

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY SCHOOL

Moreton, Wirral

LEA area: Wirral

Unique reference number: 105076

Acting Headteacher: Mr S Jones

Reporting inspector: Harold Galley
21313

Dates of inspection: 27th – 31st March 2000

Inspection number: 189498

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: CE Voluntary Aided
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

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Appropriate authority: The Governing Body

Name of chair of governors: Rev R Walton

Date of previous inspection: June 1996

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Harold Galley	Registered inspector	Under-fives Special educational needs Physical education	Teaching and learning Assessment
John Acaster	Lay inspector		Pupils' attitudes, behaviour and personal development The care of pupils Partnership with parents Financial management
Les Garner	Team inspector	Information technology Design and technology	The quality of the curriculum
Rob Greenall	Team inspector	English Art Equal opportunities	Pupils' spiritual, moral, social and cultural development
Brian Travis	Team inspector	Science Geography History	Staffing, accommodation and learning resources
Jane Wotherspoon	Team inspector	Mathematics Music	Pupils' standards and achievement Leadership and management

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church School is a larger than average primary school catering for boys and girls aged between 4 and 11 years. Its status as a voluntary aided Church of England school means that it serves a wide catchment area. Its roll is reasonably stable and currently stands at 356 pupils. Pupils begin school in the Reception year having had a variety of pre-school experience. Their attainment on entry to school varies from year to year, but is generally about average. The school has identified fifty pupils as having special educational needs; a below average figure. Six pupils have a Statement of Special Educational Needs; this figure is about average. The proportion of pupils entitled to have free school meals is below average at 12.5 per cent. A small number of pupils speak English as an additional language but few are in the early stages of learning English.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education for its pupils, despite some weaknesses in leadership. Standards are above average in English and in line with national averages in mathematics and science. Teaching of children under five and in Key Stage 1 is good; in Key Stage 2 it is satisfactory overall. However, standards are not as good as reported during the last inspection. This is because the monitoring and evaluation of teaching and standards are not rigorous enough. Overall, the school provides sound value for money.

What the school does well

- Standards in literacy are above average throughout the school
- Teaching for children under five and in Key Stage 1 is good
- Uses the community well to enrich the curriculum
- The daily act of worship makes a positive contribution to pupils' spiritual development
- Pupils have positive attitudes to learning
- Pupils are making good progress in information technology and the provision is good

What could be improved

- The monitoring of teaching
- The extent to which teachers use assessment to plan what pupils do next
- The challenge provided for more able pupils, especially in Key Stage 2
- The role of co-ordinators in developing a clearer understanding of the strengths and weaknesses in their subjects
- Staffing levels for children under the age of five and provision for their outdoor play

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996 when it was judged to be a very good school. It is not as good as it was then because, following the inspection in 1996, the school did not continue to pursue initiatives with sufficient rigour to maintain its good standing. In the intervening period standards have declined in mathematics and science in comparison to the national average, although they have remained above average in English. The school has successfully tackled the key issue relating to multicultural education. The only other key issue related to equal opportunities; although the school has managed improvements in this area,

there are still some weaknesses in this aspect of the provision. These relate to unequal provision for pupils in different Year 4 classes and a lack of challenge for more able pupils. The lack of rigour in monitoring the quality of teaching means that the minority of unsatisfactory teaching observed in Key Stage 2 during the last inspection has remained.

STANDARDS

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

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

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

The table shows that, while high standards have been maintained in English, there has been a decline in standards in mathematics and science. However, the standards seen during the inspection suggest that this decline has now been arrested, and standards in mathematics and science are now in line with national averages. A significant factor in the 1999 scores was the below average number of pupils achieving the higher levels in mathematics and science. Standards in English, and especially in reading, have remained well above average over the last four years. By the age of seven, pupils' standards are above average in reading and average in writing. In mathematics, the number of pupils at the end of Key Stage 1 reaching the expected level is around the national average, but fewer reach the higher level, making standards below average overall. In science, pupils achieve in line with national averages. Standards in other subjects are similar to those expected by the age of seven and eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils are keen to come to school and try hard in most lessons.
Behaviour, in and out of classrooms	Although the vast majority of pupils behave very well in lessons and around the school, there are isolated incidents of unsatisfactory behaviour by a small minority of older pupils.
Personal development and relationships	Relationships are good, although the school does not do enough to ensure that pupils take responsibility for their own learning as they move through Key Stage 2.
Attendance	Unsatisfactory; figures have declined in recent years.

Overall, pupils have good attitudes to learning, although in one Year 4 class, there are examples of lack of concentration and commitment to learning. The very good behaviour of the vast majority is somewhat spoilt by the occasional anti-social behaviour, mainly during the lunch-break, of a small minority of older pupils. Attendance figures are adversely affected by the extended holidays taken during term time.

TEACHING AND LEARNING

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

Overall, 95.5 per cent of lessons were satisfactory or better, with 13 per cent being judged very good or excellent. Four and a half per cent, all in Key Stage 2, were unsatisfactory. For children under the age of five, teaching is effective in all the areas of learning, with particular strengths in personal and social development. Young children are given a happy and successful start to their education and are well prepared for the National Curriculum's Programmes of Study. The teaching of English is good overall, with very good teaching in about a quarter of lessons. Most of this good and very good teaching in English is in Key Stage 1 and Year 6. Teaching in mathematics is sound, but there is too much variation in the quality of teaching. The most effective teaching is in Years 1, 2, 3 and 6. In mathematics, two out of fifteen lessons were judged to be unsatisfactory. The literacy strategy has been implemented well, and the school has made a good start to introducing the numeracy strategy. Teaching in science is satisfactory, with examples of good teaching in Years 2 and 3. Pupils with special educational needs are well catered for in almost all lessons. In most lessons, the management of pupils is good and this leads to a calm and orderly atmosphere in which pupils can concentrate and make progress. However, parental concerns about the poor quality of learning in one Year 4 class are justified. As pupils move through Key Stage 2, there are too few opportunities for pupils to use their initiative and to learn independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The below average teaching time in Key Stage 2 means that there are restrictions to the depth of learning opportunities in subjects such as history, geography and music. On the other hand, the school makes very good use of the community to enrich the curriculum, with a wide range of interesting and stimulating visits. There is a reasonable range of extra-curricular activities to broaden pupils' experiences.
Provision for pupils with special educational needs	Good overall. Pupils have detailed individual education plans with achievable targets, and pupils with statements of special educational needs are well supported in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Spiritual development is good and reflects the school's Christian ethos. Social and moral development are fostered effectively throughout the school. There have been recent improvements in cultural development, which is now satisfactory.
How well the school cares for its pupils	Satisfactory overall. Teachers are caring and supportive of pupils, but they do not always make effective use of what they know about pupils' progress to plan work that is well matched to pupils' needs.

Staff know their pupils well, but assessment practices are inconsistent across the subjects. The school has effective links with parents. Most parents support the school well, and their efforts have a significant impact on the progress their children make, especially with regard to the development of reading skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory overall. The school has faced a difficult period without a substantive headteacher for the last five terms. The acting headteacher has been very successful in sustaining morale and commitment during this period, and has the confidence of the school community. However, the school has not sustained the good standards observed in the first report. Curriculum co-ordinators do not have a sufficiently clear view of strengths and weaknesses in their own subject.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors have not monitored standards closely enough, and, despite their best efforts, some of the weaknesses identified in teaching in the first report remain.
The school's evaluation of its performance	Unsatisfactory. The school has been slow to respond to a decline in standards in mathematics and science, compared to the national average.
The strategic use of resources	Sound. There have been recent improvements in provision for information technology. The school is very careful in the use of its finances, and provides satisfactory value for money.

There are enough appropriately qualified teachers to meet the demands of the curriculum. The accommodation is adequate to teach all subjects of the National Curriculum, although there is inadequate provision for outdoor play for children under five. Resources are sound, with strengths in information technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children enjoy coming to school • the school has high expectations that children will work hard and do well • the pupils make good progress • the school encourages good behaviour and promotes pupils' positive attitudes • the teaching is good 	<ul style="list-style-type: none"> • the range of activities outside lessons • the information about how their children are getting on in school • the behaviour of a small minority of older pupils • the way in which the school works with parents

Inspectors agree with the positive statements made by parents who returned the questionnaire. Although the range of activities outside lessons is satisfactory, there is room for improvement. Similarly, annual reports of pupils' progress are satisfactory, but could include more information about progress across the curriculum. Inspectors did not directly observe the anti-social behaviour that worries a few parents, although school records do confirm that there is occasional poor behaviour by a small minority of older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results of end of key stage tests have fluctuated in both key stages in all subjects in the last three years. There is a downward trend in mathematics that is most noticeable in boys' results. Similarly, results in science have shown a gradual decline. Although the proportions achieving the expected levels have stayed broadly similar over the years, the school's results have not kept pace with improvements in the national figures. This is largely because the proportion of pupils reaching the higher levels has declined in mathematics and science. The gap between the school's results and the national average has been slowly narrowing. However, results in English have improved in reading in Key Stage 1 and remained consistently high in Key Stage 2.
2. In 1999, results in Key Stage 1 tests were above average in reading and average in writing. The proportion reaching the expected level (Level 2) in writing was well below the national figures but twelve per cent of pupils were absent and did not achieve a level. In reading, the proportion achieving both the expected level and the higher level, Level 3, was above the national figures. In mathematics, the percentage of pupils reaching Level 2 or above was similar to the national average. However, only a small proportion of pupils achieved Level 3 and so, overall, the school's results were below the national average. Boys did much better in reading than in writing in comparison with the picture nationally. They also achieved better results than the girls in mathematics. In comparison with similar schools, results were above average in reading, average in writing and well below average in mathematics.
3. Test results at the end of Key Stage 2 in 1999 were well above average in English, but below average in mathematics and science. Such a marked difference between subjects is unusual. Part of the reason for the variation between subjects is explained by the proportion exceeding expectations to gain the higher level, Level 5. In English, this figure was well above the average but in mathematics and science it was below average. In comparison with similar schools, results in English were well above average but below average in both mathematics and science. Boys and girls achieved equally well in English, but boys did worse than girls in both mathematics and science. Girls' results were similar to the average in mathematics and slightly below in science.
4. Pupils' attainment on entry to Reception varies slightly from year to year. It is broadly average although the present cohort is slightly above average. Analysis of baseline results reveals strengths in literacy skills. Pupils make good progress and are well placed to attain the Desirable Outcomes for Learning at the age of five. Good progress in personal and social development is underpinned by excellent relationships at all levels. Pupils' confidence and self-esteem grows rapidly and this, in turn, supports the good progress that pupils make in developing their literacy and numeracy skills. They handle books carefully, begin to recognise familiar letters and words, and use this knowledge in their own reading. All children have developed sound pencil control and most use correct upper and lower case letters when writing their name. Speaking and listening skills are developed effectively. They count, match, sort and order numbers and objects competently.
5. At the end of Key Stages 1 and 2, inspection evidence indicates that standards in English are above average. Standards in mathematics and science meet national averages. These judgements represent a small decline in English, and an improvement in mathematics and science, compared to last year's results. The school has no specific explanation for the variation in English, other than natural differences in the cohort. In

mathematics and science, the improvements are due to the slight increase in the proportion of pupils working at the higher level. The school is on course to meet the targets it has set itself. Pupils' achievement is satisfactory overall. However, higher attaining pupils are not always given enough challenge in their work to ensure that they achieve their potential. Much of the recorded work is at a similar level because weaknesses in the use of assessment information means that teachers are not successful in matching learning tasks to pupils' prior attainment.

6. Pupils' skills in speaking and listening develop well through the school. A good range of opportunities is provided and the sound standards at the end of Key Stage 1 are developed further throughout Key Stage 2. Many pupils are confident, fluent speakers who are encouraged to extend and explain their answers. By the end of Key Stage 2, standards are above average. Attainment in reading is above average at the end of both key stages. From the time they begin in reception class, pupils take home books and most receive high quality support and practical encouragement from their family. Pupils in Year 2 apply their secure understanding of alphabetical order to the use of dictionaries, and the glossary in information books. They develop the range of skills needed for tackling new words. In Key Stage 2, pupils make independent choices from a range of texts. They are fluent, expressive readers. In writing, pupils of average and above average ability use basic punctuation accurately and spell high frequency words correctly. They use their knowledge of phonics when trying to spell less familiar words. Progress in these skills is consistently good. The story writing of higher attainers develops effective detail and organisation. At Key Stage 2, standards of writing, although above average, are inconsistent and reflect variations in the quality of teaching. In one Year 4 class, spelling, punctuation, handwriting, organisation and presentation of work deteriorates over time, in stark contrast to the good progress made in these areas in other classes.
7. In mathematics, pupils' number skills develop systematically. The emphasis of the numeracy strategy on oral practice of number facts has been successful in improving pupils' recall. At the end of Key Stage 1, pupils are beginning to learn simple multiplication facts. By Year 6, most pupils are fluent in recalling multiplication facts and use these to carry out long multiplication calculations accurately. They are confident when handling large numbers. Teachers ensure that pupils are introduced to different mental strategies for working out calculations but some older pupils have difficulty applying these and continue to rely on previously taught paper and pencil methods. Pupils' sound knowledge of shape and measurement is developed soundly and used effectively when giving instructions to a computer program to move a shape around the screen. They collect, sort and present information in a variety of ways, sometimes using computer programs, and interpret their findings.
8. By the end of Key Stage 1, most pupils have a good idea of experimental and investigative science and a satisfactory understanding of what constitutes a fair test. The majority of pupils recognise similarities and differences between materials and their properties. They describe simple features of living things and have a growing understanding of habitats. By the end of Key Stage 2, pupils use their understanding of fair testing to carry out investigations. They formulate hypotheses, test these and satisfactorily present their findings in table form. However, they have too few opportunities to make their own choice of suitable equipment to carry out such experiments. They use appropriate scientific language to describe what they have observed. Pupils make satisfactory progress throughout the key stage in all aspects of science.
9. In information technology, pupils have begun to improve the progress they make and the standards achieved since the recent development of a suite of computers. This enables pupils to receive direct teaching in specific information technology skills and knowledge.

Younger pupils are making rapid gains in their learning and older pupils are beginning to plug the previous gaps in their knowledge. At the end of both key stages, standards are in line with those expected nationally.

10. Standards are similar to levels expected at the end of both key stages in all other subjects. In some subjects, such as history, geography and music, the below average teaching time means that the depth of knowledge and understanding is somewhat superficial.
11. Pupils with special educational needs make good progress in Key Stage 1 and satisfactory progress in Key Stage 2; this reflects the more consistent teaching of younger pupils in the school. Pupils on the school's register of special educational needs have detailed individual education plans which mean that the work presented to them is based carefully on their previous knowledge and understanding.

Pupils' attitudes, values and personal development

12. Pupils are enthusiastic and like coming to school and they particularly appreciate the friendliness of their teachers. They very much like the educational visits provided by the school, and many take advantage of other extra-curricular activities. Some would wish to have more in the way of clubs.
13. Pupils' behaviour presents a mixed picture. The school functions as an orderly and harmonious community and pupils move around between classes with very good self-discipline. They frequently show respect and courtesy to visitors. Assemblies are characterised by quiet, appreciative behaviour throughout, and playtimes have a happy atmosphere. Pupils are generally sensible and behave maturely on school visits. Personal and school property is respected. On the other hand, behaviour in some classrooms and at lunchtimes is variable. Among those under five, and generally in Key Stage 1, pupils listen well and try hard in all lessons. In Key Stage 2 a small minority of pupils are apt to have short attention spans. In some classrooms this can lead to frequent general distractions when work with insufficient challenge is provided and classroom management is not firm enough. Parents report that these difficulties are particularly marked in one particular Key Stage 2 class, and written work seen confirms their view that standards there are adversely affected. The school's behaviour book indicates that a few pupils behave unpleasantly occasionally, particularly at lunchtime. One pupil was temporarily excluded last year. While no bullying or oppressive behaviour were seen during the inspection week some boisterous behaviour was observed. Taken overall, pupils' behaviour is satisfactory.
14. Relationships in the school are good. Younger pupils are open, curious and trusting. Older pupils are friendly, and generally supportive of each other, working together pleasantly in lessons and enjoying each other's company. Pupils on the school's roll of special educational need are very well integrated and feel at home in the school. Pupils normally co-operate well with their teachers and each other, and show constructive attitudes.
15. Personal development is satisfactory. A range of traditional routine duties is organised by each teacher through which pupils can contribute to the smooth running of the classroom. Older pupils have broader responsibilities, such as ringing the school bell, librarianship, and monitoring which pupils can enter the school building at lunchtime. Pupils perform these duties diligently and with pleasure. Circle time activities are explored in several classes, but the provision is currently inconsistent across the school. Pupils can suggest initiatives as, for instance, in organising and running stalls for particular charities, or by extending lunchtime help by Year 6 pupils for the younger children in the canteen and in their play activities. There is currently little promotion of

initiative in pursuing research, or in encouraging pupils to set their own personal targets and to consider how far they have succeeded in achieving them.

16. Standards of attendance have declined year-on-year since the previous inspection, and are now running at around one per cent below the national average. A significant proportion of absence is due to the taking of holidays during term time. Unauthorised absence is broadly in line with the national average. Punctuality is generally satisfactory.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching of children under the age of five and for pupils in Key Stage 1 is good. In Key Stage 2, teaching is satisfactory. During the inspection a total of 69 lessons were observed; nearly half the lessons were judged to be satisfactory and, in addition, over one-third were good. Altogether, eight lessons were judged to be very good and one lesson excellent. Three lessons, all in Key Stage 2, were judged to be unsatisfactory or poor. These figures represent a slightly better picture than at the last inspection, with a slight increase in the amount of very good or excellent teaching and a similarly small decrease in the amount of unsatisfactory or poor teaching.
18. For children under five, teachers have succeeded in ensuring that children settle quickly and happily into the routines of school life. The good progress that children make in their personal and social development underpins much of the positive progress they make across the curriculum, and reflects the stimulating working environment that teachers have created. Teachers place a considerable emphasis on the acquisition of early literacy and numeracy skills, and children are well prepared for the National Curriculum Programmes of Study. The teaching of physical skills is satisfactory overall, but the school has inadequate resources in order for the full range of skills to be covered.
19. Teaching in Key Stage 1 is good. The positive start that children have made in developing their reading skills is continued, and lively class discussions help develop mental skills in mathematics as well as good speaking and listening skills. Teachers have a very good rapport with their pupils and lessons are often presented in a lively and sometimes even dynamic manner. Lessons are carefully planned, often with clear learning objectives and proceed in a purposeful atmosphere. Although teachers prepare different work for pupils of varying ability, the range of work is too narrow. For example, in a Year 2 mathematics lesson, the majority of pupils were asked to find two amounts to total 50p, and many found this extremely challenging; however, the higher attaining pupils were asked to find three amounts to total £1, and found this undemanding.
20. Teaching in Key Stage 2 is satisfactory overall, although the most notable characteristic of teaching is its variability, with lessons ranging from one excellent to one poor lesson. Almost all lessons are well organised and proceed in a calm and purposeful manner. Although many lessons have positive features, their quality is constrained by the consistent lack of challenge for more able pupils, especially in mathematics and science lessons. Teachers' subject knowledge is sound overall, but is inadequate in understanding the expected levels that higher attainers ought to achieve in each year group. In a small minority of lessons, around one in twelve, teachers do challenge all pupils, with well prepared work covering a wide range of expected achievement, alongside lively, challenging questioning. There are also considerable variations in the quality of teachers' marking of pupils' work. In most cases, marking consists of helpful praise, but rarely gives much evaluative feedback to pupils on the strengths and weaknesses of their work. Where marking does give such information, as in Year 6, pupils respond well to teachers' comments and make much better progress as a result. Overall, though, pupils in Key Stage 2 have a limited view of their own strengths and weaknesses. Teachers keep a range of records to assess pupils' performance, but inadequate use of these is made in planning what pupils learn next. As a result, the

work presented to pupils is often not well matched to their needs; this applies particularly to more able pupils. At a meeting held before the inspection, parents expressed considerable concern about perceived weaknesses in teaching in one Year 4 class. Although the teacher concerned was absent during the inspection period, a scrutiny of pupils' work over the course of the academic year confirms that progress across the curriculum is unsatisfactory in this particular class, and parental concerns are fully justified.

21. The teaching of literacy skills is good, with particular strengths in Key Stage 1 and Year 6. The teaching of numeracy is satisfactory overall, although there are variations in the competence with which teachers manage numeracy. In both key stages, the teaching of information technology is a strength, with all lessons being judged to be at least good. Very effective use is made of the recently developed computer suite, and teachers challenge pupils with a range of demanding and stimulating activities. In all other subjects, the quality of teaching is satisfactory.
22. Teachers throughout the school take good account of the targets for pupils with special educational needs in their planning. The targets in individual education plans are clear and achievable. In literacy and numeracy, pupils on Stage 3 or above of the register of special educational needs receive additional support and this ensures that tasks are well matched to their needs. There is effective liaison between teachers, support assistants and the various support agencies.
23. Homework is used effectively to support pupils' learning, especially with regard to the development of literacy skills. Children under five soon develop the habit of daily reading sessions at home, and, as pupils progress through the school, they become accustomed to regular spellings, reading and tables to learn at home. For older pupils, though, there are not enough opportunities to develop initiative and responsibility by tackling extended individual projects.
24. The quality of learning is good for children under five and those in Key Stage 1. In Key Stage 2, learning is satisfactory overall. Up to the end of Key Stage 1, pupils sustain concentration well and often work at a demanding pace. In Key Stage 2, there is too much variation in the quality of learning. Generally, pupils do not have a clear enough idea of their own progress, and this reflects some weaknesses in teachers' marking and assessment of pupils' work. In almost all lessons, pupils have a positive attitude to learning, although in one Year 4 class, there is a lack of effort and commitment which has a significant impact on their quality and pace of learning.

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

25. Overall, the school provides a satisfactory curriculum that is enhanced by sound provision for extra-curricular activities. Opportunities to take part in a range of clubs, covering activities such as country dancing, drama, aerobics and sport, contribute well to pupils' social development. Good use of the local community adds much to the breadth and relevance of the curriculum to give pupils experience of the world outside school. All classes make visits to expand their knowledge of topics, particularly connected to subjects such as history and geography. A strength of the provision is the excellent website set up on the Internet by the acting headteacher which gives information about events and activities in school. Pupils can access this site in school or from home and many parents also use this to keep up to date with school news. Due emphasis is placed on the key skills of literacy and numeracy, but the lower than average teaching time in Key Stage 2, restricts the depth of learning opportunities in subjects such as history, geography and music. The curriculum for children who are not yet five is good overall. Work is planned well to cover the nationally recommended areas of learning and

enable pupils to make a smooth transition to the National Curriculum Programmes of Study when they reach five. Provision for their physical development is limited by the lack of opportunity to use large climbing apparatus or ride on wheeled vehicles such as bicycles.

26. Much of the curriculum is planned effectively by year group teachers so that pupils in parallel classes cover the same topics. Planning for English and mathematics is based on the demands of the Literacy and Numeracy Strategies. Other subjects are taught using policies and schemes of work based on models produced by the local education authority. Teachers find these useful and adapt them appropriately to their own use. Provision for literacy is good and the national strategy is well established throughout the school. Numeracy provision is satisfactory although the numeracy strategy is not yet fully embedded in classroom practice.
27. The arrangements for pupils with special educational needs are good in Key Stage 1 and satisfactory in Key Stage 2. Pupils have full access to the curriculum and receive support wherever possible. The difference in provision between the key stages reflects the better quality of teaching and learning overall in Key Stage 1.
28. The school's arrangements for ensuring that pupils have equal access to the curriculum are satisfactory overall. Shortcomings in its arrangements for providing equality of opportunity to both girls and boys were a key issue in the previous inspection report. A satisfactory response to this issue has raised staff awareness of the factors involved, and developed policy and practice for ensuring that all activities, responsibilities and privileges are offered equally to boys and girls. The school has also carefully balanced its book resources by adding a range of texts likely to interest boys. It has not yet investigated the impact on learning of the different ways in which boys and girls develop and use language. Weak teaching denies pupils in one Year 4 class equality of opportunity to learn and achieve. The school has yet to find a way of making equivalent provision for both boys and girls in teaching the Year 6 sex education programme. The lack of challenge for some more able pupils in Key Stage 2 means that not all pupils have the same chance to fulfil their potential.
29. Provision for personal, social and health education is satisfactory. A coherent and comprehensive scheme of work guides teachers' planning of opportunities across the curriculum. Much learning is effectively worked through religious education and science, and all teachers base their treatment of topics on the school's strong Christian ethos. Teachers discuss issues as they arise in school; some make very effective use of 'circle time', although this is not consistent through the school. The 'healthy lifestyle' and 'bodily awareness' elements of the programme effectively develop sex education and drugs awareness across the school, although there are more formal and specific provisions in science in Year 6. An effective co-ordinator is developing several valuable initiatives, such as the 'healthy eating' project, and a 'play buddies' scheme, which gives older pupils responsibility for helping younger pupils to acquire play and social skills during playtimes and lunch hours.
30. The school's provision for pupils' social, moral and cultural development is satisfactory; for their spiritual development it is good.
31. The school consistently promotes Christian values and celebrates the special things in life and the unique quality of the individual. Within a framework of Christian belief, pupils are encouraged to reflect on their lives and those of other people, and to appreciate things of beauty in the natural world and in human achievement. School and class assemblies relate small achievements and particular experiences to larger meanings and purposes. For example, pupils gave dramatic presentations on the theme of friendship, or showed how their lives as followers of good values are like those of the

Disciples. This very effective provision is inseparable from the school's religious foundations, commitments and Christian ethos. Work in science, art and music contributes to spiritual awareness, but the most direct development comes from religious education, which also develops insights into the major faiths followed by other peoples in the world.

32. The school satisfactorily promotes moral principles, which are firmly rooted in the school's Christian ethic. For example, in an excellent Key Stage 1 assembly, pupils enjoyed a game of snakes and ladders in which they unerringly distinguished right from wrong, choosing the right footsteps to place on 'the ladder to Jesus' and the wrong to place downwards on the snake. A well-established behaviour code is upheld throughout the school, and forms part of a home-school partnership agreement signed jointly by parents, pupil and school. The code was originally devised by pupils and every two years they are consulted about 'what should be changed?' The emphasis is on promoting what is right, and pupils accumulate team points to win coveted awards which are celebrated by the whole school. Understanding of the principles which underpin fair, happy and orderly communities and personal achievement is effectively promoted through 'circle time' and work in personal and social education. Pupils express positive support for the code and its contribution to the ordered life of the school, as do the great majority of parents.
33. Social development is fostered satisfactorily throughout the school. Relationships are good because teachers value every individual and contribution, and provide consistently good role models of caring attitudes and social commitment. The conventions of 'circle time' teach the social skills of taking turns, listening and respecting the views of others. Assemblies consistently promote a sense of community with shared values and a common cause. Across the school, and particularly in Years 5 and 6, a system of rotating responsibilities has been developed to strengthen an area of identified weakness in the previous report. Pupils are encouraged to undertake a good range of responsibilities, and take leading roles in assemblies and school events. Pupils in Year 6 are entirely responsible for organising and running regular 'bring and buy' sales. Strong links with three schools for handicapped pupils and with a local hospice involve pupils in visiting and forming relationships with people less fortunate than themselves, and in inviting them to Christ Church. Pupils run several fund-raising ventures for the hospice and various charities. However, pupils have limited opportunities to develop the teamwork and close collaborative skills involved in independent group work.
34. Provision for the development of pupils' cultural awareness is satisfactory. Work in English, music and art introduces pupils to a range of Western writers, composers and artists. Studies in history and geography teach about periods and environments that have shaped British culture. This knowledge is reinforced and extended by local studies of Speke Hall or the nearby lighthouse, and also by major visits to Scarborough for a residential study, and to the Millennium Dome. Provision for promoting multicultural awareness was found wanting in the last report. The school has made successful efforts to improve its provision in this area. Pupils study life in African and Afro-Caribbean environments, and read stories and poems from many cultures. They sing songs and say prayers in different languages, and learn about the cultures that relate to other faiths such as Buddhism or Judaism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The overall standard of care that the school provides for its pupils is satisfactory. Teachers throughout the school know their pupils well, and are supportive and caring towards them. Pupils appreciate their friendliness and concern and know that they can seek help from their class teacher.

36. The school makes good use of reward systems to recognise pupils' achievements and progress. A range of certificates, stickers and awards to recognise progress in work, attitudes and behaviour are valued by most pupils, and have a positive impact on their personal development. Pupils' achievements in all areas of life, both in and out of school, are celebrated in services, in displays on walls and in photograph albums. Behaviour is monitored through an agreed policy, and careful records are kept of incidents. Interviews with pupils suggest that the vast majority are happy with this policy and feel comfortable and confident in school. While bullying is said by some parents to be dealt with effectively, others report insufficient response on occasion. Overall, the school's procedures are satisfactory.
37. The school does not pay sufficient attention to promoting and monitoring good attendance. Teacher's daily recording of attendance is satisfactory but the school does not monitor the overall pattern of absence on a regular basis. Applications for holidays do not bear evidence that they have been approved, and yet days taken in excess of the ten normally allowed are routinely marked as authorised. Parents have been asked to avoid taking holidays during term time, and particularly during the tests, but from the trend emerging insufficient stress is given to this. The assistance of the Educational Welfare Service is appropriately sought.
38. The school satisfactorily ensures the general welfare, health, safety and protection of its pupils. Pupils' knowledge of health and safety is satisfactorily provided through the curriculum, and by visiting specialists. Those responsible for child protection arrangements have received recent refresher training, and have reminded teachers about the implications and procedures involved. First aid provision is satisfactory, and appropriate care is taken on school visits.
39. The school has adequate procedures for assessing pupils' attainment and progress. Detailed assessment of the knowledge, skills and understanding which the youngest children bring as they enter the school provides a good baseline judgement which is used well by their teachers to build confidence and learning in line with the expectations of the agreed curriculum for that age group. Teachers keep an adequate range of data on each pupil, including that from national and other standardised tests. The analysis of national test data since the last inspection has been poor, with the school largely unaware of trends in attainment in the core subjects. However, the acting headteacher has introduced strategies for analysing recent test results, which have enabled teachers to have a clearer picture of the previous attainments of pupils in their class. For example, Year 3 teachers have been given details of all pupils who scored below the expected level in the Key Stage 1 tests, with the objective of ensuring these pupils focus on reaching the required standard as soon as possible. The assessment co-ordinator has also introduced useful record sheets, detailing pupils' achievements in literacy and numeracy on a half-termly basis. However, teachers do not make enough use of this data when planning work for pupils of differing abilities. As a result, the work presented to pupils is not always well matched to their previous learning and more able pupils are rarely challenged by demanding work. As pupils approach the end of Key Stage 2, they are prepared for the forthcoming national tests by sitting previous papers; information from these tests is then used to identify pupils who may benefit from special 'booster' lessons. The marking of pupils' work is very variable, and generally does not give pupils a clear idea of their own strengths and weaknesses. Overall, pupils' understanding of their own learning is unsatisfactory.
40. The school has good procedures for assessing the progress of pupils with special educational needs. Pupils' individual education plans have clear and achievable targets and these are monitored closely and regularly, both by class teachers and the special needs co-ordinator. The implementation of these effective procedures is more rigorous and consistent in Key Stage 1.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Overall, the effectiveness of the school's links with parents is satisfactory. The majority of parents are pleased with what the school provides for their children. They approve of its attitudes and general approachability. They think the teaching is good, and that their children are expected to work hard and make good progress. They are proud of its reputation. However, a significant minority is concerned about the information they receive, the range of extra-curricular activities provided, and homework arrangements. A few parents express worry concerning the effectiveness of behaviour management, particularly in relation to one class. The inspection team broadly agrees with parents' positive views about the school, and also generally concurs with the reservations expressed by the minority, which indicate areas to which attention could usefully be given.
42. The acting headteacher and his colleagues provide frequent useful information concerning activities planned. This extends to termly information about what is to be taught which is now provided and regularly up-dated on the school's excellent Internet site. The school's open door policy enables parents to ask at any time about doubts or concerns. Teachers in Key Stage 1 are readily accessible to parents, with their classroom doors opening off the playground. They also make use of reading records that invite parental comment, and many parents help in the classrooms with the younger children. These features are less evident in Key Stage 2, and homework diaries are not used as a regular means of information about what the children are doing week by week. This may account for some of the feeling expressed by parents of older children that their experience of informal communication and partnership involvement declines markedly after Key Stage 1. The school has tried to explain to parents about its approach to multicultural education, but an exhibition organised to promote this had to be cancelled due to lack of parental support. The school plans to hold a meeting in the near future concerning numeracy.
43. The end-of-year written report on pupils' progress and attainment does invite parental or pupil comment, and the standard of teachers' observations is generally satisfactory. The form itself does not make a distinction between design and technology and information technology and teachers do not always report separately on the latter as is statutorily required.
44. Most parents support the school well, and their efforts have a significant impact, especially with the good development of reading skills throughout the school. Many give valuable help in classrooms, particularly in Key Stage 1. They also give practical help, for instance in the Millennium Garden project. They accompany school visits, and support the many charitable enterprises undertaken by the children. The school association is very active and enterprising, raising substantial sums from the community annually, raising the profile of the school, and making a notable addition to available funds.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Despite some recent, commendable initiatives, the leadership and management of the school are unsatisfactory and not as effective as at the time of the previous inspection. Although governors have recognised the weaknesses in teaching outlined in the first report and have attempted to tackle this, their efforts to date have been ineffective. Governors have responded to the key issues of improving equality of opportunity and multicultural education. Improvements in these areas owe much to initiatives led by the acting headteacher.

46. The school has been without a substantive headteacher for the last five terms following a secondment and subsequent appointment to a new position. During that time, the acting headteacher and senior staff have ensured that the school has 'ticked over' and that the positive ethos and good teamwork among staff has been maintained. Leadership in this aspect of the school's work has been good; staff morale is high and there is a genuine concern for pupils' care and welfare. The school's aims and philosophy are underpinned by the day-to-day work of all staff. New appointments to the staff have been supported and inducted successfully by senior colleagues and make an effective contribution to the teaching force of the school. However, the school has lacked firm leadership and a clear direction for future developments partly due to the temporary nature and uncertain tenure of the acting headship role, and partly due to weaknesses in monitoring and evaluating the work of the school. The role of co-ordinators in leading their subjects is unsatisfactory. Although their involvement in school development planning has been enhanced to include setting targets for their subjects, they have not monitored standards closely enough and therefore do not have a clear view of their subject's strengths and weaknesses. As a result, targets in the school development plan are based on a desire to improve and raise standards rather than a real understanding of the school's current position.
47. The acting headteacher has made a good start in developing a system to track the progress of pupils in annual tests and in analysing results to identify strengths and weaknesses. However, the analysis of data lacks depth and, as a result, the school is only able to offer a simplistic view of the causes for pupils' poor performance in end-of-key stage tests in mathematics and science in 1999. The school was not sufficiently aware that the gap between the national figures and its results in mathematics and science were narrowing over time or that there was a downward trend in boys' results in mathematics over a four year period. This downward trend is expected to be halted and indications are that results will rise in both key stages this year, but again the school is unsure of the reason for improvements other than the differences in the cohorts. The school development plan identifies appropriate priorities in raising attainment in English, mathematics, science and information technology and sets out the action to follow. However, procedures to monitor and evaluate the implementation of the agreed action are largely informal and this is unsatisfactory. Monitoring of teaching has lacked rigour and the school has, therefore, been unable to capitalise on the strengths of some good and very good teaching or to share good practice to address existing weaknesses in teaching.
48. Members of the governing body have a broad range of experience and expertise to bring to their work. Some governors visit the school during the day and liaise closely with staff with subject responsibilities in order to gather first-hand knowledge of developments such as the literacy and numeracy strategies. However, governors' involvement in shaping the direction of school development is limited until after the main curriculum priorities have been agreed by the headteacher and staff. Minutes of meetings indicate that governors are kept well informed of day-to-day issues by the acting headteacher but they are not monitoring the work of the school with the required degree of rigour. Discussions about the standards achieved at the school are not documented. The work of the acting headteacher has not been appraised and he has not been set targets; in this respect, governors do not meet their statutory responsibility.
49. The acting headteacher and finance committee pay careful attention to the management of the school's finances. An important aim has been to restore a financial surplus, while still finding sufficient money to meet educational priorities. The latter have appropriately included resources for the national literacy and numeracy strategies, and the provision of a new computer suite. These objectives have, in the main, been accomplished, and the school is confident that a small credit balance will be carried forward into the new financial year. However, resources for pupils under five are inadequate. Although the

school has sufficient appropriately qualified and experienced teachers to meet the demands of the planned curriculum, including an additional part-time teacher to support the 'boosting' of pupils' performance in Year 6, there are no general support assistants. The low adult to pupil ratio in the reception classes places undue demands on the teachers and restricts some of the activities that can be provided. In addition, resources and equipment for outdoor play are unsatisfactory and restrict opportunities for pupils to develop their physical skills.

50. The satisfactory accommodation and level of resources allows the curriculum to be taught effectively. Areas shared by year groups are used well and effective team teaching is practised, especially in Year 6. Staff extend the available range of resources through loans from the School Library Service and through carefully selected visits to places of interest that add excitement to pupils' learning. The playgrounds are adequate in size but generally uninspiring, with faded markings and few facilities to encourage imaginative play. The school has made valiant efforts to remedy the impact of the absence of a playing field on opportunities for pupils to participate in team games, but with limited success. There are good plans to develop a 'Millennium Garden' on the site where two temporary classrooms stood.
51. Specific grants (e.g. 'the standards fund') have been used to provide a satisfactory level of staff training to support the school's priorities and funding for pupils with special educational needs has been properly and efficiently spent. Sufficient suitably trained support staff work effectively with those pupils to whom they are attached. The school secretary in conjunction with the acting headteacher handles day-to-day finances carefully and unobtrusively. The few points on the last auditors' report have all been addressed. The school is aware of the principles of best value. Through competitive tendering, for instance in its insurance arrangements, it has been able to make appreciable savings. Through the initiative and expertise of the acting headteacher, the school is not only connected to the Internet, but also runs a sophisticated and regularly updated web site.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The headteacher, staff and governors need to address the key priorities for the school which are to:
- a) improve the monitoring and evaluation of teaching and standards by identifying more clearly its impact on pupils' learning, and by sharing good practice to ensure a greater consistency within the teaching of each subject. (*ref. paragraphs – 20, 45, 46, 47, 48, 78, 80, 90, 97, 132*)
 - b) develop the role of subject co-ordinators, so that they have a clearer picture of the strengths and weaknesses in their subject and can have a greater impact on raising standards. (*ref. paragraphs – 46, 90, 97, 126, 132*)
 - c) improve the quality, consistency and use of assessment information by:
 - i) making greater use of day-to-day assessment information when planning lessons
 - ii) improving the quality and consistency in the marking of pupils' work
 - iii) developing strategies to ensure that the work presented to more able pupils is sufficiently challenging(*ref. paragraphs – 5, 19, 20, 24, 28, 39, 43, 72, 77, 86, 89, 96, 110, 114*)

- d) improve staffing levels for children under the age of five, and provide the necessary accommodation and resources so that all the areas of learning can be covered thoroughly. (*ref. paragraphs – 18, 49, 63*)

Other issues that could be considered by the school:

- i) Improve the monitoring of attendance, with emphasis on reducing the extent to which families have extended holidays in term time. (*ref. paragraphs – 16, 37*)
- ii) Increase the teaching time in Key Stage 2, to bring it in line with the average seen in other similar schools. (*ref. paragraphs – 10, 25, 125*)
- iii) Comply with statutory requirements concerning pupils' annual reports and the appraisal of the acting headteacher, (*ref. paragraph – 48*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.5	11.5	37.5	45	3	1.5	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)		356
Number of full-time pupils eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	31	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	12	16
	Girls	29	26	29
	Total	46	38	45
Percentage of pupils at NC level 2 or above	School	90 (84)	75 (83)	88 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	28	27	28
	Total	43	33	45
Percentage of pupils at NC level 2 or above	School	84	86	88
	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	22	24	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	14	17
	Girls	22	17	18
	Total	39	31	35
Percentage of pupils at NC level 4 or above	School	85	67	76
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	13	16
	Girls	22	18	19
	Total	39	31	35
Percentage of pupils at NC level 4 or above	School	85	67	76
	National	68(65)	69(65)	75(71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	2
Black – other	
Indian	
Pakistani	
Bangladeshi	3
Chinese	
White	351
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.2
Number of pupils per qualified teacher	23.4
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/9
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	£
Total income	498,221
Total expenditure	489,657
Expenditure per pupil	1,396
Balance brought forward from previous year	(-13,116)
Balance carried forward to next year	(-4,552)

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	356
Number of questionnaires returned	134

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	2	2	1
My child is making good progress in school.	46	44	8	0	2
Behaviour in the school is good.	39	46	7	4	3
My child gets the right amount of work to do at home.	28	54	13	2	1
The teaching is good.	53	39	4	1	4
I am kept well informed about how my child is getting on.	28	35	32	4	1
I would feel comfortable about approaching the school with questions or a problem.	48	47	5	0	0
The school expects my child to work hard and achieve his or her best.	60	30	4	0	6
The school works closely with parents.	33	38	25	1	3
The school is well led and managed.	37	43	14	2	4
The school is helping my child become mature and responsible.	41	52	4	1	2
The school provides an interesting range of activities outside lessons.	9	30	25	18	18

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. The school admits all children who are five in the academic year in September, although those born after March 1st attend part-time until the end of November, when all children in the year group attend full-time. The school has a good induction programme that allows children to settle quickly and happily into the routines of school life. Visits are arranged so that parents and children can visit the class before formal education begins. The school conducts baseline assessment once the children have settled in, and this shows that attainment on entry to the school is broadly average.
54. Overall, children make good progress. By the time they are five, their standard of attainment is above average and they are well prepared for the National Curriculum Programmes of Study.
55. Children's progress in personal and social development is good. It is underpinned by excellent relationships at all levels. All staff are extremely sensitive to the needs of children as they begin school life. Staff have been successful in creating a happy, purposeful atmosphere where children settle quickly into the routine demands of school life. Children learn to work together in a friendly and supportive manner. Children's ability to concentrate and sustain effort is well above average for this age group. The personal interest that staff take in each child makes a positive contribution towards the development of self-esteem.
56. Children's progress in developing language and literacy skills is good. By the time they are five, children's early reading skills are already above average. They handle books carefully, and understand that print conveys meaning. They begin to recognise familiar words, especially those associated with 'big book' stories read by the teacher. They enjoy learning about letters, and use what they have learned in their phonics sessions in their own reading. All children take reading books home on a regular basis and the very high level of parental support makes a positive contribution to the good progress made in early reading skills. All children have developed sound pencil control and most use correct upper and lower case letters when writing their name. Speaking and listening skills are developed effectively in lively sessions with the class teacher.
57. Progress in relation to mathematics is good. By the time they are five, the majority of children reach levels beyond those indicated in Desirable Learning Outcomes. They especially enjoy displaying their counting skills in the many counting rhymes they are taught. They competently compare, sort, match, sequence, order and count using a range of everyday objects and resources such as bricks. Older children know numbers beyond 20 and some use zero correctly. Information technology is used effectively to develop children's knowledge and understanding of shapes and numbers.
58. Children are given a wide range of opportunities to develop their knowledge and understanding of the world, and they make good progress in this area. They use computers with reasonable confidence, and know how to use a mouse to control the cursor. They use a roamer competently and are able to give instructions to make the roamer move in different directions. The local environment is used effectively to teach children about their own lives. Apart from studies in the school grounds, children get the chance to visit a local library and post office. A range of stories from different parts of the world help children to develop ideas of the wider world.
59. Children make satisfactory progress in physical development overall, but some aspects of the provision are unsatisfactory. Children have access to the school playground and

hall, which they use to develop co-ordination and awareness of space. They increase their skills with a range of small equipment such as balls, quoits and beanbags. The development of fine, manipulative skills is good. Children have a range of regular opportunities to use scissors, pencils and paint brushes. However, there are very limited opportunities to develop the full range of physical skills required by the recommended areas of learning for this age group. There is no access to a special, enclosed outdoor play area, and no access to a range of wheeled toys and climbing apparatus to help children develop skills in co-ordination, climbing, balance and movement, in a situation that helps them develop personally and socially.

60. Creative development is satisfactory overall. Children explore colour and texture using a variety of materials. They begin to explore how things look, feel and smell. They sing number and nursery rhymes with considerable enthusiasm. Children have appropriate access to imaginative play in the home corners, involving an explorer's hut and a train station. In assemblies they are encouraged to reflect on their own feelings and think about themes such as friendship and what it means to them. They create collages, paint and print using a range of materials. At the time of the inspection, most of the children's creative work was in two-dimensional form, although teachers' records do show that there is an adequate range of three-dimensional work.
61. Teaching is undertaken by two teachers, who work closely together to plan their work. This works very well. It helps that the two teachers have very similar styles, and this encourages children to settle quickly into school routines. The quality of teaching reflects the positive progress made in the different areas of learning and is good overall. Half the lessons observed were judged to be good, while a quarter were very good and a quarter satisfactory. Lessons are well organised and explanations are very clear. Teaching is especially effective in the development of children's personal and social skills. Both teachers have a sensitive rapport with the youngest children that gives them a happy and secure start to their full-time education. Teachers have a thorough knowledge of how young children develop early reading skills. Big book stories are used effectively to introduce children to a limited number of new words. Teachers successfully develop children's skills through regular practice and repetition. Another consistent feature is the outstanding way in which children are encouraged and motivated. Relationships between adults and children are excellent.
62. The partnership with parents is another positive feature of the provision, and makes a significant contribution to the progress that children make. Parents speak very highly of the good quality induction programme and feel they are welcome to talk about their child, to share concerns at an early stage, and to help both in the classroom and at home.
63. Despite positive features in the provision for children under five, there are significant weaknesses in the adequacy of staffing, accommodation and learning resources. The staff ratio of one adult for every 28 children is wholly inadequate and places a huge burden on the teachers, who respond magnificently. Children have no access to regular outside play, which inhibits their progress. Since provision for under-fives was not mentioned in the last inspection report, it is not possible to make comparisons with the present situation.

ENGLISH

64. Since the last inspection, the school has maintained standards that have been either above or well above the national average. During the inspection, standards observed at the end of both key stages were above the national average.
65. The most recent National Curriculum tests in 1999 show pupils' attainment at the end of

Key Stage 2 to be well above both the national average and the average for similar schools. Both the percentage of pupils achieving the expected Level 4 or above and the percentage reaching the higher Level 5 were well above the national average. Both the boys and girls achieved results which were well above their respective national averages. Despite some fluctuations, results over the last four years show an improving trend that keeps pace with the national trend. The 1999 results exceed the target set by the school for the current year.

66. The 1999 national test results for Key Stage 1 were above the national average in reading, at both the expected Level 2 and the higher Level 3. In writing they were close to the national average at both levels. In comparison with schools with similar pupil profiles, these results were above average in reading and broadly in line with the average in writing. The percentage of pupils reaching the higher level in writing was below the average for similar schools. After a sharp fall in 1997, results have improved steadily in reading and slightly in writing. For the current year, the school has set a modest target for improved reading performance. However, a much more ambitious target for writing matches the school's strong commitment to raising standards in this area.
67. With the exception of writing at Key Stage 1, the school has maintained the high levels of attainment reported by the previous inspection. Pupils now in Years 2 and 6 are on course to achieve the targets set for them and to sustain the improving trend.
68. The subject is now mid-way through a good five-year action plan that has seven clear and well-linked targets. These include: raising attainment in writing at both key stages; raising the reading attainment of boys; developing the use of word-processor and desktop publisher resources to enhance writing skills, and introducing more rigorous procedures for monitoring the progress of cohorts, classes, groups and individuals. The introduction of the National Literacy Strategy has been successfully managed to address these targets whilst reinforcing existing strengths. Inspection evidence supports the school's own claims that these initiatives are achieving advances in attainment in the key areas targeted. Standards seen during inspection, although above average at the end of both key stages, were slightly below the 1999 levels at the end of Key Stage 2. These differences are explained by reference to natural variations in cohorts.
69. Pupils have good opportunities across the school to practise and develop skills in speaking and listening. For example, pupils lead assemblies in various ways and speak their parts confidently, clearly and expressively. The conventions of 'circle time' promote good skills in sharing and reflecting on personal experiences and thoughts. By the end of Key Stage 1, overall standards at least match national expectations and many pupils are confident, fluent speakers of standard English. All teachers offer very good models of spoken English. Most teachers have a lively, purposeful, interactive style that commands interest and attention, and promotes thoughtful participation. They encourage pupils to extend and explain their answers. Pupils gain confidence in doing so because teachers value their contributions. Less fluent speakers are often given time to order their thoughts. Teachers are skilful in summarising pupils' answers and helping them to rephrase ideas. Pupils benefit from such strategies that help them to consolidate new learning. They listen carefully and their ability to answer relevantly and build on others' thoughts shows good skill. Sometimes, however, teachers over-restrict pupils' opportunities to express their understandings or perplexity. In one Year 6 lesson the level of questioning was too high and many pupils were excluded from the discussion. Nonetheless, the ability of the Year 6 teachers to capture and focus interest and to challenge thought promotes a good quality of discussion. By the end of Key Stage 2, standards are above average.

70. Attainment in reading is above average at the end of both key stages. In all classes, pupils take home books, and the high quality of support and practical encouragement that most pupils receive contributes greatly to their development of good reading attitudes, habits and skills. Basic skills are consistently taught through a clear and well-tested step-by-step approach. A 'mix-and-match' reading scheme is rigorously managed to develop the range of skills needed for tackling new words. A successful modification to the literacy hour enables teachers to monitor closely and promote individual progress. Very good lessons enabled pupils in Year 2 to apply their secure understanding of alphabetical order to the use of dictionaries, and to learn about the role of the index and the glossary in information books. The approach was strongly structured but also vigorous and interesting, with a variety of demanding practical activities through which pupils of differing attainment could develop and show their learning.
71. In Key Stage 2 progress slows to satisfactory because the quality of teaching and learning is much less consistent. In particular, the low rate and quality of learning in one Year 4 class indicate weak teaching over time. These pupils have not had the same opportunity to progress as those in the parallel class, and they achieve much less and find difficulty in making up lost ground thereafter. Most teachers have good subject knowledge, and their good planning enables pupils to experience a wide range of quality texts. Well chosen literature gives a good basis for focused work in the literacy hour. Pupils learn to examine writing in depth, to recognise the distinctive features of different kinds of writing, and to appreciate the effect of images and variations in point of view or vocabulary. They continue to develop good skills and also, prompted by regular book fairs and good classroom libraries, they learn to make informed choices about books. Rigorous, informed and highly effective teaching in Year 6 accelerates progress and raises standards significantly.
72. Attainment in writing is above average at the end of both key stages. At Key Stage 1, this represents an improvement on previous years as a result of the increased attention to writing. Teachers expect and promote high standards, and all pupils complete their tasks with great care and perseverance. They learn to form letters correctly and evenly, and to select upper or lower case appropriately. Pupils of average and above average ability use basic punctuation accurately and spell high frequency words correctly. They use logical phonetic approximations when trying to spell less familiar words. Progress in these skills is consistently good. Pupils answer questions in full sentences, and the story writing of higher attainers develops effective detail and organisation.
73. At Key Stage 2, standards of writing are determined by the inconsistencies of teaching and learning evaluated above. In Year 3, pupils learn to join their letters and make good progress towards a fluent script. They develop interesting storylines with original ideas, and begin to flesh out the detail of character, speech and incident. In one Year 4 class, however, these skills have not been developed and the work of many pupils is worse in spelling, punctuation, handwriting, organisation and presentation than their work six months before. Even in response to the good teaching seen during the inspection, groups of boys in this class were reluctant to work and could not produce a short sequence of correctly demarcated sentences. In other classes in Years 4 and 5, progress is satisfactory. Teachers do not always achieve an exact and consistent match between learning tasks and prior attainment because assessment information is not used effectively to identify what pupils should learn next. This results in lack of challenge for higher attainers and a general sameness of quality in the work produced. In Year 6, teaching is well-planned, rigorous and well-informed. Although few tasks spark the imagination and truly independent writing is rare, pupils are thoroughly challenged to apply intellectual effort and to write skilfully in a range of styles. Homework is used in a consistently demanding way to develop fluency, accuracy and range. All work is thoroughly marked, and written comments set precise individual targets. Pupils of differing attainments respond well; their progress quickens in both rate and quality, and

they begin to understand what they are achieving and how they can improve. Overall, however, pupils' knowledge of their own learning is not consistently developed through the school.

74. Pupils with special educational needs have specific literacy targets on their individual education plans. These targets are well used to promote and monitor each pupil's progress, and they are regularly reviewed. Sound programmes of additional literacy support boost the basic skills of lower attaining groups in Years 3, 4 and 6, but there are pupils in other year groups who need more support to raise their achievement to the levels expected of their age and stage.
75. Literacy skills are used purposefully in subjects such as history, religious education and science. Good examples of the different kinds of writing required are displayed across the school. Some examples stem from good research tasks, although research skills are generally underdeveloped. The use of information technology to support literacy development is improving rapidly in quality and impact.
76. The quality of teaching is good overall. It was good or better in over 60 per cent of lessons and very good in almost 25 per cent. One lesson was unsatisfactory and the rest (30 per cent) were satisfactory. Most of the good and all the very good teaching is found in Key Stage 1 and Year 6. In these lessons, strong subject expertise informed detailed planning and stimulating resources and approaches. Each lesson was unified by clear learning intentions which were crisply shared with pupils at the beginning and carefully reviewed at the end. For example, in a Year 2 lesson on definitions and alphabetical order, the teacher's very clear, systematic approach enabled pupils to reinforce their earlier learning and secure sound concepts. New learning was clearly linked to earlier and later learning within the week. Good pace and challenge were sustained, and pupils' full engagement was maintained by well-matched resources and methods. Pupils responded with energy and commitment, showing that they relish challenge.
77. Most teachers share some of these strengths, and almost all manage their pupils well and keep detailed records of individual progress in reading and writing. They use the structure and processes of the literacy hour effectively, and teach basic literacy skills consistently. However, certain weaknesses mar otherwise good lessons. The more common weaknesses are: low levels of expectation in setting tasks and targets for higher attaining pupils; insecure knowledge about language; loss of focus and sequence in asking questions and pursuing learning objectives; a tendency for the pace and quality of learning to slacken. In the unsatisfactory lesson, two of these weaknesses combined and meant that little secure learning took place. Patterns of weakness of this order in a class or a year seriously compromise ultimate achievement and attainment, and prevent good standards from becoming better.
78. The leadership of the subject is satisfactory overall. Alongside a positive and effective action plan, there are weaknesses in the monitoring of teaching and learning, and a lack of awareness of variations in provision across the school. The dual use of the library as an information and communications technology suite limits its use as a library. Overall the school has been successful in maintaining above average standards, and improvements since the last inspection are in line with the national trend.

MATHEMATICS

79. The results of end of key stage tests in 1999 were below national averages in both key stages. Although the proportion achieving expected levels was similar to the national average, a smaller than average proportion achieved the higher levels of attainment. In both key stages the difference between the results in English and mathematics is very marked, with results in English well above those of mathematics. In comparison with

similar schools, the school was below average in Key Stage 2 and well below in Key Stage 1. However, standards observed during the inspection were in line with national averages. Apart from natural differences in the year cohorts, this year's cohort has benefited from being better prepared through taking practice papers based on previous years' tests.

80. Closer scrutiny of the school's results over time indicates that in both key stages there has been a slow decline in standards that is most noticeable in boys' results. Girls' results have fluctuated over the last four years. The school's use of such data has not been rigorous enough to identify this trend and teachers were unaware of the significance of the figures provided by the pre-inspection data; this lack of awareness stems from weaknesses in monitoring standards. In part, this slight decline is due to the narrowing of the gap between the school's figures and the national figures. The school's results have remained broadly similar from year to year with some fluctuation in the proportion of pupils achieving the higher level, Level 5, while the national figures have risen considerably.
81. Standards seen during inspection were broadly in line with those expected nationally in both key stages. In Year 2 and Year 6 the majority of pupils work within the levels expected with about a quarter working consistently above expected levels in Year 6. However, there are variations in standards of attainment between classes within year groups. Weaknesses seen in one Year 4 class are due to poor attitudes to learning and weaknesses in behaviour that constrain pupils' progress. There is a poor work ethic in the class; presentation is weak and the pace of work is slow. The pupils in this class do not make consistent progress.
82. In Year 2, pupils have a sound knowledge of common two and three-dimensional shapes and their properties. They know number facts such as doubles and near doubles and use these to do mental calculations. They recognise and know the order of numbers up to 100 and several pupils go beyond this point. They measure accurately using rulers and read scales from a thermometer as part of their weather studies in geography. They are learning multiplication facts for 2, 5, and 10, as expected for pupils of this age.
83. By Year 6, most pupils carry out long multiplication calculations accurately and are confident when handling large numbers. They are aware of the links between common fractions, decimals and percentages and use this knowledge to work out percentage discounts. Through regular practice, they are becoming fluent in recalling multiplication facts. Lower attaining pupils often need more time to work out answers and further encouragement from teachers to attempt answers out loud. Teachers are making pupils aware of different mental strategies for working out calculations but some pupils have difficulty applying these and continue to rely on previously taught paper and pencil methods. In response to the sound teaching, pupils use a wide range of specific mathematical vocabulary.
84. Pupils make satisfactory use of numeracy skills in other subjects. Charts and graphs are used to present data gathered as part of a survey on weather in Key Stage 1 and favourite food in Key Stage 2. Older pupils use spreadsheets and databases on the computer to store, retrieve and interpret information. Pupils use measuring skills in design and technology to ensure that models fit together accurately. They record their scientific observations in charts, tables and graphs.
85. Teaching is sound overall but with an unacceptably wide variation, especially in Key Stage 2, ranging from very good to poor, seen during inspection. As a consequence, there are variations in the quality of pupils' learning. Teaching fell below a satisfactory standard in two of the fifteen lessons, one of these was poor. By contrast, the remainder were satisfactory or better; of these, three were good and four were very good. The

school is still following the format of the scheme provided by the local authority but has adopted the structure of the three-part lesson of the Numeracy Strategy. There is some variation in the competence with which teachers manage the different elements. The mental and oral practice is in place consistently and, by and large, the pace is brisk and productive so that pupils are interested and engaged. The plenary is not always used well to consolidate pupils' learning and to reinforce the lesson objectives.

86. Teachers' planning is sound, and often identifies how group tasks will be varied for pupils of different abilities. However, evidence from a scrutiny of pupils' books indicates that in all classes, pupils are given similar work. The cause of the discrepancy between planning and practice is the expectation that higher attaining pupils will complete the work planned for average pupils before moving on to the extension activities. The flaw in this system is that the pace of work is not always rigorous enough to ensure that pupils have time to complete the extension task. In some classes, there is little differentiation for pupils except in the amount and pace of work expected. This is because there is limited use of ongoing assessment to ensure a close match of work to pupils' different learning needs. The half-termly numeracy targets set for each year group are too broadly based to provide a clear focus for group activities.
87. At the start of the academic year many teachers in Key Stage 2 relied too heavily on a commercially published scheme. Repetitive practice of paper and pencil methods limited opportunities for pupils to record work in their own way or to develop their own strategies for working out problems. To a large extent, this has been replaced as teachers have become more confident in implementing ideas from the Numeracy Strategy and now place a strong emphasis on teaching alternative strategies which pupils are encouraged to explore.
88. Very effective teaching in classes in Years 1, 2, 3 and 6 has a good impact on pupils' learning and extends their knowledge and understanding. High levels of challenge underpinned by crystal clear expectations of what is to be achieved leave pupils in no doubt about the purpose of the lesson. In response, pupils rise to the challenge. They are alert, enthusiastic and simply bursting to get involved. A well-measured step-by-step approach builds up pupils' knowledge in a sequential way beginning by recapping on previous work and develops skills in a systematic way through the lesson. Pupils are well motivated, and maintain a good level of concentration throughout. Good links between the oral practice and group tasks result in a coherent experience. For example in Year 2, oral practice of counting on in 1s and 10s is used as a preparation for solving problems using money and counting on to give change from £1.
89. In most classes, strong relationships between teachers and pupils are evident, and there is a well-established working atmosphere based on clear, firm expectations and well organised resources. Weaknesses occur in teaching where expectations of pupils are not high enough and a distracting working noise is tolerated. The pace is not productive and pupils do not achieve enough in the time available because of poor attitudes to learning. The poor teaching was a result of an unclear explanation of a task that was over complicated. The teacher tried to move pupils ahead too quickly before giving them time to assimilate the new knowledge or new strategy for working. The marking of pupils' work is inconsistent in quality. Some teachers provide clear guidance on how pupils can improve their work and level of understanding, but others do not.
90. There are weaknesses in the leadership and management of the subject. Both co-ordinators are good role models of teaching who have given sound support to colleagues in implementing the numeracy strategy. However, they have undertaken only a limited amount of monitoring which has left them with a superficial view of standards. They are unaware of the great variability in teaching quality and uneven provision for pupils across the school.

SCIENCE

91. The attainment of pupils in the Key Stage 2 National Curriculum tests in 1999 was below the national average. When compared with the results achieved in schools with pupils from similar backgrounds, pupils' performance was well below the average. Since the last inspection in 1996, there has been a decline in standards against the national trend, from above average in 1997 and 1998 to below average in 1999. Over the same period, compared with the national averages, boys have performed better than girls. In 1999, teachers' assessment overestimated the percentage of pupils expected to achieve Level 5. In the 1999 teacher assessments at the end of Key Stage 1, the percentage of pupils reaching the standards were broadly in line with the national average. The percentage reaching the higher Level 3 was well above the national average.
92. Inspection evidence shows the performance of the present Years 2 and 6 to be average. The performance in Year 6 indicates an improvement on last year. There is no evidence of any significant difference between the performance of boys and girls. These differences are explained by changes in the year cohorts.
93. By the end of Key Stage 1, most pupils have a good idea of experimental and investigative science. They investigate how plants grow, planting sweet pea seeds, listing the items required and how these are used, and plotting growth over time. They recognise and name parts of plants, such as leaf, flower and bulb, and know that plants need light, water and warmth to thrive. Most pupils have a satisfactory understanding of what constitutes a fair test. They use this when exploring the effects of the removal of one of the conditions for growth on the development of a broad bean from seed. The majority of pupils recognise similarities and differences between materials and their properties, and more able pupils explain with accuracy how some of these properties suit the material to purpose, such as the use of plastic for cups. Pupils in Year 1 successfully construct a circuit to make a bulb light. They know that the circuit must be complete to be effective and those of prior high attainment discuss, in simple terms, what happens if the circuit is broken. They describe simple features of living things, such as the number of legs on a variety of 'mini-beasts'. Pupils in Year 2 have a growing understanding that different environments, such as woodland and grassland, are habitats for different species.
94. By the end of Key Stage 2, the majority of pupils have a satisfactory understanding of what constitutes a fair test, explaining the requirement for only one variable. They successfully use this understanding when using an alarm clock to carry out experiments to test the sound insulating properties of various materials. They formulate hypotheses, test these and satisfactorily present their findings in table form. However, they have too few opportunities to make their own choice of suitable equipment to carry out such experiments. Most pupils successfully investigate methods of separating simple mixtures. They use appropriate scientific language, such as filtration and evaporation, when describing what they have observed. Most have a good knowledge of the major organs of some of the human body systems, such as the heart and arteries, and how they relate to one another. Pupils of high prior attainment extend this knowledge to include other living things, such as fish and frogs. However, their ability to describe how these organs function is limited. Most pupils have a satisfactory understanding that darkness is the absence of light. They can explain how shadows are formed. Pupils of high prior ability know that we see objects when light from them enters the eye, but few remember that light travels in a straight line. Pupils make satisfactory progress throughout the key stage. For example, in Year 3 they understand that plants draw water from the soil, and in Year 5 they know how the water is distributed through the plant.

95. In both key stages, pupils with special educational needs are well supported in lessons and make satisfactory progress.
96. Throughout the school the overall quality of teaching and learning is satisfactory, with examples of good teaching in Years 2 and 3. There is no unsatisfactory teaching. This matches the judgement made in the last inspection. Where teaching is good, questioning is well used to consolidate and extend pupils' learning. Where an incorrect or unsatisfactory answer is given it is used as a teaching point, encouraging pupils to learn from their mistakes. This makes a good contribution to their development as independent learners. Teachers have high expectations of their pupils, to which the pupils respond willingly. Planning includes clear, appropriate objectives, which are shared with the pupils. Time limits are set for the completion of work, and as a result, pupils know what is expected of them and work hard to complete set tasks. Group work is effectively managed. Teachers are aware of the needs of all groups and respond quickly should help be required. This ensures that pupils learn at a brisk pace, with no time being wasted. Good use is made of whole-class sessions to consolidate pupils' learning. Where teaching is satisfactory, some of the above points are present. However, the pace of lessons is sometimes inconsistent, slowing the rate of pupils' learning. Particularly in Years 4, 5 and 6 there is an over-dependence upon the use of worksheets. This prevents the fully effective development of pupils' research skills and their development as independent learners. The planning of work for pupils of higher attainment is inconsistent, sometimes denying them appropriate challenge. This slows their learning and prevents some reaching appropriate levels of attainment by the end of the key stage. Nevertheless, throughout the school teachers sustain pupils' interest, ensuring that they enjoy science lessons and make satisfactory gains in knowledge, skills and understanding.
97. A useful scheme of work successfully identifies what is to be taught in each year group along with opportunities for assessment. Teachers make satisfactory use of this when working together to agree termly plans. These are used and the outcomes recorded, although in Key Stage 2 there is little evidence of consistent use of this information to decide what pupils will learn next. There is no agreed system for assessing pupils' work in order to ensure that there are consistent judgements made about pupils' levels of attainment. This is particularly true of pupils of high prior attainment in Years 4, 5 and 6. As a result, standards are not always as high as teachers believe them to be, and work is not always successfully matched to pupils' progress. The quality of teaching and learning is not monitored systematically or rigorously. Consequently, the co-ordinator has neither an objective understanding of how effectively planning is implemented, nor of its success in promoting pupils' learning; this is unsatisfactory. Senior management is aware of this and is formulating plans to target the development of science from the beginning of the next academic year.

ART

98. All pupils, including those who have special educational needs, make satisfactory progress in a good range of art media and techniques, and in both key stages. The levels of attainment are similar to those of pupils of a similar age nationally.
99. Pupils in Key Stage 1 show increasing understanding and skill in their explorations of pattern, colour, tone, shape, form and space. Pupils in Year 1 make interesting three-dimensional collages by arranging coloured paper in torn and folded shapes. In Year 2, pupils have created strong studies of tonal contrast by painting the dark shapes of winter trees on light grounds. They use dry-brush techniques to make colour patterns in the manner of Van Gogh, or by exploring the hues of one colour. Striking millennium collages demonstrate pupils' skill in using a wide range of reflective and non-reflective materials and textures to create picture collages within a dome-like frame.

100. Throughout Key Stage 2, pupils study and imitate the styles of well-known artists and of different cultures, using a variety of tools and techniques. In Year 3, pupils have explored fine geometrical pattern work, including some in the manner of Islamic art. They experiment with natural forms in the style of Andy Goldsworthy, and develop understanding and skill in a range of weaving techniques. Year 4 pupils capture the style of Cézanne in still-life studies of bottles and fruit. In Year 6, pupils have produced highly effective urban scenes in the manner of Lowry and portrait studies in Cubist style, modelled on Picasso. Pupils improve their pencil skills by drawing in a number of subjects, and good links with history are reflected in striking reproductions of Greek pottery decorations and Roman mosaics. However, across the key stage sketchbooks are underused, and pupils have few opportunities to develop skills in observational drawing or to work with mouldable materials. Their attitudes to art are very positive. They concentrate well to develop their techniques, and review work in progress thoughtfully to improve its effects, all of which has a positive impact on the quality of learning.
101. The quality of teaching was satisfactory in the few lessons observed. Teachers are confident and enthusiastic. They manage their classes and resources well, and value pupils' efforts. They plan interesting tasks which require new skills and understanding, but they do not always sufficiently insist on self-critical working and higher quality. In one good lesson, pupils in Year 3 were inspired by the enthusiastic teaching, and the effective use of stimulating art posters which led them to produce good compositions with natural forms in the style of Andy Goldsworthy.
102. During a period when all developmental efforts have been concentrated on literacy, numeracy and information technology, art has been kept 'ticking over'. There has been little opportunity for the review and redevelopment of the subject that are now needed.

DESIGN AND TECHNOLOGY

103. At the last inspection standards of attainment were described as broadly in line with national expectations at the end of both key stages. Although few lessons were seen during this inspection the scrutiny of pupils' work suggests the school has maintained these standards and pupils continue to work at a level which matches that seen by most pupils of their age. Pupils make sound progress throughout the school.
104. Pupils in Key Stage 1 begin to link the design and making elements of this subject. For example, pupils in Year 1 have looked at the way that wheels are fixed to the axles of vehicles. They have used cardboard boxes to make model cars and fitted wheels so that they run smoothly. Pupils in Year 2 have discussed the way they need to use materials to make a pencil case. They fold the cloth accurately and fasten them by sewing the edges or using staples.
105. Pupils in Key Stage 2 are extending their skills and the range of tools that they use. In Year 3 they have produced accurate planning sheets to make a moveable vehicle. When the model has been completed the pupils assess how effective it is. Some pupils note that the car doesn't move easily and alter the way the wheels are placed. Year 4 pupils have designed and made model cranes with pulleys to lift loads, using construction kits as well as card boxes. Pupils in Year 6 consider the way in which a fairground ride might work. They make detailed drawings showing how the parts fit together and make imaginative models using these plans. They use their computer skills to program their models to move in the way they want them to. Later they consider how their models have worked. One group decides that they should have made their ride more upright so that it would move more easily. In both key stages, the quality of learning is satisfactory.

106. Teaching is satisfactory in both key stages. Effective use is made of a good scheme of work that ensures that skills are developed carefully and consistently as pupils move through the school. They have good support from the subject co-ordinator, who has produced good schemes of work that help planning. However, there are few opportunities to monitor teaching and learning in the subject. There is a satisfactory range of resources which means that whole classes can tackle practical work. Pupils have good attitudes and work productively at a reasonable pace. They listen attentively to explanations and follow instructions carefully. They willingly join in discussions putting forward their ideas about how objects can be designed and made.

GEOGRAPHY

107. In both key stages, standards are broadly in line with that expected of pupils of a similar age, but are lower than those reported at the last inspection. This is largely due to the very limited time now allocated to geography.
108. In Key Stage 1, pupils develop a satisfactory understanding of how weather affects people through observing and recording weather, agreeing symbols to be used and plotting these on a simple table. They then use information and communication technology to plot their findings in more stylised form. Pupils have a satisfactory knowledge of maps and how to read them. They draw simple plans of familiar rooms and begin to use the key to identify features. Through their 'Holiday' topic, pupils in Year 2 develop a satisfactory understanding of some of the characteristics of distant places. Pupils begin to appreciate how human activity affects their locality. In Key Stage 2, most pupils successfully collect, record and use data such as records of temperature variations to compare climates and its affect on human activity. They note both negative and positive effects of humans on the environment, such as tourism leading to an increase in jobs, but damaging wildlife through building development. They learn about different types of settlements and use correct geographical language to describe the characteristics of places. They use a variety of maps and aerial photographs to locate features.
109. In both Key Stages 1 and 2 the overall quality of teaching and learning is satisfactory. In one lesson it was excellent. There is no unsatisfactory teaching. Where teaching is satisfactory, pupils' work builds successfully upon previous knowledge and understanding. Teachers' subject knowledge is sound. Lessons have clear objectives, which are shared with pupils. Consequently, pupils know what is expected of them and respond well. Teachers make good use of questioning to consolidate and extend pupils' learning. In a Year 6 lesson, for example, the teacher's lively questioning on the subject of map reading skills, enabled pupils to develop a clear idea of the required skills. Teachers have high expectations of pupils' behaviour, to which pupils respond well, trying hard to complete work. All these factors help to increase the pace of learning. However, time management is inconsistent and sometimes leads to over long introductory sessions. Expectations of pupils' levels of achievement are not always sufficiently high. Teachers often take too much control over pupils' responses so that questioning restricts the expansion of pupils' answers. One teacher in Year 4 does not always teach what has been planned. These factors slow the pace of learning and inhibit pupils' development as independent learners. In too many lessons there is an over-reliance on worksheets, with all pupils using identical sheets. This often prevents those of prior high attainment making satisfactory gains in knowledge. The lesson where teaching was excellent was conducted at a brisk pace. The teacher was confident about the subject and gave clear, precise instructions and very effectively shared objectives. Work was carefully matched to pupils' levels of attainment, offering appropriately demanding challenge. Resources were carefully chosen and effectively used. The teacher's enthusiasm was infectious, and consequently pupils worked very hard at tasks about which they were clear and that they enjoyed.

110. The co-ordinator has established a good scheme of work, that includes guidance on assessment, on which teachers base their sound planning. The school has no established, structured programme for monitoring the quality of teaching and learning; this is unsatisfactory as it leaves the co-ordinator in a weak position with little useful information upon which to base plans for the subject's development.

HISTORY

111. Only one history lesson was observed during the inspection. Judgements are based upon examination of the scheme of work and medium-term plans, and discussions with teachers and pupils. They are also based on scrutiny of pupils' work, although this is limited in quantity due to the reduced time allocated to the subject, particularly in Years 2 and 6.
112. In both key stages, standards of work are broadly in line with that expected of pupils of a similar age. This is similar to the standards reported at the last inspection. In Key Stage 1, pupils develop a satisfactory understanding that history is a study of the past through recounting stories and using appropriate vocabulary. They consider similarities and differences between the present and the past, when comparing beach activities and dress of today with those of the late Victorian period. In Key Stage 2, pupils have a satisfactory knowledge of famous figures, such as Julius Caesar and Queen Boudicca, and key events in British history. Older pupils begin to understand cause and effect, such as the impact of the Second World War upon the lives of people at home, and the legacy of the Ancient Greek civilisation.
113. On the basis of available evidence, the teaching and learning of history are satisfactory throughout the school. Within the limitation of time there is adequate coverage of the curriculum, enabling pupils to develop a satisfactory knowledge and understanding of the subject. Planned work builds appropriately upon what pupils have previously learned as they move through the school. This enables most pupils, including those with special educational needs, to make satisfactory gains in their learning. Teachers make good use of resources, such as loans of books and artefacts from the School Library Service, and carefully planned visits to places of interest add excitement and relevance to pupils' learning. Marking of work sometimes includes constructive comment to support pupils' knowledge and understanding, but this is inconsistently applied. History is successfully linked with other subjects, such as art. This stimulates pupils' interest and empathy, promoting good progress in learning. In the one lesson observed, effective use was made of primary sources. A gas mask and an eye witness account, by a visitor, of life during the Second World War stimulated pupils' interest. They all behaved very well throughout the lesson and, through pertinent questions, were keen to explore the period in greater depth. However, throughout the school there is an over-emphasis on the use of worksheets. This inhibits the fully effective development of pupils' research skills and their confidence as independent learners.
114. A useful scheme of work clearly indicates what is to be taught and includes guidance on assessment. Teachers make satisfactory use of this in their termly planning. The history policy recognises the role of the co-ordinator in monitoring teaching and learning. However, this role is not well developed and the co-ordinator has only a limited view of standards in history. This restricts her effectiveness in planning future developments and impacting on the quality of pupils' learning.

INFORMATION TECHNOLOGY

115. Pupils' standards of attainment by the end of both key stages meet national expectations. Pupils make good progress in Key Stage 1. In Key Stage 2, they make

sound progress. The recently established computer suite has made a major impact on standards. It has given younger pupils in particular the opportunity to move quickly through their Programmes of Study. Older pupils in Key Stage 2 have, naturally, to 'catch up' on work and their progress is not yet as rapid.

116. By the end of Key Stage 1, pupils use computers to produce written work. They correct and amend the work they do by accurately using the appropriate keys. They confidently use the keyboard and the 'mouse' to decide how their work will be presented and the colour of the text when it is printed. They link their work on computers well with the work they do in other subjects. For example, they use a program to compose a musical tune that might be happy or sad. They confidently change the speed of the music and the instrument that will play it. They amend the composition after they hear it to make it fit their purpose more accurately.
117. By the end of Key Stage 2, pupils have built successfully on the work they have done previously and have a wide range of skills. They move pictures from one program and add it to another where they have produced written work. For example, they add computer-generated symmetrical patterns to written work. They use simple spreadsheets to record information such as the weekly total of the team points for the school. They are beginning to use the computer to experiment with moving shapes around the screen. They do this by carefully linking a series of instructions which enables a shape, such as a square, to rotate until it returns to its original position. They use this facility to control actions with a computer well in their work with models, making their 'Fairground Rides' move to a set pattern.
118. Pupils' progress in Key Stage 1 is good. In Reception, they print the work they have done by using the mouse to draw a pattern and carefully fill in areas with different colours. In Year 1 pupils use the mouse and the keyboard effectively as they choose words from a wordbank to describe what is happening in a picture on the screen.
119. In Key Stage 2, pupils make sound progress. Year 4 pupils use the computer to help them to sort information. They answer questions about pupils from their details on the screen. Looking first of all at a simple file with ten pupils' information then move to more complex files with over 80 names. They collect information and choose the most effective way to present it. Pupils in Year 5 have developed these skills to enable them to ask questions which look at two aspects, for example they are able to sort the number and names of pupils who are over 120cms tall and whose favourite food is chips!
120. The quality of teaching and learning is good throughout the school because teachers make effective use of the scheme of work in their planning. This ensures that pupils are presented with challenging and stimulating tasks that are based on their most recent achievements. Teachers have a thorough knowledge of the curriculum and make very good use of the school's computer suite. Pupils are well managed and teacher's carefully targeted questioning helps pupils to clarify and modify their ideas. Clear instructions are given to pupils and they are encouraged to produce work of a high quality.
121. The requirements of the National Curriculum are covered fully. The subject is well led. The co-ordinator, the acting headteacher, has good subject knowledge and has provided staff with clear schemes of work. Staff have been given help and training and are supported well with day-to-day advice. There is a good range of resources to support the teaching of the subject. Tape recorders, concept keyboards, remote control models and listening stations are used as well as the suite computers. A priority identified by the school is to provide additional computers in classrooms so that skills learned in the class lessons can be consolidated.

MUSIC

122. Only three short lessons of music were seen during inspection. The school was unable to provide evidence of pupils' past work but samples of teachers' planning and the school documentation was scrutinised, and informal discussions were held with some older pupils.
123. Pupils sing tunefully. In junior song practice, the singing was lively and vigorous; pupils displayed a good sense of dynamics and awareness of variations in tempo. Pupils in Year 1 concentrate well to vary the dynamics of their singing in response to the conductor's hand signals and in Year 2, pupils identify high and low sounds played on a xylophone. In Year 4, pupils tap a steady beat easily and then, in response to a 'catchy' new song, begin to tap a syncopated rhythm. Pupils who have instrumental tuition read music and achieve a good standard in playing their chosen instrument. They sometimes make use of these skills in class lessons.
124. Teaching is satisfactory. Teachers are enthusiastic and have an adequate level of knowledge to be able to explain musical terms and ideas to pupils and to help them improve the quality of their singing. However, the breadth and depth of pupils' learning is constrained by the limited time available in the short lessons provided. Dynamic and energetic teaching in Year 1 promotes an enthusiastic response from pupils who clearly enjoy the challenge of singing songs and substituting actions for words. However, the large size of the group prohibits opportunities for some pupils to use instruments and this can only be done in a superficial way. Good links are made with information technology in Year 2 where pupils have used the music explorer program to compose happy and sad sounds. However, the music lessons are too short to enable pupils to explore real musical instruments to compose sounds to accompany a story. The lesson in Year 4 encompassed a variety of skills and knowledge but the pace and flow of the lesson was interrupted by the ambivalent response from some pupils. Their fussy and inattentive behaviour distracted the teacher and other pupils from the main purpose of the lesson.
125. In all lessons seen, teachers were frustrated by the constant battle to provide a worthwhile musical experience for pupils in the time available. Teachers' planning is satisfactorily based on a scheme of work, which provides a sound structure for developing pupils' skills and knowledge in a sequential way. However, in practice, lessons are not completed to the required or recommended depth to ensure that pupils have a consistent and balanced experience over time.
126. The co-ordinator's role is limited to providing advice for staff when required, and ensuring that adequate resources are available. There are only informal opportunities to monitor standards and provision in music.

PHYSICAL EDUCATION

127. All pupils, including those with special educational needs, make satisfactory progress in developing their physical skills and achieve standards in line with pupils of a similar age. The quality of provision is very similar to that reported in the first inspection in 1996.
128. At Key Stage 1, pupils practice a variety of basic gymnastic movements, and show good spatial awareness. They develop the skills of running, hopping, jogging and skipping with good control. They perform a range of shapes, such as still and wide shapes, competently and more able pupils achieve demanding balances involving two or three parts of the body. Teachers ensure that pupils are aware of the safe way of moving around the hall and handling and carrying mats and benches. Pupils know why they need to warm up before exercise and that listening carefully to instructions is an

essential safety rule. Most pupils are able to throw balls and bean bags with reasonable control, and more able pupils catch an oncoming ball with confidence.

129. At Key Stage 2, pupils use the apparatus in the hall competently, displaying a range of balances well and showing correct landing techniques. Many perform a perfect cartwheel and complete forward and backward rolls confidently. Pupils in Year 6 develop their ball skills well and most can control and pass a football with reasonable control; the attainment of girls in this respect is better than that normally seen from girls of the same age. However, more able pupils are not extended enough, and the higher level skills of marking, using space and understanding tactics are not well developed. Pupils take part in regular swimming sessions, and almost all pupils have reached the expected standard by the end of the key stage.
130. Pupils at both key stages respond well in physical education lessons. They enjoy the activities, are sensible when moving around the hall and take turns in a responsible manner. Pupils show sustained effort in lessons. They concentrate well, carry out instructions and persevere with tasks. They show interest in activities and sensitivity when evaluating each other's work. Pupils' capacity to share, take turns and work together in group activities makes a positive contribution to their social and moral development.
131. Teaching is satisfactory at both key stages. Teachers are very well supported by a useful scheme of work that identifies the skills to be taught and builds effectively on pupils' previous skills and understanding. This scheme has only recently been adopted in its present format, but is already having a positive impact. Using the scheme, teachers' lesson plans are thorough and lead to well organised, lively lessons. Pupils are well managed and all lessons have a purposeful atmosphere. Praise and encouragement are used consistently to support pupils, but teachers do not give pupils enough feedback on their performance in order to make clear the strengths and weaknesses of individual efforts.
132. The subject is led satisfactorily by a co-ordinator who has good subject knowledge and has introduced an effective scheme of work that is already impacting on the quality of pupils' work. However, there are no opportunities for him to monitor teaching or to ensure that the better teaching is shared amongst colleagues.
133. The curriculum is broad and balanced, and effectively enhanced by a reasonable range of extra-curricular activities. During the inspection pupils much enjoyed country dancing, netball, cross-country running and football in their own time.