. In the reception class, through planned music sessions, children listen to sounds, paying increasing attention to detail. For example, they learn to distinguish between loud and quiet sounds. Children sing frequently and they know a number of songs. There is a wide range of resources and opportunities available, which effectively encourages children to participate in imaginative play.
94. Attitudes to learning in both the nursery and the reception class are generally good. Children enjoy participating in a wide range of activities and are enthusiastic learners. During their time in nursery and in the reception class, the children learn to share equipment and to work and play harmoniously together. Overall, they behave well and with consideration for others and they are polite and friendly to visitors.
95. The quality of teaching of children under five is satisfactory, overall. In the reception class it is consistently good or very good. Teaching is at its best where the teacher is fully aware of individual children's needs and responds accordingly. The work is well planned in the reception class and this enables children to have appropriate experiences in all six areas of learning. A strong emphasis is placed on children's language through practical activities. Priority is rightly given to personal and social development, language and literacy and mathematics. In the nursery, planning appropriately covers all six areas of learning, but it does not set clear aims and objectives for many activities to enable children to extend their learning sufficiently. Assessment of children's attainment is undertaken regularly in the nursery and reception class. However, in the nursery, outcomes of the assessments are not used sufficiently to inform the planning of work at an appropriate level for higher attaining children. Staff are kind and caring, but firm and consistent in their dealings with children and they have high expectations of children's behaviour. Praise and encouragement are used to good effect.
96. The early years are well managed by the Early Years co-ordinator. She has a very good understanding of how best young children learn. However, as yet, she has had insufficient opportunities to monitor teaching and learning in the nursery and, therefore, to be really effective in her role.
97. Partnership with parents is satisfactory. There are daily opportunities for parents to speak informally with staff at the beginning and end of sessions. Parents are made very welcome and

opportunities are given for them to come in and help with activities. The sound partnership with parents contributes to children's progress towards the desirable outcomes for learning.

ENGLISH

98. The results of the National Curriculum Tests for 1999 indicate that standards in reading at the end of Key stage 1 are below the national average and standards in writing are well below the national average. When compared with schools of similar intake, standards in reading are above average and standards in writing are below average. At the end of Key Stage 2, results of National Tests in English are well below the national average and below average when compared with similar schools.
99. At the end of Key Stage 1, the proportion of pupils attaining the higher level 3 in reading was close to the national average, but the proportion of pupils attaining the higher level 3 in writing was below the national average. At the end of Key Stage 2, the proportion of pupils attaining the higher level 5 in English was well below the national average.
100. Trends over time indicate that standards in reading at Key Stage 1 have risen steadily over the past two years. Standards in writing at Key Stage 1 show an increase from 1997 to 1998 but a slight decline from 1998 to 1999. At Key Stage 2, standards in English show a decline from 1997 to 1998 but a rise again in 1999.
101. Over the past three years there has been no significant difference in the attainment of girls and boys in reading and writing at Key Stage 1. Similarly, there is no significant difference in the attainment of boys and girls in English at Key Stage 2.
102. By the end of the key stage, they attain satisfactory standards in speaking and listening. Pupils in Key Stage 1 make good progress in their speaking and listening skills. They listen well to their teachers and to each other and, in class discussions, are keen to contribute their ideas. Pupils enter the school with low attainment in speaking and listening and some have a limited vocabulary. Teachers work hard at this aspect of English and provide appropriate opportunities for pupils to develop their skills. Pupils are confident in talking to visitors and enjoy explaining their work.
103. Pupils in Key Stage 2 continue to make good progress in speaking and listening. In several of the lessons observed, pupils are given regular opportunities to discuss their work in pairs and in small groups. In a class assembly, pupils in Year 6 presented their work clearly and confidently to other classes who listened attentively. In whole class lessons, pupils are confident in contributing their ideas in discussion. Their responses to questions and the way in which they settle quickly to tasks show that they listen with care to teachers' explanations. Pupils listen well in discussions and are respectful of other pupils' ideas.
104. At the end of Key Stage 1, pupils' attainment in reading is below expected levels. In the lessons observed, some pupils are making good progress and many pupils in Year 1 are attaining expected levels in reading. Whilst a few pupils said that they do not enjoy reading, the majority are involved and interested in stories. Pupils enjoy joining in with the familiar parts of stories in their shared reading sessions. Pupils are familiar with the way in which books are organised and can talk about the authors and illustrators. Some of the younger pupils, who are not yet readers enjoy looking at the pictures in their books and can use them to tell the story. In their individual reading, pupils are beginning to use a range of clues to help with their reading. They are developing a secure knowledge of sounds and some pupils correct themselves when they feel that the story doesn't make sense. In Year 2, many pupils do not yet have a good range of strategies to tackle unfamiliar words in their reading.
105. At the end of Key Stage 2, standards in reading are below nationally expected levels for eleven year olds. Observations in lessons, listening to individual pupils read and scrutiny of teachers' reading records indicate that a high proportion of pupils have reading levels below those expected for their age. In a small number of lessons, pupils are not sufficiently involved in reading the shared texts and this slows their progress. Several pupils said that they did not enjoy reading. When discussing their favourite books and authors, their choices were limited to

a small range of popular children's fiction such as books by Roald Dahl and RL Stine. Whilst these books are enjoyable and appropriate for this age group, pupils are not being helped to extend their knowledge of the literature available and to broaden their choices. This means that higher attaining pupils are not being appropriately challenged in developing their reading skills. Some older pupils are able to use reference books confidently to find information but, as yet, many pupils have to develop this skill.

106. At the end of Key Stage 1, pupils' attainment in writing is well below nationally expected levels. Teachers have begun to collect samples of pupils' writing on a regular basis, which are moderated according to National Curriculum levels and are used to set individual targets for further development. The school has begun to introduce joined script in Key Stage 1. Pupils are beginning to write neatly in their formal exercises, but, as yet, this is not transferred to their independent writing. Pupils use of spelling and basic punctuation is below levels expected for their age. Many pupils still find writing a chore and this hampers their progress in all curriculum areas. Analysis of pupils' work shows that there is an emphasis on formal exercises and there is little evidence of writing for a range of purposes across the curriculum.
107. Standards of writing at the end of Key Stage 2 are well below nationally expected levels. Many pupils appear to find writing difficult and do not enjoy it. Pupils' extended writing in Year 6 is not well structured and shows a limited use of the expressive and imaginative vocabulary that is characteristic of the writing of higher attaining pupils. Pupils do not transfer the skills learned in formal grammar exercises to their independent writing. Pupils are beginning to use the drafting process to evaluate and improve their written work, but this is still developing. Some pupils are beginning to use mnemonics to help them remember irregular spellings. They are confident in using dictionaries to look up spellings and the meanings of words, but, in general, their reference skills are under-developed. Pupils currently write for a limited range of purposes and most writing does not show a sense of audience. Pupils' descriptive writing does not show the vividness or imagination which would enable them to attain the higher levels in writing. They generally use a modest range of adjectives and vocabulary. In lessons, pupils use a richer range of descriptive language in their oral work, which has not yet been developed in their writing. Pupils' poorly developed writing skills have a negative impact on their progress in other areas of the curriculum.
108. Teaching in Key Stage 1 is always at least satisfactory and in 60 per cent of lessons it is good. Teachers have a secure understanding of the National Literacy Strategy and implement it well. Teachers clearly identify the learning intentions for the lesson and make these clear to pupils. This means that pupils can understand and explain what they are learning. In a small number of lessons, the work is not appropriately matched to the learning needs of all groups of pupils, which slows their progress. Teachers work well with learning support assistants and provide good role models for pupils. Teachers make good use of specific language in lessons, so that pupils are becoming aware of correct grammatical terms and beginning to use them correctly. Teachers help pupils to develop their speaking and listening skills as well as their reading and writing. In the majority of lessons, teachers make good use of time and resources. They give positive feedback to pupils about their work and are beginning to use the school's assessment systems to inform further planning.
109. In Key Stage 2, teaching is satisfactory or better in 90 per cent of lessons. In 10 per cent of lessons it is very good and in 10 per cent lessons it is unsatisfactory. Where teaching is unsatisfactory the independent work is not well matched to the learning needs of the pupils. This means that the work lacks challenge for higher attaining pupils and is too difficult for some lower attaining pupils. This makes it difficult for pupils to work independently and their time is not used productively.
110. Teachers have a secure understanding of the National Literacy Strategy and implement it well. In the best lessons, this was particularly effective. The sessions went at a brisk pace, with work being presented in a lively and interesting manner. This stimulated pupils' interest and ensured that they were well motivated and worked productively. Teachers have appropriate expectations of pupils and are competent in teaching basic literacy skills. Most teachers use resources well. Whilst teaching in most lessons is satisfactory or better, there are occasions when higher attaining pupils are not given sufficiently challenging work. Pupils are given useful feedback about their work in lessons, although marking is sometimes more a description of what the pupil

has done rather than an evaluation which would help the pupil to improve. Teachers have begun to set targets for individuals and groups of pupils in writing. This is an aspect of assessment that is currently being developed in the school.

111. The school has been successful in implementing the National Literacy Strategy. Teachers have benefited from their training and are secure in their understanding. The school makes good provision for those pupils who are in need of additional literacy support and for pupils in Year 6 having booster classes for literacy. Generally, pupils with English as an additional language and special educational needs make sound progress. Learning support assistants are well deployed and make an effective contribution to pupils' learning. The subject is led effectively by two curriculum leaders, one from each key stage. The co-ordinator for Key Stage 2 is new to the role. Some monitoring of teaching and learning has been undertaken and is proving useful in setting priorities for further development. This has resulted in increased opportunities to promote pupils' speaking and listening skills in all subjects. Improving writing in both key stages has been identified as a priority. The school has sufficient resources for English and uses them effectively.
112. At the time of the previous inspection, pupils' attainment in English was judged to be in line with the national average in Key Stage 1, with few pupils attaining the higher level 3. In Key Stage 2, attainment was judged to be below the national average. Whilst attainment in English is still below expected levels at the end of both key stages, the school has made improvements. Standards of speaking and listening have improved throughout the school, as have standards of reading at Key Stage 1. The school has identified writing as a major area for development and strategies to address this are outlined in the school's improvement plan.

MATHEMATICS

113. Based on inspection evidence, standards of attainment in mathematics are judged to be satisfactory at the end of both key stages and in line with expected levels of achievement. At certain stages in their education, pupils, including those with special education needs and English as an additional language, make good gains in their learning, especially in Key Stage 1 and in Year 6. They build on prior skills and knowledge. However, the pace of progress is not always as it should be from year to year. On occasions, pupils' learning, especially those who are above average attainers, is not always optimised with challenging and demanding tasks.
114. At the end of Key Stage 1, the results of the 1999 National Tests indicated standards to be slightly above the national average. The number of pupils achieving the higher levels was well above the national average. This represents very good progress over the last four years. In comparison to similar schools, nationally, overall results represent very good achievement as they are well above average. In Key Stage 2, the performance of pupils in national tests in 1999 was well below the national average when compared to similar schools.
115. Inspection findings show that, by the time pupils are seven, they attain levels that are expected in the different areas of mathematics. However, the most able pupils are not consistently challenged to reach their full potential. The youngest pupils at Key Stage 1 can count objects to 10 and they can match objects by shape. At the end of the key stage, a number of pupils understand place value in tens and units and are adding and subtracting to 20. They have sound mental recall of addition and subtraction facts to 20 and beyond. However, they are not consistently asked to use this knowledge in solving problems with larger numbers. Confidence in shape and measurement is secure, but less so, when finding reasons for collecting data, comparing examples and representing findings in simple tables.
116. By the time pupils are eleven, their skills and knowledge are in line with those expected for their age. The implementation of the National Numeracy Strategy and the high quality teaching in Year 6 has raised the level of pupils' attainment significantly in the last school year. They use a variety of methods for problem solving and are able to explain their calculations and reasoning. The use of these strategies represents an improvement since the last inspection. They have a sound understanding of place value and digits, but extended work with angles, plotting co-ordinates and numbers in negative contexts is under-developed. There is a good level of improvement in decision making with the use of symbols, especially understanding inverse operations. But progress in shape and graph work is hampered by a lack of more varied

worksheets to suit individual and group abilities. By the end of Key Stage 2 pupils work confidently in all four operations. Many can work to two decimal places.

117. Overall, there has been considerable improvement since the last inspection, especially in the last school year. The implementation of the numeracy hour has had a significant effect on pupil standards and teacher expectations. As a result, pupils' interpretation of their work has improved. Previous criticisms, about pace and challenge at Key Stage 2, still exist because of a lack of appropriate teacher expectations for the most able pupils. The school is making satisfactory progress in developing numeracy across the curriculum. However, identification of skills in planning is used minimally to consolidate and improve number understanding in other subjects. Further opportunities to develop numeracy are missed by the poor use of information technology in mathematics lessons, especially with those pupils who have special education needs.
118. Overall, the quality of teaching in mathematics is good. In Key Stage 1, it is consistently good and even very good at times. It is satisfactory at the lower end of Key Stage 2, but, in Year 6, it is very good. The numeracy hour is well planned and consistently implemented throughout the school. This ensures that weekly objectives enable the majority of pupils to make progress towards a range of targets at appropriate rates. There is a good structure for assessing and recording progress. Not all teachers use this information to plan accurately for the relevant attainment groups when revisiting areas of mathematics. Extension work is not always planned at the higher National Curriculum levels for the most able pupils. The exception is Year 6, where pupils made very good progress in understanding the use of percentages during the inspection week. Teachers expertly assess that progress and organise subsequent lessons to move on at the right pace. As a result, some pupils achieve standards that are above national expectations. Most teachers are delivering exciting and inspiring mental activities in lessons. This has had a very good impact on the speaking and listening skills of pupils and has, especially, given less able pupils confidence to express their thoughts and strategies. In the good lessons pupils respond very well to the challenges of numeracy. For example, pupils at the end of both stages have very good learning skills. They collaborate well on group tasks, listen attentively and maintain concentration throughout the lesson. However, in Year 4 and 5 lessons some poor behaviour prevents progress and is a major reason for uneven progress in Key Stage 2.
119. The school has made good progress in mathematics since the last inspection. The National Numeracy Scheme has enabled the school to address the problems of inconsistency in planning. A whole-school scheme of work has itemised learning outcomes and teaching strategies and has made the acquisition of knowledge, skills and understanding more even throughout. Parallel planning in year groups further enhances this.

SCIENCE

120. In the 1999 national tests for pupils at the end of Key Stage 2, the school's average score was well below the national average for all schools and below the average for similar schools. Taking the years 1996 to 1999 together, although there have been fluctuations, pupils' performance has improved, overall. Attainment of the current Year 6 pupils is in line with the national average. Attainment is also average in Year 2. However, there is little evidence to suggest that higher attaining pupils are achieving above average standards. The impact of good quality teaching in Years 2 and 6 is making a significant difference by improving pupils' attainment. Standards for pupils aged seven and eleven are similar to the findings in the last inspection report. However, annual percentage gains in test results confirm a general trend of overall improvement, especially in Key Stage 1.
121. Discussion with pupils in Key Stage 1 indicates that they make at least satisfactory progress, overall, and it is better than is sometimes shown in their written work. In lessons, progress is good for most pupils, but only satisfactory for higher attainers. Pupils in Year 1 are developing satisfactory knowledge of materials and their properties. With help they carry out simple investigations and they know that some metal objects will 'stick' to magnets, but materials such as paper, plastic and wood will not. In Year 2, pupils' knowledge of materials is sound. They can name a good range and know that some materials are waterproof and some are not. They use appropriate scientific terminology to describe them, such as 'opaque' and 'transparent'. Year 2 pupils have satisfactory knowledge of life processes and living things. They can put forward good ideas about how human beings are the same and how they are different from animals and what we need to do to stay healthy. They know that pushing and pulling are forces that can make things move. However, although most Year 2 pupils are able to respond to suggestions of how to find things out, higher attaining pupils are not sure about how to set up their own simple investigation.
122. Pupils in Key Stage 2 make satisfactory progress overall but it is much better in some classes than others. They appropriately build on work undertaken in Key Stage 1 and develop it further. In Year 3, they can describe why some materials are particularly suitable for specific purposes and, in Year 4, pupils have a basic understanding of the function of some of the parts of the body. For example, they know that the heart pumps blood and that the skull protects the brain. Pupils in Year 5 have a sound understanding of the functions of various parts of a flower and a higher attaining pupil could explain clearly the function of the ovary, the anther and the filament. Discussion with pupils in Year 6 indicates that their knowledge and understanding are better than they appear to be in their written work. In their study of life processes and living things, they recognise that feeding relationships exist between plants and animals in a habitat. A higher attaining pupil could describe these relationships, in some detail, using terms such as producer, primary consumer and predator. They give clear explanations about the differences between solids, liquids and gases and of how to separate mixtures by, for example, filtering. They know how a particular device in an electrical circuit may be switched 'on' and 'off' and how the apparent position of the sun changes over the course of the day. Most Year 6 pupils have a basic understanding of the force of gravity and a higher attaining pupil gave a good explanation of the up-thrust of water.
123. Pupils throughout the school have reasonably regular opportunities to develop their investigative skills. Pupils in Year 2 talk about experiments they have undertaken with the teacher, such as finding out which substances dissolve and which do not. However, their explanations are often not expressed clearly. Pupils in Year 6 talk well about the stages of scientific investigation and a higher attaining pupil described different ways of recording the results, such as by tables, charts and graphs. They know that it is important to repeat tests before drawing a conclusion and to measure accurately. The opportunities provided by teachers to 'predict' what might happen when undertaking investigations, measure and record their findings contribute well to the development of their literacy and numeracy skills. Information technology is sometimes used to support work in science.
124. Pupils with special educational needs and English as an additional language, make satisfactory progress throughout both key stages.

125. Pupils' attitudes to their work are good. They relate well to one another and their behaviour is usually good. They show interest in their work and are keen to participate.
126. The quality of teaching is satisfactory, overall. In Key Stage 1 and the later stage of Key Stage 2, it is good and occasionally very good. Teachers often begin the lessons with useful discussion on what has gone before. This ensures that there is at least satisfactory continuity in pupils' learning. In the best lessons, teachers ensure that key knowledge is understood before introducing new work. On these occasions, when the teacher is addressing the whole class, the quality of discussion is often good, because the effective use of questions probe pupils' thinking. In a very good lesson in Year 6, the teacher prepared the class very well for the visit of a nurse by getting them to think about "What makes you ill?" Generally, teachers impart scientific knowledge well and finish lessons appropriately by talking to pupils about their findings. However, not enough thought is given to how to develop higher attainers' progress and they are often given the same work as everybody else. In the best lessons, teachers modify their questions to ensure that all pupils are included and their thinking is extended at the appropriate level. All the pupils were well managed and the teachers promoted good relationships within the class. Assessments of pupils' knowledge and understanding are undertaken regularly and used satisfactorily to inform the planning of future work. Pupils' work is marked regularly and, in the best marking, clear suggestions are made to help pupils' improve. However, this is not consistent practice.
127. The subject is soundly managed by the science co-ordinator. However, she has only fairly recently undertaken the role and, as yet, has not had time to monitor teaching in science or to become fully effective in her role. The national subject guidance, given by Qualifications and Curriculum Authority, is used appropriately to ensure that pupils experience a full range of learning opportunities but, as yet, it has not been tailored to produce a scheme of work specifically for the whole school.

ART

128. During the week of inspection it was possible to observe only a small number of lessons. Judgements are based on the scrutiny of pupils' work and discussion with pupils and teachers. By the end of both key stages, the standards of work are broadly as expected for pupils aged seven and eleven. Pupils experience a satisfactory range of media, both two and three-dimensional and a number of different techniques.
129. In Key Stage 1, pupils produce pictures and paintings that are imaginative and attractive. Pupils in Year 2, inspired by 'The First Musician' by Amanda Graham, produce colourful chalk drawings of rainbows, thunder and lightening and the sunset. They select their own materials from an appropriate range provided and, by adding varying amounts of white to blue, produce shades of colour to illustrate 'The musician that played the stream' effectively. They handle paintbrushes with good control. They study the work of other artists, for example, Mondrian, and make good attempts at producing pictures in a similar style. In Key Stage 2, pupils satisfactorily build and extend the skills they have learnt in Key Stage 1 and use a wider variety of media to express their ideas. Year 3 make effective use of various printing techniques, for example, press printing, printing with polystyrene tiles, stencilling and over printing. They have a sound understanding of the work of other artists and are able to apply that knowledge to their own work. In Year 5, pupils made good attempts at copying David Hockney's work 'The Big Splash'. They looked closely at different techniques that could be used to create the image of water splashing. For example, they tried blowing the paint with a straw, flicking paint with a thick brush or using thin brush strokes. Some pupils experimented with a combination of these techniques to make the water look more realistic. Pupils in Year 6, begin to understand the importance of 'perspective'. They use pencils and rulers with precision. They understand the importance of measuring and marking accurately to produce fine lines to create a three-dimensional effect. Sometimes, artwork is appropriately linked to other areas of the curriculum. For example, related to their work on the Ancient Greeks, pupils appropriately design patterns for pots depicting pictures of Greek Gods.
130. Virtually all pupils, including those with special educational needs and English as an additional language, make satisfactory progress in developing artistic skills and awareness. Throughout the

key stages, pupils show an increasing capability to record ideas confidently and to represent what they see with a fair degree of accuracy. They develop a sound understanding of how different techniques produce different effects and to evaluate and view their work critically.

131. Pupils' attitudes to learning are good. They enjoy the practical aspect of the subject and work with enthusiasm. They concentrate well and interest in the task is sustained. They can work independently or co-operatively in groups with very little adult support. They use materials and equipment carefully and treat them with respect.
132. An insufficient number of lessons was observed to make an overall judgement on the teaching of art. However, in the lessons seen the teaching of art was generally good and, in one lesson, very good. Lessons are organised appropriately and resources well prepared. Teachers' subject knowledge is sound and a satisfactory range of teaching strategies is used; relationships with pupils are good. However, at present, pupils do not have any opportunities to work with outside artists or for work in art to be enhanced by visits outside of school, for example, to an art gallery. Information technology is used where appropriate to support work in art.
133. There is sound management of the subject by the co-ordinator, although she has undertaken this role only for a short time. She has good subject knowledge. She has reviewed the art policy and is currently reviewing the scheme of work in the light of new initiatives. Assessment of pupils' progress in art is only informal.
134. Standards have been maintained since the last inspection.

DESIGN AND TECHNOLOGY

135. There was too little information available during the inspection to make a judgement on pupils' attainment or the quality of teaching. There were no photographs or representative examples of pupils' work available, although pupils could talk about some of the activities they had carried out, such as designing and making slippers and puppets.
136. In the two lessons observed, teaching was generally satisfactory. Planning was thorough and appropriate strategies used to develop pupils' knowledge and understanding. Pupils generally show interest, but restless behaviour by a small minority can slow the pace of lessons. They share ideas well and are keen to talk about their designs.
137. The school has implemented the Qualification and Curriculum Authority's scheme of work and assessment arrangements have been put into effect, in part, since the previous inspection and teachers plan a series of lessons in half-term blocks to deliver different areas of work in a way that would build on previous skills and knowledge. However, co-ordination of the subject is weak. There has been no monitoring of teaching or learning, the scheme of work has not been developed to meet the school's particular needs. Resources are unsatisfactory, especially for food technology and in the use of cams.
138. While the curriculum and assessment procedures appear to have improved since the previous inspection, the school's arrangements to teach the subject effectively are unsatisfactory because of inadequate resources and co-ordination.

GEOGRAPHY

139. Pupils' achievement, by the end of both key stages, is in line with that expected nationally and pupils make satisfactory gains in their learning. This is comparable with standards reported at the previous inspection. However, progress in learning is inconsistent and, at times, unsatisfactory, at Key Stage 2. This is due to weaknesses in the present scheme of work and co-ordination procedures of the subject across the school.
140. By the end of Key Stage 1, pupils have a sound understanding of the geographical features of their locality. They increase their awareness of direction by describing their routes to the local supermarket. By the end of Key Stage 2, pupils have made sound gains in their ability to research a topic, to understand how physical features give a locality its characteristics and influence activities and development. Year six pupils understand the features of the major mountain regions in the world. By using a range of research techniques, including the Internet, pupils describe the relevant location features, climate, lifestyles and wildlife of the Andes, Rockies, Alps and Himalayas.
141. Only Year 6 classes were observed studying geography and standards of teaching here are good. There are high expectations of literacy skills and pupils make good progress in scanning and summarising research materials. They also refine their speaking and listening skills when presenting their findings to the rest of the class. Teachers' planning at this stage identifies knowledge to be gained and the understanding and relevant skills to research places and themes. Systematic target setting, in other years' plans, is having a positive effect on learning. Teachers are sharing objectives with their pupils and review them to examine progress in lessons. However, there is a direct link between inconsistency in pupils' achievements at different stages and a lack of leadership for the subject. Inexperienced and less confident teachers do not receive guidance on effective teaching strategies and the selection of interesting and inspiring tasks to optimise the learning of all pupils. A lack of structures to monitor teachers' planning and pupils' work presently reduces the potential to raise standards further. For example, a scrutiny of work at lower Key Stage 2 shows that the most able pupils are not sufficiently challenged to higher National Curriculum levels. Planning is not compensating for literacy weaknesses and tasks are not requiring pupils to write extensively about their understanding.
142. The school senior management team are aware of the shortfalls in the co-ordination of geography and has an effective action plan in place. There is a lack of effective co-ordination due to the long term absence of a teacher.

HISTORY

143. Pupils are generally achieving standards that are expected for their age by the end of Key Stage 1 and Key Stage 2. However, there is inconsistency in the progress achieved as they move from year to year, especially at Key Stage 2. Here, pupils are developing sound historical knowledge and understanding, but inconsistently apply them in relevant contexts because of differences in teachers' expectations.
144. Pupils make sound progress with their history studies at Key Stage 1. They develop a sound sense of chronology and begin to understand historical perspectives, especially through timelines, stories of famous people and studies of their locality. They are developing an awareness of how things were different in the past. Through discussions and role-play they are able to explain these differences and procedures in different aspects of life. At the end of the key stage, pupils compare Victorian lives with the present and show sound understanding of the use of a range of household goods. The oldest pupils in Key Stage 2 show a sound understanding of wartime Britain. Through personal reflections, they begin to compare and contrast social and economic conditions in the 1930's, with the present. Progress in other Key Stage 2 years is uneven and, at times, unsatisfactory. In a Year 5 lesson, pupils make satisfactory progress studying the lifestyle of Greeks. They acquire sound historical vocabulary and use this appropriately in identifying the uniqueness and consequences of settlements in Athens and Sparta. Studying in other years is not always evaluated to gauge whether there is appropriate language and understanding for the age and abilities of all pupils. The oldest pupils

in the stage are beginning to work well in groups and are developing research and evaluatory skills. They are not, however, reaching nationally expected levels because of an unevenness in their learning in the earlier years of Key Stage 2.

145. Insufficient improvement has been made since the last inspection. Further identification of relevant National Curriculum objectives and tasks are needed in whole-school schemes of work and teachers' planning. Leadership of the subject is not presently implementing procedures for evaluating pupils' progress through each unit of work.
146. The quality of teaching observed in both key stages is satisfactory. Teachers have a sound understanding of subject knowledge. Through well-structured discussions pupils are encouraged to describe features of the relevant period being studied, but they are not asked consistently to explain and write about the differences between past and present. Teachers plan diligently for the history programmes. However, their plans do not always relate to the breadth of requirements of the National Curriculum Programmes of Study. Lesson objectives identify knowledge to be gained, but not always the understanding and relevant skills that are needed to evaluate the reasons for the way certain periods in history have evolved. Teaching is very dependent on unimaginative worksheets. Pupils' learning would further benefit from a wider use of videos, visits and a wider range of teaching resources and artefacts to support learning.
147. The new co-ordinator has recognised the need for an extensive audit of resources to aid teaching and the implementation of relevant schemes to aid teachers' planning. A need to monitor levels of achievement more rigorously and to feed this into the next stages of planning has been stated as the next stage of development. Assessment procedures are minimal, they cover an evaluation of learning objectives for each class. The school has identified a relevant action plan to improve attainment in history.

INFORMATION TECHNOLOGY

148. Standards in information technology are below the nationally expected level at the end of both key stages. Inspection findings are based on the scrutiny of work, discussions with pupils and staff and the limited number of lesson observations available during the inspection.
149. The school has made some improvement in its provision for the subject since the last inspection, but there are not enough pupils reaching a satisfactory level by the age of seven or eleven. By the end of Year 2, pupils can use the mouse and remember how to print their work with help. They begin to use information technology to store and retrieve data, make pictograms, to classify information in different ways and use art programs. While standards of work are improving, there are not enough pupils who can work independently, unless they have the benefit of computers at home.
150. By the end of Key Stage 2, there are some pupils who meet the required standard, but, generally, these are pupils who have access to computers at home. Some Year 5 work is completed belatedly in Year 6, because the school has only recently received the necessary software to enable them to teach at the appropriate level. Pupils have too few opportunities to organise and present ideas routinely throughout the curriculum, for example in music and design technology. They are able to save data and access stored information and some higher attaining pupils are able to explore patterns and relationships. However, standards in the various areas of information technology are not high enough, although the school now offers a much wider range of information technology teaching than in the previous inspection. Pupils can describe what they have done and procedures with which they are confident, clearly.
151. Pupils make good progress in the Reception class and in Year 1, where their attainment is in line with expected levels. After Year 1, progress is unsatisfactory. Suitable resources are still being introduced to enable older pupils make the expected rate of progress and they are also delayed by not having had the useful experience, now available to younger pupils, when they were at that stage.
152. Pupils are keen to learn and are enthusiastic about the subject, especially when they use the newly introduced Internet and e-mail. They work together well in pairs and try to work

independently. However, their lack of experience means that sometimes they lack confidence and have to ask for help. They watched demonstrations with concentration and interest in the few lessons seen.

153. No judgement is made on the quality of teaching because too few lessons were available for observation during the inspection. However, the teaching observed is satisfactory and teachers work hard to make the best use of available equipment. They are aware of areas not covered, are enthusiastic and have clear aims for the subject. Planning is sound. The teaching technique is very similar to that being used in the previous inspection. Skills are taught systematically in demonstration lessons and pupils have opportunities to work independently at the computer and to demonstrate to the class themselves. This is effective, but the lack of resources and the narrow range of computer skills taught previously has delayed the progress of older pupils.
154. The management of the subject is weak. There has been little monitoring of teaching and learning and resources are underdeveloped, particularly in the area of control. The school buys into the local technology service, but has no system of trouble shooting to ensure that equipment is working and this reduces the time teachers have to work effectively with their pupils. The Qualifications and Curriculum Authority scheme for information technology, with its associated assessment system, has been introduced and is used, but the school has not yet developed its own scheme of work to help teachers to plan more effectively.
155. Teachers await further training in information technology and the school plans to increase its range of resources to support the subject and enable pupils to improve their rate of progress.
156. The school has improved the range of knowledge for pupils within the subject since the previous inspection, but standards are not yet high enough.

MUSIC

157. Pupils in Key Stage 1 are making satisfactory progress in music and attain the standards expected of pupils by the age of seven. Pupils enjoy singing in assemblies. They sing with a pleasant tone and are developing a sense of pitch and rhythm. Pupils listen well and are responsive to music. Pupils in Year 2 were using a range of percussion instruments to create a sound picture based on their book "The First Musician". Pupils enjoyed exploring the different sounds of instruments and using them to depict aspects of the story, such as thunder, sunshine or rain.
158. In Key Stage 2, pupils continue to make satisfactory progress in most aspects of music, although their singing is underdeveloped. Pupils are not always secure in pitch and rhythm and no singing in two or three parts was heard. This is an expectation of pupils by the end of the key stage. There are some teachers who lack confidence in teaching music and are not able to provide pupils with activities needed to develop their musical skills and knowledge. Throughout the school, pupils were exploring the concept of "timbre". The majority of pupils understood this and could choose suitable instruments to provide contrast in their composition. Pupils in Year 6 were developing a composition on the theme of "morning". They had previously listened to and discussed the movement, "Morning", from Grieg's Peer Gynt Suite. Pupils thought carefully about their previous work and made sensible suggestions as to how this could be improved. They worked very well together to produce sensitive and atmospheric pieces.
159. Teaching is satisfactory, overall. In 80 per cent of lessons it is satisfactory or better. In one lesson it was unsatisfactory. In 40 per cent of lessons it is good and better. The school uses its own scheme for music which is based on a published scheme. The current music co-ordinator has supplemented this with a policy for listening to and appraising music. The scheme is currently under review. The music co-ordinator supports teachers with their planning and is available to advise colleagues informally. There is a need to develop the confidence and expertise of a few teachers who are insecure in the subject. The subject is well led by an able and enthusiastic co-ordinator. She has had some opportunities to monitor colleagues' teaching and to feed back her findings. The school has planned a residential visit for Year 6 pupils in the autumn term which will focus on music, art and drama.

160. The school offers instrumental tuition to pupils in strings, brass and fife. This is free, although parents are invited to make a voluntary contribution. Teaching is provided by the local education authority's peripatetic service. Currently about twenty pupils have instrumental tuition. There is a school choir, which is small because there has been a break in rehearsals. Pupils perform at school events such as Christmas and Harvest festivals and sometimes visit local homes for the elderly to perform. The school has a good range of music resources, although resources for listening are in need of development. Money has been allocated for this in the current school budget.
161. The previous inspection report judged music to be a strength of the school. Changes in staffing have meant that the level of expertise in music teaching is no longer as strong. The introduction of the national strategies for literacy and numeracy has meant that staff development time has, quite properly, concentrated on these and not on the foundation subjects. Music provision in the school is currently satisfactory, but cannot be described as a particular strength.

PHYSICAL EDUCATION

162. Standards of achievement in physical education are unsatisfactory at the end of both key stages. Pupils are not developing appropriate sequences of movement sufficiently over time and do not improve the qualitative aspects of their movement. Many tasks given do not relate to the National Curriculum Programme of Study and end of key stage descriptions. Appropriate elements of practice and refinement, in the majority of programmes of study, are not being reinforced to enable progress to be made to the next stage. The exception to this is swimming where the majority of pupils achieve the end of Key Stage 2 expected levels of achievement.
163. Improvement since the last inspection has been unsatisfactory. The lack of assessment of performance is still a major hurdle to improved achievement. There was no mention of schemes, to aid teachers' planning and understanding and the lack of whole-school directions in this area further reduces progress.
164. The quality of teaching during the inspection week was judged to be satisfactory, but there are major weaknesses in teachers' knowledge and understanding and in their expectations of pupils. Part of the week had inclement weather which hampered the provision for physical education. However, there are times when other facilities can be used more productively. Certain lessons suffer because teachers plan indoor lessons that greatly restrict the space and quality of movement of the pupils. Most lessons do not fully consider the requirements of the National Curriculum. As a result, teachers do not understand and gauge the levels of ability of their pupils and set inappropriate tasks. An exception was a Year 2 dance lesson that encouraged imaginative vocabulary and dance movement. The teacher used searching questions and shared good practice to expand pupils' knowledge and develop longer sequences of movement. However, teachers' knowledge and understanding is under-developed because of a lack of whole-school guidance on relevant, age-related tasks and strategies. Some lessons have long periods of inactivity, due to over-long teacher talk and explanations. Year 6 pupils make good progress in understanding the tactics of invasion games. They are unable to put them into practice because of the inappropriate and unrealistic games being used. Further unsatisfactory teaching strategies mean that pupils' work is not evaluated and appropriate vocabulary is seldom used to improve the quality of movement.
165. Unsatisfactory co-ordination and leadership have hampered the provision for physical education. Swimming is the exception and standards improve as pupils follow yearly targets. New development plans include the need to improve whole-school curriculum planning and assessment to monitor standards. Opportunities to improve the provision for the subject through extra-curricular sporting clubs are currently under-developed in the school.

RELIGIOUS EDUCATION

166. Only one lesson in religious education was observed in Key Stage 1. Work on display and in pupils' books indicate that attainment meets the expectations of the locally agreed syllabus. By the end of Key Stage 2 pupils' attainment is also in line with the expectations of the locally agreed syllabus. Pupils know a range of stories from Christianity and other faiths. They are

developing an understanding of what it means to be a believer and how people's faith can affect their lives. Pupils of the Sikh and Hindu faiths are knowledgeable about their religion and make a significant contribution to the knowledge and understanding of their classmates in religious education lessons. Pupils in Year 4 were able to use the story of St Francis to talk about the qualities exemplified in a Christian life. In Year 5, pupils used the story of Guru Nanak to explore how people of faith relate to others. In a class assembly, Year 6 pupils gave a presentation about the facts they had discovered about different religious traditions. Pupils listened very attentively and showed very respectful attitudes towards the beliefs and traditions of others. Pupils, including those with special educational needs and English with an additional language, make sound progress in the subjects.

167. Teaching is satisfactory or better in 80 per cent of lessons. In one lesson it is unsatisfactory. In 40 per cent of lessons it is good. Where teaching is unsatisfactory there are weaknesses in managing pupils' behaviour. This slows the pace of the lesson and has a negative impact on pupils' learning opportunities. In the majority of lessons, teachers demonstrated secure subject knowledge. Lessons were well planned and resources were used effectively. The learning intentions were clear and were shared with pupils. Teachers have effective interactions with pupils and give them positive feedback about their work, making pupils aware of their own progress.
168. The co-ordinator is very new to the post and is at the stage of undertaking an audit of needs in the subject. The previous co-ordinator has been on long-term sick leave, so there has been no recent professional development in the subject. The school's most recent audit of curriculum needs identified religious education as an area where many teachers lack confidence and would welcome further support and training. The school's policy and scheme of work are about to be reviewed. Resources for teaching religious education are satisfactory, although the range of books needs improving. The school makes good use of the local education authority's loan collection for religious artefacts. The school has a basic system for assessing pupils' progress. This gives insufficient detail of attainment levels and fails to provide a clear picture of progress through the school.
169. In the previous inspection report, attainment and teaching in religious education were judged to be satisfactory in both key stages. There were some examples of pupils having negative attitudes towards the subject. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus at both key stages. Teaching is satisfactory, overall, but some teachers still express a lack of confidence in the subject. The school has worked hard to address the issue of pupils' negative attitudes towards the subject and this is no longer a concern.