

INSPECTION REPORT

STUDLEY GREEN PRIMARY SCHOOL

Trowbridge

LEA area: Wiltshire

Unique reference number: 126480

Headteacher: Mr S Wigley

Reporting inspector: Robin Thelwell
20977

Dates of inspection: 30th April – 3rd May 2001

Inspection number: 190186

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Studley Green Primary School Westfield Road Trowbridge Wiltshire
Postcode:	BA14 9JQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C Cook
Date of previous inspection:	4 th – 7 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20977	Robin Thelwell Registered inspector	Foundation Stage; History; Information & communication technology; Physical education; Equal opportunities; English as an additional language.	The school's results and achievements; How well are pupils taught? How well is the school led and managed?
9644	Michael Whitaker Lay inspector		Pupil's attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
18498	Denise Morris Team inspector	Special educational needs; Science; Geography.	
22167	Helen Carruthers Team inspector	English; Art; Music.	How good are curricular and other opportunities offered to pupils?
13307	Ian Hancock Team inspector	Mathematics; Design & technology; Religious education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Studley Green Primary School is situated to the south west of Trowbridge. Nearly all pupils come from families living in council or other rented accommodation. Since the last inspection, the number on roll has decreased by nearly a third. This is due to families being relocated whilst houses on the estate are rebuilt.

In addition to pupils in the immediate area, 40 pupils come from further afield to attend the school's two classes for pupils of both key stages with speech and language disorders, and two classes for pupils, at Key Stage 2¹, with moderate learning difficulties. At present, 208 pupils attend full time, including 11 children in reception. Children join school at the start of the academic year in which they become five. Very few have attended pre-school education. On entry to reception, nearly all children have levels of attainment below those expected for their age. Nearly half are well below expectation.

The school has identified 107 pupils as having special educational needs. At 51 per cent of those on roll, this is well above the national average. Thirty-eight have statements of special educational needs allocated to them under the terms of the DfEE Code of Practice²; at 18 per cent, this is well above the norm. The one pupil, who is not in the first stages of learning English, but has English as an additional language, requires no extra support. Eighty-three pupils are eligible for free school meals. At 40 per cent, this is twice the national average.

Although the school has no parent teacher association, parents support fundraising activities whenever they are organised. The school has a full range of aims and objectives, and considers its main purpose as being, 'To teach, to care, to make a difference.'

HOW GOOD THE SCHOOL IS

Studley Green Primary School is a happy, caring school, that has many strengths. The headteacher, staff and governors work well as a team, and, in line with their stated aims, have provided a stimulating environment for all pupils. Teaching, which is good within the Foundation Stage³, is sound and frequently good, or very good, across the remainder of the school. Good behaviour and relationships are the norm. When considering pupils' low attainment on entry, the high proportion of pupils with special educational needs, and the added value in terms of achievement, the school is effective. Efficient use is made of time, money and resources. Although the unit cost per pupil is above average, the school gives satisfactory value for money.

What the school does well

- Provides a caring community, where pupils are known well and valued as individuals. It creates an orderly climate for learning.
- Promotes and achieves good attitudes, behaviour and relationships.
- Whilst effective teaching takes place across the school, teaching of children in the Foundation Stage is consistently good.
- Provision for pupils with special educational needs, including those attending the school's support classes for those with speech and language disorders or moderate learning difficulties, is good.
- Makes good provision for pupils' moral and social development.

¹ Key Stage 2 refers to pupils in Years 3 to 6 aged seven to eleven. Key Stage 1 refers to pupils in Years 1 to 2.

² The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

³ From September 2000, the term 'Foundation Stage' refers to children's education from the age of three until the end of reception year.

What could be improved

- Standards in English, mathematics and science at both key stages.
- Attainment in writing at both key stages, together with more opportunities for pupils to develop writing skills across the curriculum.
- Compliance with National Curriculum requirements for information and communication technology (ICT) at Key Stage 2, and allocation of time given to religious education at each key stage.
- Teachers' subject knowledge, together with improved resources for design and technology across the school.
- Monitoring and assessment of pupils' academic performance, and the analysis of annual assessment data to determine how best to modify the curriculum and raise pupil performance.
- The information in the school development plan, to show more clearly the steps to be taken in order to achieve each overall target.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress in addressing the issues from the last inspection of November 1996. There has been a marked improvement in the quality of teaching. Standards have improved at both key stages in history and music, and ICT at Key Stage 1. Arrangements for curriculum planning for the Foundation Stage have been improved, and, following appropriate staff training, the school has successfully reduced the incidence of disruptive behaviour. The school has refined its earlier, complex management structure, and the school development plan now includes evaluation of cost effectiveness of spending decisions. Support for newly appointed teachers has been improved, and resources have been improved where weaknesses were identified, notably in ICT. Attendance registers are now monitored regularly to detect and act upon patterns of absenteeism. Matters still to be addressed include: raising further the levels of pupil attainment at Key Stage 2 in speaking and listening, design and technology, and ICT.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores⁴ in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	E*	E*	E*	E*	well above average A above average B Average C below average D well below average E very low E*
Mathematics	E	E*	E*	E	
Science	E*	E*	E*	E*	

Assessment on entry to the school, shows nearly all children to have levels of attainment below that expected for their age, with a half being well below expectation. By the time they enter Key Stage 1, at least a third have levels for reading, writing and mathematics below, and in some cases, well below average.

Results of the end of Key Stage 2 National Curriculum assessments for 2000 placed the school in the bottom five per cent of schools nationally for English, mathematics and science.

⁴ Average point scores refer to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

Standards in English and science were equally low when compared with the results of similar schools⁵ for English and science. Results for mathematics were well below average. However, the results included those of pupils who attend the school's specialist facilities for pupils with speech and language disorders, or moderate learning difficulties. Overall, of the year group assessed, 46 per cent had special educational needs, including 30 per cent with statements of special needs allocated to them. The level of special needs is much higher than the national picture.

Inspection evidence confirms an improvement in standards for pupils currently in Year 6. Standards in English are below average, whilst they are well below average for mathematics and science. However, 54 per cent of the year group is on the school's register of special educational needs, with 20 per cent having statements allocated to them.

Notwithstanding the high proportion of pupils with special educational needs across the school, attainment in art, geography, history, music and physical education meets national expectations at the end of each key stage. Performance in ICT meets expected levels at the end of Year 2. However, although within lessons, pupils at Key Stage 2 achieve well, the school does not cover fully the required curriculum. Standards in design and technology are below expectations at the end of both key stages. In religious education, attainment does not meet the requirements of the locally agreed syllabus at the end of either key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show good attitudes to learning. This has a positive effect on the progress they make.
Behaviour, in and out of classrooms	Pupils' good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Relationships between pupils, and amongst pupils and staff are good. They contribute well to pupils' learning.
Attendance	Unsatisfactory. Despite the school's good procedures for promoting regular attendance, overall attendance is below the national average. The rate of unauthorised absence is above average.

TEACHING AND LEARNING

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

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

Teaching was judged to be satisfactory or better in all lessons observed. Overall, it was good or better in 58 per cent of lessons, including 5 per cent very good. Teaching of children in reception was consistently good. At Key Stage 1, teaching was judged to be good in 53 per cent of lessons, with a further 7 per cent very good. The remainder was satisfactory. At Key Stage 2, 54 per cent of lessons were judged good or better, including 5 per cent very good. No unsatisfactory teaching was observed. The consistently effective teaching has a positive impact on pupils' learning, progress and achievement.

⁵ Schools with more than 35 per cent and up to 50 per cent free school meals eligibility.

The quality of teaching of literacy was good in 81 per cent of lessons observed; the rest was satisfactory. The teaching of numeracy was good or better in half the lessons observed, including 17 per cent very good. The other half was satisfactory. Teachers successfully meet the needs of pupils with a range of special educational needs. In nearly all lessons observed, higher attaining pupils were given tasks suitably matched to their abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall satisfactory. Provision for children in the Foundation Stage is good. The full requirements of the National Curriculum for ICT are not met at Key Stage 2. Across the school, pupils have insufficient opportunities to develop skills associated with design and technology. Insufficient time is allocated to religious education at both key stages.
Provision for pupils with special educational needs	The school makes good provision for all pupils with special educational needs, including those attending the special support classes for pupils with speech and language disorders, or moderate learning difficulties. Provision is well managed by the co-ordinator.
Provision for pupils with English as an additional language	The one pupil with English as an additional language needs no additional support for the acquisition of language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good role models provided by staff, together with clear codes of behaviour, ensure that all pupils develop a good understanding of their moral and social responsibilities. Whilst provision for spiritual and cultural development is satisfactory overall, pupils' awareness of the diversity and richness of other cultures is less well developed.
How well the school cares for its pupils	The school's provision for child protection, together with health and safety aspects of care, is good. With the exception of the good provision made for monitoring academic development within the Foundation Stage, and of pupils with special educational needs, monitoring and assessment procedures are unsatisfactory.

Despite the school's best efforts, the home/school partnership is not yet sufficiently effective to have had a marked impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership. He receives good support from his senior management team and a supportive governing body. The role of subject co-ordinators has yet to be fully developed.
How well the governors fulfil their responsibilities	Governors do not ensure the requirements of the curriculum for ICT are met at Key Stage 2. In all other respects, the governing body meets its statutory obligations. Governors are closely involved with strategic and financial planning.
The school's evaluation of its performance	The headteacher monitors the quality of teaching on a regular basis. However, the school does not analyse data from statutory or other assessments to help determine the need for curricular modification.
The strategic use of resources	Satisfactory. The school makes efficient use of resources to support pupils' learning. Management incorporates the concept of 'best value' at each stage of planning and evaluation.

The school is well staffed to meet the needs of children in the Foundation Stage, for pupils at Key Stage 1 and 2 of the National Curriculum, and those with diverse special educational needs. Accommodation is good and, with the exception of design and technology, resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy coming to school. • Pupils are taught well, expected to work hard and achieve their best. • The school helps pupils to become mature and responsible, and behaviour is good. • The school is well led and managed. It works closely with parents and keeps them well informed. • Parents feel comfortable about approaching the school with a question or a problem. 	<p>No significant concerns were expressed either by the few parents attending the pre-inspection meeting with the Registered Inspector, or by those who returned the parent questionnaire.</p>

Twenty-seven parents returned the pre-inspection questionnaire, and four parents attended the meeting with the Registered Inspector. Several parents wrote letters in support of the school. Inspection evidence confirms the positive views expressed by parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Assessment of children on entry to reception shows nearly all have levels of attainment below those expected for their age; half have levels well below expectation. Children make good progress in their personal, social and emotional development, in communication, language and literacy, and for mathematical development. They make satisfactory progress in all other areas of learning. By the end of the Foundation Stage, around three-quarters achieve the officially recommended learning goals for personal and social development. Whilst two-thirds achieve the expected levels for knowledge and understanding of the world, physical development and creative development, fewer achieve the recommended levels for communication, language and literacy, or for mathematics. As a consequence, many children enter Key Stage 1 with levels of attainment in speaking and listening, reading, writing and mathematics below, and, in some cases, well below those expected for their age.

2. End of Key Stage 1 assessments for 2000, showed overall results in reading, writing and mathematics, each to be well below the national average. When compared with similar schools, based on eligibility for free school meals, results were below average for writing, and well below for reading and mathematics. Teacher assessment for science showed overall results to be well below average. However, of the year group assessed, which included those attending the support unit for speech and language disorders, 40 per cent of pupils were on the school's register of special educational needs; nearly double the national average. Nine per cent of pupils had statements of special needs allocated to them and this had a negative impact on test results.

3. Results of the 2000 assessments for pupils at the end of Key Stage 2, showed attainment in English, mathematics and science to be very low when compared with national averages. Results included those of pupils attending the support facilities for pupils with either speech and language or moderate learning difficulties. Overall, 46 per cent of pupils assessed had special educational needs, with 20 per cent having statements of special needs. When compared with schools with similar free school meals eligibility, results in mathematics were well below average. They were very low for English and science.

4. Over the last five years, results of Key Stage 1 assessments for reading, writing and mathematics have been consistently below national averages. Although slight improvements were shown over the years, there was a marked improvement in all subjects between 1999 and 2000. At Key Stage 2, although there has been a slight year on year improvement in assessed subjects, the rate of improvement falls below that of the national trend. Following a review of pupils' performance, the school's initial focus for improvement has been centred on pupils' speaking and listening skills across the school.

5. At Key Stage 1, 48 per cent of pupils currently in Year 2 have special educational needs, including 9 per cent with statemented provision. Of pupils now in Year 6 at the end of Key Stage 2, 54 per cent have special needs. Twenty per cent, mainly those with speech and language or with moderate learning difficulties, have statements allocated to them. Whilst many pupils with average levels of ability attain standards in line with national expectations, such high proportions of pupils with special educational needs naturally have a marked bearing on overall attainment. Although pupils at both key stages make satisfactory, and, on occasions, good progress, and achieve well, overall standards at the end of each key stage are below average for English; they are well below average for mathematics and science.

6. In English, despite making good progress in speaking and listening skills, standards for the majority of pupils remain below expectations at the end of each key stage. However, at both Year 2 and Year 6, many pupils of average or above average ability, attain in line with national expectations.

7. Although making steady progress in reading, pupils' achievement at the end of both key stages is, overall, below expectations for their age. However, at each key stage, a number of pupils achieve appropriate levels. Higher attainers at Year 6, read a range of challenging texts fluently, with good expression and understanding.

8. Insufficient progress is made in writing at either key stage. This results in below average attainment. Pupils have too few opportunities to write down their own thoughts, or to write at length. Although overall standards in handwriting are below expectation at the end of each key stage, a number of pupils at Year 6 write in a fluent and clear style.

9. Although within lessons, pupils make steady gains in their mathematical understanding, overall achievement is well below that required to meet national expectations at either key stage. Numeracy skills are not used sufficiently in other subjects to support pupils' learning.

10. Whilst at each key stage, pupils carry out a range of scientific activities, and know what makes a test fair, their ability to recount an investigation orally or in written format, is too limited. Although pupils make progress in science, gains made are too few, and standards are well below average at the end of both key stages.

11. In information and communication technology, all pupils make satisfactory progress within lessons, and attainment at the end of Key Stage 1 meets national expectations. However, at Key Stage 2, pupils do not cover the full requirements of the National Curriculum, and standards are below expectations. At both key stages, pupils make insufficient progress in religious education, and, attainment at the end of Years 2 and 6, fails to meet the requirements of the locally agreed syllabus.

12. Across both key stages, pupils make sound progress and meet nationally expected levels of attainment in art, geography, history, music and physical education. At both key stages, pupils' attainment in design and technology is below expectations.

13. Across the school, all pupils, including those attending the special classes for speech and language, or for moderate learning difficulties, have equal access to the curriculum. All pupils on the register of special educational needs have individual education plans that clearly identify realistic, but challenging targets. They make good progress in relation to their prior attainment, and targets within their education plans. In nearly all lessons, higher attaining pupils at each key stage, are provided with suitably challenging work, and make appropriate progress.

14. Having exceeded the targets set by the local education authority for English and mathematics in the 2000 National Curriculum assessments - although they were set at levels below the national average - the school has set challenging targets to ensure that pupils currently in Year 6 achieve their full potential. The school has a positive attitude to raising standards, and the headteacher, staff and governors work together to this common end.

Pupils' attitudes, values and personal development

15. Pupils have good, positive attitudes to school. This represents an improvement over the satisfactory situation reported at the previous inspection. Pupils are interested in, and proud of, their school. Parents unanimously report that their children enjoy school. In lessons, pupils are enthusiastic and keen to contribute. Many, however, have short attention spans and respond better to practical tasks than to lessons involving extended periods of listening. Children with speech and language, and moderate learning difficulties respond well to their teachers, who have a thorough knowledge of their pupils' difficulties. These pupils benefit from small group provision and the positive approach of their teachers. In lessons, they demonstrate a high degree of motivation and a real desire to learn. Pupils persevere and behave well.

16. Behaviour is good. There were four fixed period exclusions, involving two pupils, during the academic year 1999 - 2000. Pupils are lively and friendly, and polite and helpful to visitors. They respect the school's behavioural requirements - such as lining up in an orderly fashion to come into school from play - and they respond well to staff's expectations of good behaviour. At play, pupils are vigorous but good natured; there is no sign of any threatening

conduct or harassment - racial, sexual or for any other reason - towards any group of children. Pupils normally move about the school in an orderly fashion, although on occasions, some run when it would be safer for them to walk. At lunch, they comply with the mealtime supervisors' requirements. School property, premises and resources are treated with respect.

17. Personal development is satisfactory. Most pupils have duties within their classrooms which they carry out with minimal fuss. Older pupils take turns at helping in the youngest children's play area. Pupils look after the overhead projector in assemblies. Older pupils will act upon their own initiative, for example, in asking the visitor if he needs help in finding the person or room he seeks. Younger children will look after the visitor at lunchtime. The annual residential visit helps Year 6 pupils' social development.

18. Pupils' understanding of the impact of their actions upon others is developing. Pupils are beginning to confront issues such as anger through use of drama and personal and social education (PSE) lessons. They are beginning to appreciate others' values and beliefs: for example in a religious education lesson Year 5 pupils treated Islamic artefacts with appropriate respect.

19. Relationships are good at all levels and a strength of the school. Staff treat pupils with respect and value their contributions. Consequently, pupils feel able to venture an answer they are not sure of. Pupils work well in pairs and groups and respond well to the positive role models presented by adults in school.

20. Attendance is unsatisfactory. Authorised absence, at 5.1 per cent is close to the national average for primary schools but unauthorised absence at 1.5 per cent is three times the national average. Punctuality presents problems for some families; a small minority of pupils are persistently late for school.

HOW WELL ARE PUPILS TAUGHT?

21. Overall, the quality of teaching was judged to be satisfactory or better in all lessons observed. It was good in 58 per cent, including 5 per cent very good. This is a significant improvement on the last inspection, when 12 per cent of lessons were judged to be unsatisfactory. All teachers and support assistants work well as a team, sharing good knowledge and expertise. The quality of teaching has a positive effect on pupils' responses and the progress they make. Although pupils attending the school's support classes for speech and language, or moderate learning difficulties are, for the most part, taught in their own classes, at other times, they join lessons with their peer group classes. Through this arrangement, pupils gain from teachers' specific expertise, whilst staff gain a greater knowledge of pupils within the school.

22. Teaching of children in reception was judged to be consistently good. Planning is based on the officially recommended Early Learning Goals⁶. It covers all areas of learning for children in the Foundation Stage, and links well with the early stages of the National Curriculum. This represents an improvement on the last inspection, which stated planning for this age group required improvement. Children are provided with a good range of relevant and interesting experiences. Good knowledge and understanding of the educational needs of the age group are reflected in the preparation and delivery of lessons, and in the careful monitoring of children's performance. Staff co-operate well in providing children with an appropriate balance between teacher directed activities, and those they choose for themselves. The many opportunities created to develop and extend children's language are a marked feature of the good practice observed.

⁶ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of skills, knowledge and understanding that children might be expected to achieve by the time they enter Year 1. There are six areas of learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

23. The quality of teaching at Key Stage 1 was judged to be good or better in 60 per cent of lessons observed, including 7 per cent very good. At Key Stage 2, teaching was judged good or better in 54 per cent of lessons, including 5 per cent very good. No unsatisfactory teaching was observed.

24. With the exception of design and technology, information and communication technology (ICT), and religious education, teachers are secure in their knowledge of subjects taught. Teachers are enthusiastic, and this contributes to positive, well managed classes. On many occasions, pupils' understanding is significantly enhanced by teachers' clear explanations and effective demonstrations. For instance, in an ICT lesson, pupils in Years 5 and 6 were given very clear step by step guidance on how to improve the quality of text by importing pictures they had taken with a digital camera. During a games lesson, the teacher gave pupils in Year 3 a clear demonstration of the routine they were to use as a means to develop the skills of passing and receiving, and of marking and getting free, within ball games.

25. In the most successful lessons observed, at the start of sessions teachers communicate objectives clearly, ensuring pupils understand fully what they are expected to achieve. In nearly all lessons, teachers have suitably high expectations of pupils, provide them with tasks appropriately matched with their ability, and give them good support and reassurance. In a small number of lessons, work is not sufficiently matched for every level of ability within the class. Where this is the case, although pupils make satisfactory progress, they could make more. A notable feature in all lessons is the attention staff pay to good effort.

26. Across the school, classrooms are well organised to promote learning. Teachers were observed using an appropriate range of teaching strategies, including individual, group and whole class teaching, to good advantage. The use of questioning techniques by staff is very effective, and has a positive effect on the development of pupils' learning, particularly speaking and listening skills, which are currently a focus for improvement. The same is true of teachers' encouragement of pupils to use correct vocabulary within subjects. Good examples of both practices occur regularly at the end of lessons, when pupils discuss what they have learnt. During circle time⁷, teachers show sensitive care, control and guidance when they encourage pupils to contribute to a range of issues.

27. Teachers across the curriculum make good use of time and available resources to enhance learning. A good example of the efficient use of time was the clear explanation and instructions given to pupils in Year 2 as they changed for physical education. Lessons have clear objectives that build on previous learning. Nearly all start with a recap of what pupils have learnt earlier, and how this is to be developed within the session. A significant contribution to the effective teaching observed, came from the school's team of support assistants. They work in close partnership with teachers to enhance pupils' learning. Teachers ensure all those working with them have a clear understanding of the objectives, methods and resources to be used. Pupils respond well to the support given. Staff have built good relationships with pupils, and behaviour is good. Inspection evidence confirms parents' views that staff know pupils and their needs well, and that teachers plan for them accordingly.

28. Teaching for all pupils with special educational needs is good. This is the case whether pupils receive in-class support, or more specific provision related to speech or learning difficulties. Analysis of teaching within the specific support classes, shows teaching to be good in 90 per cent of lessons observed, including 10 per cent very good. The remainder is satisfactory. Individual education plans relate well to the needs of the pupils for whom they are written. Staff use these plans well to meet specific needs. Teachers give clear instructions, and use praise constructively. As a result of their effective support, pupils make good progress in relation to prior attainment. The school provides satisfactorily for its higher

⁷ In these lessons, pupils sit in a circle, and through agreed rules, have the opportunity to speak and listen to each other talking about issues that concern all of them.

attaining pupils. In most lessons, pupils are set suitably challenging tasks, appropriately matched with their ability.

29. Teaching of the daily literacy hour was judged to be good in 81 per cent of lessons observed; the remainder were satisfactory. Sessions are well planned, with clear objectives. Interesting activities are provided, and good use is made of end of lesson discussion time. Lessons are characterised by the enthusiasm of teachers, expressive and sensitive reading and leading of stories, and skilled questioning to ensure pupils understand text. The quality of teaching for the daily mathematics lessons was judged as good or better in half the lessons observed, including 17 per cent very good. The rest were satisfactory. Lessons are well planned with sequenced activities to reinforce pupils' understanding of the concepts taught. However, on occasions, insufficient rigour and emphasis is given to the introductory mental and oral part of the lesson. Pupils are not always provided with enough challenge, nor given sufficient opportunity to explain how they arrived at their answer.

30. Day to day planning is good. Teachers make satisfactory use of ongoing assessment to help them plan what is to be taught next. A range of policies and schemes of work help teachers plan the systematic development of pupils' skills, development and understanding. Teachers make appropriate use of homework throughout the school; the amount and challenge of work set is suitably matched to the age and capabilities of pupils concerned. However, whilst teachers give pupils good oral feedback during lessons, the quality of written marking is inconsistent. On many occasions, pupils are given no guidance as to what they must do to improve.

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

31. The school provides a good programme of studies for children in the Foundation Stage. It covers all areas of learning, and links well with the early stages of the National Curriculum. The well planned curriculum provides a good range of learning opportunities for children's personal, social and emotional development and places a strong emphasis on developing literacy and numeracy skills. Most children enter the reception class with poorly developed speaking and listening skills, and the curriculum provided gives good opportunities for them to develop these. The issues identified in the previous report, relating to planning for this age group have been addressed and the curriculum is now based firmly upon the needs of this age group.

32. For pupils in Key Stages 1 and 2, the school provides a relevant curriculum that includes all subjects of the National Curriculum and religious education. However, the school does not meet the statutory requirements of the National Curriculum for information and communication technology (ICT). Further shortcomings lie in the fact that insufficient time is given to the teaching of religious education and design and technology; and this gives a slight imbalance to the curriculum.

33. Sex education, drugs awareness and health education are suitably covered as part of the science curriculum, which includes the school's personal, social and health education programme. The school pays particular attention to raising pupils' self esteem and confidence through discussions, which are designed to improve speaking and listening skills. The provision for extracurricular activities is satisfactory overall, based mainly on sporting and musical activities, such as football, cricket and choir.

34. There are policies and schemes of work provided for all subjects, but many policies require revision and updating. Not all policies are followed sufficiently: such as the school's handwriting policy. However, improvements have been made since the last inspection, as in the weakness in planning for average and above average attaining pupils that was identified in the last report. The school has since adopted the Qualifications and Curriculum Authority's guidance for subjects; this is helping staff plan more effectively for pupils of all abilities. Whole school planning formats are in place for long, medium and short term planning, but for

some subjects, such as ICT, religious education, and design and technology, these are followed insufficiently. Improvements have been made to the roles of subject co-ordinators with only one having responsibility for each subject's development instead of more than one as at the time of the last inspection. However, monitoring the subjects of the curriculum is still underdeveloped, except for literacy and numeracy.

35. The school has implemented the National Literacy and Numeracy Strategies satisfactorily. The planning for the literacy hour is consistent across classes and is sufficiently rigorous in addressing the needs of pupils of differing abilities, particularly average and higher attainers. However, although some lessons exceed the hour, there is insufficient time given to developing pupils' writing skills. The need to improve standards in pupils' writing skills and in English overall has been identified by the school for improvement. The use of the numeracy strategy is providing a consistent framework for teachers to plan from across the school, but its impact on supporting the raising of standards further is less secure. Raising standards in numeracy is a key aim of the school.

36. The school's provision for equal opportunities for pupils in terms of gender and access to the curriculum is satisfactory. The curriculum for pupils with special needs is good overall. Pupils are offered full inclusion wherever possible. Provision of individual education plans in line with the code of practice is good. Procedures are well monitored to ensure that pupils receive appropriate work. In almost all lessons, work is closely linked to the individual needs of the pupils. Occasionally there is insufficient awareness of needs, and progress dips. Good use is made of ICT in the special needs classes to support literacy. Pupils are encouraged to use computers and digital cameras to support their work. Because teachers in the special needs classes teach work from earlier years, pupils are able to access it and make gains in learning.

37. The school has sound links with the community through local churches and various organisations. Church groups take assemblies, and members of the local Rotary club regularly hear pupils read. Satisfactory relationships are established with partner institutions. The school is involved in ongoing liaison with other schools regarding some pupils' needs and through the organisation of students to help in classes as part of their studies, as when pupils visit and use a nearby school's swimming pool, and receive additional support from senior students.

38. The school makes sound provision for the spiritual and cultural aspects of pupils' personal development, and ensures good provision for their social and moral development. Whilst overall provision is not as strong as reported in the previous inspection, the good provision for moral and social development makes a significant contribution to pupils' good attitudes, behaviour and relationships.

39. Provision for pupils' spiritual development is satisfactory. The school fulfils the requirements to provide daily acts of worship. In these assemblies, often taken by visiting ministers or music groups, pupils have opportunities to reflect on their own lives and on the lives of people from the stories they hear. For example, during an assembly, pupils listened to the Bible story of how David became king. They listened well and enjoyed the dramatised presentation. Work in religious education provides appropriate support for spiritual development. Pupils consider beliefs, both Christian and other faiths, together with discussion about prayer, holy books and places of worship.

40. Provision for the moral development of pupils is good. Teachers know pupils well and provide a strong pastoral programme of support for them. Good behaviour strategies are in place which help pupils learn how to manage their own behaviour. Pupils know and understand the sanctions that are in place, and regular discussion times help them to understand how to behave in lessons and around the school. Pupils learn right from wrong in a variety of ways. Assemblies often follow a moral theme, with stories linking with aspects of moral behaviour. For example, during an assembly pupils listened to the story of the Good Samaritan and discussed the moral issues involved in helping others and caring for people.

During circle times pupils are encouraged to talk about their own difficulties. They share their worries and concerns about different moral issues so that problems can quickly be resolved.

41. Provision for the social development of pupils is good. Older pupils are encouraged to take care of younger ones. They often read to them, join them for outdoor play, and monitor them during lunchtimes to ensure that they feel secure. Pupils are encouraged to share and take turns in class, and many good opportunities are created in which they develop positive, social relationships. For example, in Years 5 and 6, pupils were observed taking part in an activity in which they were blindfolded and had to rely on their partner to guide them around. This helped to build trust and effective team spirit. Teachers create many opportunities in which pupils are encouraged to work closely together. The range of extracurricular activities helps to build friendships and social awareness. As they move through the school pupils are offered the opportunity to undertake residential trips. These foster good relationships and social behaviour.

42. The provision for pupils' cultural development is satisfactory overall. Within subjects, such as history and art, pupils learn about different cultural influences, and about the lives and culture of people from other countries and from the past. For example, Class 1 pupils have undertaken a study of life in Africa. They made their own class book and have been involved in many cultural experiences during an 'Africa Day'. Pupils across the school learn about those in other countries who are not as fortunate as themselves, as they collect for charities such as 'Children in Need'. Although at times, pupils listen to people from different cultures who talk about their experiences, these opportunities are infrequent, and the school has yet to develop a programme to support pupils' appreciation of the richness and diversity of cultures other than their own. This area of provision was a weakness at the time of the last inspection, and it remains so.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Insufficient attention has been given since the previous inspection to developing procedures for assessing pupils' attainment and progress. The school has identified that the assessment policy needs to be urgently revised to identify clearly issues to be addressed. Currently there are no systematic agreed procedures for assessment and record keeping in any curriculum subject. It is therefore a complex task to track what pupils have been taught and even more difficult to identify what pupils know, understand and can do in all subjects.

44. Most pupils' work is marked regularly but the quality of teachers' marking is inconsistent and targets to help pupils improve are rarely identified. Since the last inspection portfolios of annotated and levelled work have not been updated, and, as a consequence, some teachers are insecure when assessing pupils' attainment. The school has not effectively identified how best to use the results of the statutory end of key stage assessments or the optional tests given at Key Stage 2 to target individual pupils' learning. The headteacher has regular classroom visits to monitor teaching and intends to provide further opportunities for subject co-ordinators to monitor and moderate assessment in their subjects.

45. Assessment and monitoring procedures for pupils with special educational needs are good. Teachers in the units undertake regular assessments to inform teaching as well as standardised regular testing in English. The co-ordinator regularly monitors mainstream special educational needs and advises staff.

46. The school has good procedures for child protection and ensuring pupils' welfare. The headteacher is the designated person for child protection purposes; in addition, the deputy head has been appropriately trained. The school enjoys very good relations with social services and other social work agencies. All staff, including support staff, are aware of the steps to be taken when cases of concern arise. A member of the governing body has a specific responsibility for health and safety and a member of staff is the health and safety representative. All necessary health and safety procedures, including safety inspections of

equipment and apparatus, fire drills, arrangements for dealing with first aid and meeting pupils' medical needs are in place.

47. The school is, in the broadest sense, a caring community. It goes to some trouble to provide for the needs of its pupils - such as setting up the Breakfast Club. The headteacher and his senior staff spend much time dealing with the personal difficulties of pupils and their families. Staff know their pupils well, and have a good understanding of their problems. This knowledge, together with the good relationships between staff and children, ensures that pupils' personal development is satisfactorily, albeit informally, monitored.

48. There are good procedures for monitoring and improving attendance. The previous report observed that attendance registers were not consistently maintained. That deficiency has been corrected. Registration is carried out promptly and efficiently and registers are consistently maintained. Attendance information is held on the school computer and reports showing persistent absentees and latecomers are produced for the headteacher and education welfare officer. When a child is unexpectedly absent, the school telephones the home. The headteacher personally keeps a monthly check on attendance matters. Pupils who arrive after assembly are recorded as being absent without authorisation. The school's firm line on attendance and punctuality accounts, in part, for the high level of unauthorised absence.

49. Procedures for promoting positive behaviour are good. The school's behaviour policy is based upon improving discipline through raising pupils' self esteem. Pupils are introduced to the school's behavioural expectations at an early stage. Clear expectations, predictable routines and a consistency of approach underpin the behaviour policy. Staff are understanding and supportive whilst insisting on the required standard of conduct. Sanctions and rewards are administered fairly. Older pupils discuss class rules and sign up to classroom behaviour contracts. Personal and social education lessons are used to help pupils confront matters such as bullying and support anger management. Parents support the school's approach to behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school works hard at establishing and maintaining contact with parents. Regular informative newsletters, written in parent friendly language, are sent home. Good notice is given of school events. Parents are welcome to attend school functions. Whilst parents generally support events which involve children, such as Christmas drama productions, attendance at more formal meetings is so small as to be virtually non-existent. For example, two parents (both parent governors) attended the governing body's annual report meeting and four parents attended the pre-inspection meeting. The headteacher, recognising that many parents lack confidence in dealing with what they may perceive as 'officialdom', does not expect parents wishing to see him to make appointments. Recognising, too, that many parents themselves had unhappy experiences of education, the school has organised courses on 'Understanding how children are taught' and 'Coping with Kids'. These courses have taken place in the afternoons, finishing when school finishes, and crèche facilities have been provided. Nonetheless, the response has been disappointing. The school consulted parents about the terms of the home/school agreement.

51. The quality of information for parents is good. Parents receive an easy to read informative prospectus, with additional information for parents of children with speech and language and moderate learning difficulties. The reception class teacher maintains contact with various local pre-school groups and makes home visits to all children as they start school. Pupil reports are satisfactory; targets for improvement are set and reports focus upon the child's personal development and attitude to learning. Additional reports are provided for pupils in the specialist classes.

52. There are good links with the parents of children with special educational needs. Parents are fully involved in the target setting process, and twice yearly meetings are held to discuss progress. Pupils' individual education plans are sent home to ensure full parental involvement in their children's education.

53. Parental involvement in school in general, and in pupils' learning, is unsatisfactory. Parents have the opportunity to hear their children read at home and to make comments in the child's home/school reading record. However, few do so. Very few parents volunteer to help in school and there is insufficient support for a formally constituted parent-teacher association. There is, however, an informal support group consisting mainly of parent governors and staff.

54. Parental views of the school are very positive. Support is particularly strong amongst parents of children with special educational needs. All those who responded to the pre-inspection questionnaire considered teaching was good. The headteacher's 'open door' approach was appreciated, as was the provision of extracurricular activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher provides effective leadership. He sets a clear direction for the school's development, based on his awareness of the needs of pupils. He receives good support from the senior management team, and a hard working staff, who, along with the governing body, have a commitment to providing quality education. This has resulted in the school having a clear set of aims and values that are reflected in its day-to-day life. In line with their stated aims, staff and governors have established a positive and caring ethos that supports and promotes pupils' learning.

56. Together with the governing body, the headteacher manages the school well. Day to day management and organisation are good. Roles and responsibilities are well defined and staff have specific management responsibilities that support the school well. Written communication, regarding all aspects of school life is regular and informative. This aspect of management is undertaken well. The school has responded well to the recommendations of the last report to refine its over complicated management structure regarding management of subjects. Each subject or aspect of school life is now co-ordinated by one teacher, compared with several as was the case previously. However, with the exception of the co-ordinators for English and mathematics, staff have played little role in the management and development of their subject, or in monitoring the quality of teaching. Whilst the headteacher monitors the quality of teaching across the school, evaluation and analysis of assessment data has not been used sufficiently to determine future curricular modification or provision.

57. There is regular and productive communication between the headteacher and chair of governors. Committees covering a range of management areas meet regularly. Individual governors are now linked with specific subjects and have begun to visit school to observe 'their subject' being taught across the school, in order to develop further their understanding of the school's provision for the National Curriculum.

58. The preparation of the school development plan is well managed, with governors and staff successfully involved. The resulting document is clear, well structured and, in contrast to the findings of the previous inspection, clearly states the criteria that will be used to evaluate success. However, although the plan is a useful tool for school improvement, it does not state in sufficient detail, the specific actions to be taken, in order to achieve each of its targets.

59. The requirements of the National Curriculum for information and communication technology (ICT) are not met at Key Stage 2. In all other respects, the governing body meets its statutory obligations fully, including the requirement for a daily act of collective worship. The school complies with requirements relating to the Code of Practice for the identification

of pupils with special educational needs, and ensures equality of access to the curriculum for all pupils, including those attending the support classes for speech and language disorders, or for those with moderate learning difficulties. The school has a helpful special educational needs policy that conforms with the requirements of the Code of Practice, and informs the management of special needs provision. This is well managed by the co-ordinator, who liaises effectively with teachers and support staff.

60. The governors have given high priority to retaining the good staffing ratios of both teachers and learning support assistants since the last inspection. This has a positive impact on pupils' learning, particularly for those with special educational needs who benefit from generous staff allocations in the learning units. Overall, teachers have appropriate qualifications and range of experience to meet the requirements of the National Curriculum. However, many teachers need more training to increase their subject knowledge and confidence in the teaching of ICT, religious education and design and technology. The headteacher has identified that professional development of staff needs to be more closely linked to priorities identified in the school development plan, and has arranged for all teachers to have training in ICT. Since the last inspection satisfactory new procedures have been introduced for performance management and the induction of newly qualified staff to the school. The large number of support staff work in effective partnership with teachers. They are well deployed and highly valued. Mealtime assistants make a major contribution to pupils' behaviour at lunchtimes. Administrative staff are efficient and contribute to the smooth running of the school. The caretaker is co-operative and helps with minor repairs and maintaining the grounds.

61. Accommodation in the school is good and allows the curriculum to be taught effectively. However, many of the temporary classrooms are shabby and in a poor state of repair. Outside provision includes an extensive playing field, environmental areas, hard surface areas, and adventure playgrounds. This has a significant impact on pupils' learning in subjects such as science and physical education. Whilst resources for learning are satisfactory overall, the unsatisfactory provision for design and technology restricts pupils' learning.

62. The standard of financial planning and management, together with that of financial control is sound. The last audit of the school's financial management systems, undertaken on behalf of the local authority, raised very few minor recommendations for improvement; they have since been addressed. Governors are closely involved in budgetary matters, and all expenditure, including funding for general and specific educational needs, and for staff training, is carefully targeted and used appropriately. Governors set up a suitable contingency fund to help maintain staffing levels whilst families and pupils were relocated during the rebuilding of the surrounding housing estate. However, the rate at which families have returned has been slower than originally projected, and finances require a reduction in teaching staff for September 2001.

63. The school's unit cost per pupil is above average, and includes expenditure to provide well staffed, smaller than average sized classes for pupils with specific educational needs. However, when taking into account: attainment on entry, and value added in terms of pupil achievement; the quality of the school and the education it provides; the effective deployment of staff and use of resources, Studley Green Primary School gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to achieve their overall aim of 'raising standards in English, mathematics and science', governors, headteacher and staff should now:

- Develop further the school development plan, to show more clearly the prioritised, detailed and specific actions to be taken, in order to raise pupils' attainment;

- Improve assessment in order to monitor pupils' progress effectively;
- Make use of analysis of National Curriculum and other assessments, to modify and improve curricular provision, and set targets for pupils' learning;
- Devise and implement a marking policy to ensure pupils are given clear information as to how improve their work;
- Develop further the programme of monitoring the quality of teaching and learning across the school, and to develop the role of subject co-ordinators, to involve them effectively in this process, as well as in relevant decision making.

(Paragraphs: 4, 5, 9, 10, 30, 34, 35, 43, 44, 56, 58, 76, 80, 81, 83, 85, 90, 95, 96, 105, 110.)

Raise standards in writing further by:

- Providing regular timetabled opportunities for pupils to write at length, and to draft and redraft their work;
- Encourage pupils to use their imaginations and to apply what they have been taught about punctuation and grammar in their writing;
- Improve pupils' handwriting, punctuation and organisation of their work.

(Paragraphs: 8, 20, 35, 76, 77, 81, 83, 114, 138.)

Raise the level of attainment in information and communication technology (ICT) at Key Stage 2 by:

- Ensuring the requirements of the National Curriculum are met;
- Covering all elements of the curriculum in sufficient depth;
- Providing sufficient opportunities to use ICT across the curriculum, particularly in mathematics and science;
- Improving teachers' expertise and confidence in the use of ICT, through the provision of in-service training.

(Paragraphs: 11, 24, 32, 34, 59, 60, 77, 87, 95, 99, 117, 119, 120, 121.)

Raise standards in religious education across both key stages by:

- Improving the balance of the curriculum, by allocating more time to the subject;
- Improving teachers' expertise and confidence through in-service training.

(Paragraphs: 24, 32, 34, 60, 136, 139.)

Raise pupils' attainment in design and technology at both key stages by:

- Providing more opportunities for pupils to develop skills;
- Improving teacher confidence in subject knowledge;
- Improving resources to support pupils' learning.

(Paragraphs: 12, 24, 32, 60, 61, 103, 105.)

The following minor issues should be considered for inclusion in the governors' action plan:-

- Improving the provision for pupils' cultural development; enabling pupils to gain a greater knowledge, understanding and appreciation of the richness and diversity of cultures other than their own.

(Paragraphs: 42, 137.)

- Maintaining the high profile already given to raising levels of attendance.

(Paragraph: 48.)

It is acknowledged that the school has already identified several of the issues raised, and is in the process of developing suitable action plans to address them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

62

Number of discussions with staff, governors, other adults and pupils

32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	53	42	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	208
Number of full-time pupils known to be eligible for free school meals	83
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	38
Number of pupils on the school's special educational needs register	107
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	21
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.2

Unauthorised absence

	%
School data	1.5
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
	2000	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	13	14	13
	Total	24	24	23
Percentage of pupils at NC level 2 or above	School	69 (44)	69 (44)	66 (44)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	12
	Girls	12	11	13
	Total	21	22	25
Percentage of pupils at NC level 2 or above	School	60 (44)	63 (44)	71 (44)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	16	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	7	7	7
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	43 (43)	43 (40)	43 (48)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	11
	Girls	7	7	7
	Total	16	19	18
Percentage of pupils at NC level 4 or above	School	35 (43)	41 (48)	39 (50)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	16.5
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	231

Financial information

Financial year	1999 / 2000
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	£
Total income	614412
Total expenditure	630151
Expenditure per pupil	2648
Balance brought forward from previous year	69524
Balance carried forward to next year	53785

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	67	30	4	0	0
Behaviour in the school is good.	56	37	4	0	0
My child gets the right amount of work to do at home.	59	30	7	4	0
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	67	26	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	74	19	0	4	4
The school expects my child to work hard and achieve his or her best.	85	11	0	0	4
The school works closely with parents.	63	30	0	4	4
The school is well led and managed.	67	22	4	0	7
The school is helping my child become mature and responsible.	62	35	0	4	0
The school provides an interesting range of activities outside lessons.	32	36	8	0	24

Due to rounding percentages may not total 100.

Summary of parents' and carers' responses

Several parents wrote letters in support of the school. Together with the few parents who attended the parents' meeting with the Registered Inspector, they commented on the good quality of care and support provided. The findings of the questionnaire reflect the feelings of the parents' meeting in giving strong support for the school. Parents agree the school promotes good standards, values and attitudes. They are pleased behaviour is good, and that their children enjoy coming to school and make good progress.

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

65. Currently, eleven children are in the reception year of the Foundation Stage. They share a class with a very small number of pupils from Year 1. Children enter reception at the start of the school year in which they become five. Very few attend pre-school groups. Assessment on entry shows nearly all have levels of attainment below those expected for their age; half have levels well below expectation. The school makes good provision for its young children. By the time they leave reception, around three-quarters achieve the officially recommended learning goals for personal, social and emotional development. Whilst two-thirds achieve the expected levels for knowledge and understanding of the world, physical development and creative development, fewer achieve the recommended levels for communication, language and literacy, and mathematics. As a consequence, a significant number enter Key Stage 1 with standards below, and, in some cases, well below those expected nationally for their age.

Personal, social and emotional development

66. Children's progress in personal, social and emotional development is good. Staff are extremely sensitive to the needs of children in their early years of schooling. They have successfully created a happy and purposeful atmosphere where children settle quickly into the routines of school. Children work together in a friendly and supportive manner. They take part in a variety of self chosen and adult led activities, and handle resources with increasing care. They are well behaved, and sustain concentration when working with others. Children make choices from a range of activities available, share and take turns. For example, they work well with each other in role-play, on the computer, and in outdoor play activities. Children relate and respond well to adults. They follow instructions, listen to what they are told, and begin tasks eagerly. Children show increasing sensitivity to the needs of others, and, at times, show pleasure in friends' successes as well as their own. The several food technology activities provide children with opportunities for observation, language development and preparation skills, together with an awareness of the importance of washing hands before handling food.

Communication, language and literacy

67. Children make good progress in this area of learning. They have many opportunities to speak and listen to adults and to each other, in groups or as a class. Whilst they demonstrate growing confidence when answering questions, many are still hesitant speakers with a limited vocabulary. Children come to recognise and read their names through a variety of activities, as when after having made their choice of activities, they collect and place their name cards on the 'independent activity' boards. Many develop sound book skills. They enjoy sharing books, and handle them with increasing care, knowing that text conveys a message, and that it is read from left to right. Many recognise letters of the alphabet, and associate sounds with letters. Through carefully chosen stories, children begin to recognise an increasing number of words in familiar contexts. Most understand the terms 'author' and 'illustrator', and correctly explain what each does. Children carry out 'pretend' writing as part of their activities in their writing area, where they make lists, write cards and take down telephone messages. As part of the week's theme, 'Goldilocks and the Three Bears', children write letters from Goldilocks to the bears to apologise for her actions in their cottage. They learn the correct way to shape letters, and copy examples of writing with increasing control.

Mathematical development

68. Mathematical development is good. Children recognise and count numbers to ten, many to 20 and beyond. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce understanding. Through a variety of carefully directed activities, children develop their understanding and capability regarding addition and subtraction. They sort objects in a variety of ways: for example by colour, shape and size; by threading objects and repeating patterns. Children use correct mathematical language for simple shapes, and compare measurements such as 'more than' and 'less than'. They arrange objects in size order, and develop an awareness of capacity and volume through regular play tasks with sand and water. In so doing, they use quantitative words such as 'empty' and 'full'.

Knowledge and understanding of the world

69. Children make sound, and, on occasions, good progress in developing knowledge and understanding of the world. They observe and discuss weather, and understand why we wear different types of clothes for each season. They learn about different forms of homes and housing, and identify features of their immediate locality. Children understand the difference between living and non-living things; they know and name different parts of the body. Their awareness of chronology, and how we change as we grow, is helped through them making books, 'All about myself'. Children explore the textures of different materials, conduct simple investigations to discover which are waterproof and which are not. They decide which is the most suitable to use when making an umbrella for Teddy. Children operate computers with growing confidence, and use the keyboard and mouse to control, colour and move items on screen.

Physical development

70. Progress in physical development is satisfactory. Children make sound progress in their fine manipulative skills. They handle tools, scissors, paint brushes, construction kits and malleable materials safely, and with increasing control. In outdoor structured play, children make thoughtful use of a range of equipment to ride, balance, tunnel and explore. They work well in pairs to improve their skills of throwing, catching and kicking large balls. In all activities, children demonstrate growing confidence, together with a willingness to share and take turns.

Creative development

71. Children's progress in creative development is satisfactory. They use a wide range of media to draw, paint, print and make models. Children create small imaginary environments, and act out scenes in them, exploring ideas and feelings. They have good opportunities for structured role-play. During the inspection, children in costume, acted out the role of the three bears in the home corner, which, for the week had been transformed into the three bears' cottage. Children enjoy singing songs from memory, and performing actions to music. They sing enthusiastically and tunefully, and, as with their playing of percussion instruments, with a developing sense of rhythm.

72. The quality of teaching was judged to be good in all lessons observed. As recommended by the last inspection, curriculum planning for this age group now relates to the requirements of the Early Learning Goals as recommended by most recent guidance. All activities are carefully planned, and focus clearly on learning outcomes. Adults use conversation and questions well to draw out children's ideas and develop their confidence. All adults understand the content and desired outcomes of the activities they supervise. This clarity of purpose makes a significant contribution to children's progress. The needs of all children are met well. Expectations of children's performance are suitably high, and a positive classroom ethos creates an environment in which children are encouraged to make progress.

73. Provision for children in the Foundation Stage is well managed. Good procedures are in place to support children's induction into school. A helpful policy and scheme of work

supports planning for the six areas of learning. A thorough assessment of children's skills and understanding is carried out shortly after they join the school. Information from this is then used to inform subsequent planning and teaching. Children's development in learning is aided by careful observations and record keeping, and ongoing assessment.

ENGLISH

74. At the time of the last inspection, standards were reported to be broadly average, but unsatisfactory in speaking and listening at Key Stage 2. It was further stated that insufficient challenge was provided for pupils of average ability. There is now greater challenge provided for pupils of average ability, and these pupils attain as expected. Although improvements have been made, standards in speaking and listening remain below expectation for the majority of pupils.

75. Results of the end of Key Stage 1 assessments for 2000 showed standards in reading and writing to be well below national averages. Whilst results for writing were below those of similar schools, they were well below for reading. At Key Stage 2, results for English were very low when compared with either national averages or similar schools. Of the group assessed, 40 per cent of those at Year 2 were on the school's register of special educational needs. This proportion rose to 46 per cent at Year 6. A third of pupils within Year 6 had statements of special educational needs. Although for the last five years, standards have been below average at both key stages, there has been a gradual improvement. Although set at a level lower than the national average, the school exceeded its target for pupils in the end of Key Stage 2 assessments for 2000.

76. Inspection evidence indicates standards at the end of the present Year 2 and Year 6 are below expectations for the majority of pupils in reading and writing. Assessment on entry to the school shows nearly all pupils have attainment in communication, language and literacy below, and in many cases well below, expectations for their age. Despite making good progress, the large majority enter Key Stage 1 with standards below, and, in some cases, well below the expected levels. Of pupils currently in Year 2, nearly a half have special educational needs. Of those in Year 6, over a half are on the school's register of special needs. Both groups have a high proportion of pupils with statements for either speech and language, or moderate learning difficulties. Pupils at both key stages made satisfactory, and on occasions, good progress within lessons observed, and pupils of average ability often attain standards in line with national expectations.

77. Although standards are below average, in lessons observed, pupils made good progress in developing their skills of speaking and listening, and reading. In these lessons, work as part of the literacy hour, was focused on word, punctuation, grammar and sentence work, and in developing reading, and speaking and listening skills. In contrast, standards and progress in writing are unsatisfactory. Evidence from a review of work in pupils' books shows unsatisfactory progress over time in translating what has been learnt in lessons into writing at length, or for a range of purposes. Pupils' ideas for imaginative writing are insufficiently developed and writing linked to other subjects, such as history is limited in range and content. There is too little evidence that pupils have been given sufficient time to draft and redraft their ideas for writing to produce a finished piece of work. The use of information and communication technology for developing word processing and editing skills is underdeveloped.

78. Pupils with special educational needs make good progress towards their individual learning targets. Pupils are well supported in their lessons and given good encouragement by teachers to succeed in all activities, including drama and role-play. These pupils attain in line with their abilities and the targets identified in the individual learning programmes designed for them.

79. The school has placed much emphasis on improving pupils' speaking and listening skills through discussions in literacy lessons, drama activities and circle time. For the

majority of pupils, standards in speaking and listening remain below expectations by the end of both key stages. However, pupils make good progress overall in speaking and listening to their teachers and others, and this results in pupils of average or above ability attaining in line with national expectations. Teachers question pupils carefully, and although pupils find answering questions based around specific learning more difficult, their ability to answer questions that are more general is good.

80. At the end of both key stages, for the majority of pupils, standards in reading are below expectation. However, a proportion of pupils in Years 2 and 6 attain average, and particularly at Key Stage 2, above average levels. Pupils' progress in developing reading skills is fostered well by teachers within the literacy lessons observed, and progress is satisfactory overall. At Key Stage 1, pupils combine their knowledge of letter sounds with a satisfactory memory of basic words. By Year 2, pupils read simple poems for enjoyment and are keen to share these with adults. For example: pupils delighted in reading out 'tongue twisters' and 'funny' poems to adults. At Key Stage 2, most pupils progress to reading a range of information books as well as story books, but the content is often too limited and the standard is below that which is expected for the majority. However, by Year 6 higher attaining pupils read a range of storybooks fluently, with good expression and understanding. Pupils make limited use of the school's library for independent learning and research, although books are made available in classrooms for this purpose.

81. At the end of Year 2 and Year 6, standards in writing for the majority of pupils are below those expected nationally for their age. Progress in writing is unsatisfactory overall, although it is slightly better in literacy lessons when the focus is on sentence work related to grammar and punctuation exercises. However, the use of capital letters, full stops and basic punctuation and spelling in writing is variable across the school, with much work below average. Pupils' imaginative writing skills are limited, and insufficient opportunities are provided for pupils to write at length. Standards in handwriting are below what is expected for their age; some pupils use a good style of joined writing, whilst for others individual letters are barely formed correctly. By the end of Key Stage 1, pupils write simple poems and word process their results. At Key Stage 2, pupils write simple book reviews and by Year 6 they have progressed to writing letters of complaint about a number of issues.

82. The quality of teaching in lessons observed was judged to be good overall, making a positive impact on pupils' learning. All teachers make effective use of the literacy hour to promote skills in speaking and listening, word work for reading, and grammar, punctuation and sentence work for writing. A strong emphasis is placed on oral responses throughout with less emphasis on writing correctly or with imagination. Teachers have good control and manage pupils well. Their lessons are well organised with suitable pace and a useful plenary. Teachers motivate pupils very well and this results in good attitudes to learning. Pupils are confident to give replies to teachers' questions and teachers do much to encourage the development of listening skills. Pupils make good gains from the plenary sessions and listen to each other's answers with respect.

83. The management of the subject is sound overall. The co-ordinator and literacy governor ensure the literacy hour has a high profile in the school. Development and use of the literacy hour, together with monitoring of the quality of teaching has been undertaken across all classes. Much is being accomplished to improve standards in speaking and listening, including the use of drama and role-play. However, although raising overall standards in English is an aim of the school's development plan, the precise details of how this is to be accomplished, are not always identified; as for instance how improvements in writing are to be achieved. Although assessment information is used to aid planning, the use of marking to help pupils improve is insufficiently developed. Whilst resources for teaching literacy are sufficient and of good quality, insufficient use is made of the library to promote reading skills. Pupils are provided with suitable opportunities to develop their spiritual, moral, social and cultural understanding through the appreciation of stories and poetry.

MATHEMATICS

84. At the time of the last inspection, standards in mathematics at the end of both key stages were reported to be broadly in line with national expectations. However, since then, the proportion of pupils with special educational needs has increased significantly. In the end of Key Stage 1 assessments for 2000, standards were very low in comparison with national averages, and well below the results of similar schools. Of the year group assessed, 40 per cent were on the school's register of special educational needs, with 9 per cent having statements of special needs allocated to them. Results for Key Stage 2 assessments showed standards were well below national averages and those of similar schools. Forty-six per cent of pupils assessed had special educational needs with 14 per cent having statements for their special needs.

85. Inspection findings indicate attainment of pupils currently at the end of both key stages, is well below average. However, of the current group of pupils at Year 2, 48 per cent have special educational needs, with 9 per cent having statements allocated to them. Fifty-four per cent of pupils in Year 6 are on the register of special educational needs, with 20 per cent in receipt of statemented provision.

86. The school's introduction of government funded 'booster' classes in Year 6 is beginning to have a positive impact on raising standards, particularly for higher attaining pupils. In the main, pupils of all abilities are provided with work suitably matched to their abilities, and make satisfactory, and, on occasions, good progress in lessons. However, on a small number of occasions, higher attainers are not challenged sufficiently. Although the National Numeracy Strategy has successfully been introduced, sufficient attention is not always given to improving mental computation and fact retention as part of numeracy. Pupils with special educational needs in the designated classes benefit from working within small groups and having generous adult supervision; consequently they make good progress in their learning.

87. By the end of Key Stage 1 most pupils can add and subtract to 20. Higher attainers competently order numbers to 100 and partition two digit numbers. Most pupils recognise and use centimetres, and capably measure in metres. However, the majority of pupils find difficulty in estimating length accurately. Many pupils identify objects more and less than one kilogram but have limited mathematical vocabulary trying to explain their findings. By the end of Key Stage 2, pupils have extended their knowledge of numbers and measurement. Higher attainers select the correct mathematical operation to solve real life problems and can check their answers by inverse operations. Many less able pupils do not know number facts by heart but make satisfactory progress using smaller numbers. Most pupils have a basic understanding of fractions, but many become confused when using more complicated decimals or percentages. Many use two figure co-ordinates to draw different shapes on squared paper and know the properties of regular two-dimensional shapes. They calculate the area and perimeter of shapes, and produce block, line and pie charts to illustrate a range of information they have gathered. However, insufficient use is made of information and communication technology to support the learning of most pupils.

88. The majority of pupils have positive attitudes towards mathematics, especially in lessons where teaching is good. Pupils' attitudes and responses have improved since the last inspection where they were reported to be variable. Most pupils, including those with special educational needs from the units, enjoy learning, and are keen to succeed. Pupils' behaviour in the classroom is good. Pupils work well individually or in groups and have positive relationships and respect for their teachers and others.

89. The quality of teaching observed was judged to be good in half the lessons observed, including 17 per cent very good. The remainder was satisfactory. In the best lessons learning was effective because pupils were well motivated, provided with interesting and challenging tasks, and the pace of lessons was brisk. Where teaching and learning was less effective, pupils were not fully challenged, and the pace of lessons was not maintained. In a small number of lessons observed, not enough attention was given to using and applying mathematics for activities such as problem solving.

90. As identified in the previous inspection, assessment procedures are underdeveloped throughout the school. End of key stage assessments and optional test results are not sufficiently analysed to modify curricular provision, nor to target individual pupils' learning. The marking of pupils' work is inconsistent; insufficient information is given to pupils as to how to improve their work. The co-ordinator is knowledgeable and enthusiastic and provides good support to staff. However, the monitoring of teaching and learning is not sufficient to raise standards of mathematics across the school, and numeracy skills are not used enough within other subjects to support pupils' learning.

SCIENCE

91. At the time of the last inspection, standards in science were reported as being satisfactory overall. Results of the end of Key Stage 1 teacher assessments for 2000, in which 40 per cent of pupils assessed had special educational needs, showed standards to be well below average. Standards at the end of Key Stage 2, where 46 per cent were on the school's register of special educational needs, was very low when compared with either national averages, or results of similar schools.

92. Inspection evidence indicates that at the end of both key stages, attainment is well below national expectations. However, 48 per cent of pupils currently at Year 2, and 54 per cent of those in Year 6, have special educational needs. Of the respective year groups, 9 per cent of Year 2, and 20 per cent of Year 6 have statements of special educational needs allocated to them. Such high proportions of pupils receiving support have a significant impact on standards achieved. However, in relation to their abilities, many pupils achieve appropriately.

93. At Key Stage 1 pupils, including those with special educational needs, make satisfactory progress. Pupils know and name parts of the body and learn about plant growth. They know that animals and people need food to live, and understand the differences between living and non living things. Pupils undertake practical activities such as planting beans and studying them as they grow, considering what they need for healthy growth. They know the sequence of growing, and use words such as 'seed, shoots, stem, and leaves'. Many pupils have limited language skills and find it difficult to describe their experiments either orally or in written format. They observe and explore their beans to find out what has happened. However, because of language difficulties pupils do not readily ask questions about their work, and their scientific enquiry is based on observation rather than investigation.

94. At Key Stage 2, the amount of work evident in pupils' science books is small. Because of the high incidence of language difficulties, science is based mainly on experience rather than on presenting their work in different ways, and developing their understanding through the use of reference materials. Pupils in Year 4 create a simple circuit, but find it difficult to explain why a particular circuit does not work. Their vocabulary lacks scientific detail; many describe their experiment by using words such as 'this' rather than 'bulb' or 'battery'. At Year 5, effective one to one support enables pupils to improve their knowledge as they practise making circuits and correctly name resources they have used. By Year 6, pupils have a basic understanding of the scientific topics they have studied, and they understand why they have to make tests they undertake fair. Higher attaining pupils demonstrate an awareness of how light travels, and show understanding of the different sources and properties of light. Lower attaining pupils together with those with special needs undertake similar work; but the lack of sufficiently different work for pupils of different abilities inhibits standards overall.

95. The quality of science teaching was judged to be satisfactory overall. Lessons are planned well, with clear learning objectives. Teachers provide an appropriate range of activities to promote interest, and manage lessons well. However, there are too few opportunities for pupils to write during science, and not enough work is evident in relation to presenting findings. The use of ICT to support pupils' learning is at an early stage of development. Teachers use effective strategies to support language and make good use of

resources to enable exploration and experimentation. However, there is not enough evaluation of evidence or discussion about the various data that pupils collect. This inhibits further understanding of the concepts being studied. Pupils are enthusiastic about science. They enjoy experimenting and work well together. Pupils share resources appropriately, and teachers praise them well for staying on task. Sometimes the activities are based at one level with not enough differences to allow pupils of differing abilities to benefit. This is a weakness in the teaching of science.

96. Although appropriate documentation is in place to support teachers' planning, science has a low profile in the school. There has been no recent monitoring of the subject, or evaluation of what is being taught, and of what pupils learn. Assessment of pupils' skills and knowledge on a regular basis is weak. This leads to a lack of effective action to raise standards across the school, and to ensure that pupils of all abilities consistently work at levels appropriate to their abilities.

ART AND DESIGN

97. Evidence from lesson observations, together with a review of pupils' work and teachers' planning, indicates that for the greater majority of pupils, attainment in art and design is in line with that expected at the end of each key stage. This represents a similar picture of attainment to that given in the last inspection report. However, pupils of all abilities, and in particular those identified as having special educational needs, make good progress in their learning, using and applying a range of skills and different materials effectively.

98. Pupils experience a broad curriculum covering National Curriculum requirements, which includes the teaching of skills, use of different materials and the appreciation of famous and other artists' work. Throughout the school, pupils' work is often both expressive and correct in observational detail. In their classrooms, teachers display pupils' work to good effect.

99. At Key Stage 1, pupils mix colours, paint pictures, and make models and collages: for example model animals linked to work in science. Pupils use clay to make models and to mould 'sculptures' inspired by the work of other artists, such as that of the enormous and well known sculpture, 'Angel of the North'. Sound links are made to the use of information technology at Key Stage 1 as pupils use a program to create and print patterns. By the end of Key Stage 2, pupils have progressed to drawing objects in detail, conveying the different textures well, such as the fluffiness of feathers on a hat. Pupils' work is well linked to other subjects, such as history, but the use of information technology is insufficiently developed. Although pupils have sketchbooks in which to record their observations, as yet, these are underused.

100. Overall, in lessons observed, teaching was good, never being less than satisfactory. Teachers are skilful at encouraging pupils to express themselves and this results in good progress made in learning. Teachers have clear learning objectives for lessons, set interesting challenges and have high expectations of pupils. Pupils are provided with pictures and objects to help inspire them and often work is linked to that of famous artists. Pupils have studied the work of the Impressionist school of art, and that of famous British artists including John Constable. Pupils' attitudes to learning are good. Pupils talk about their work with each other sensibly, and share tools and materials willingly.

101. Since the last inspection, the school has adopted the Qualifications and Curriculum Authority's guidance for curriculum planning. There is sound management of the subject with one co-ordinator now responsible for it instead of the three as at the time of the last inspection. Monitoring of progress is still informal and assessment of skills has yet to be developed. There are plans to adapt the curriculum guidance provided to meet the school's needs further, and to link this to the assessment of skills. Resources are satisfactory and well looked after, although many teachers and pupils provide the items to draw and observe.

There are sound links to the provision of pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

102. The previous inspection reported standards in design and technology to be in line with national expectations at the end of Key Stage 1 but below expectations by the end of Key Stage 2. During the current inspection, only two lessons were observed. Information from these, together with review of work, teachers' plans, and discussions with staff and pupils, confirms attainment at both key stages is below expectations for pupils of these ages.

103. Pupils at Key Stage 1 draw pictures of equipment they would like on their playground after obtaining good ideas from visiting the school's adventure playground. However, pupils have limited ideas on design or how to join or assemble products apart from using construction kits. They make a simple winding mechanism for Jack and Jill using string, paper and card. At Key Stage 2, pupils design and make a package for a toy using small cubes. They develop an understanding of food safety and hygiene by making an open sandwich and comparing different types of bread. Older pupils use a template to make their own slipper. They appreciate that different materials are needed to design a slipper for comfort, safety and appearance. However, pupils have too few opportunities to produce step by step plans, disassemble products, evaluate a design in relation to its purpose or suggest ways to improve designs. Inspection evidence indicates that pupils have too limited opportunities to use a range of tools to support their learning. Many pupils have problems measuring and cutting out accurately. The school has an insufficient range of resources, and pupils have no opportunity to use more advanced equipment involving motors or gears, which has a negative impact on their learning.

104. Pupils' attitudes to their work in design and technology are satisfactory. Most pupils enjoy practical design and technology lessons but a few pupils become frustrated when they lack the appropriate skills to complete tasks and become disenchanted with their work. Most pupils can be trusted to work co-operatively in groups sharing equipment and materials.

105. The quality of teaching in the limited lessons observed was satisfactory but has improved since the last inspection. However, although plans identify what pupils will do, they do not always identify the skills and knowledge pupils are required to learn. The tasks set are often prescriptive and there are limited opportunities for pupils to experiment or develop their own creative skills. There has been no recent professional training and many teachers lack confidence and subject knowledge, which has an adverse effect on pupils' learning. The school has no effective assessment procedures and as a consequence many pupils are underachieving. The subject is given low priority and timetables suggest insufficient time is allocated to the subject to support pupils' learning. The new co-ordinator has no opportunity to monitor teaching and learning across the school. She has identified the need for a clearly defined logical approach to developing pupils' skills, knowledge and understanding for each age group and provide more time and resources to support pupils' learning.

GEOGRAPHY

106. No judgement about standards in geography was made at the time of the last inspection. Current inspection evidence confirms that, all pupils, including those with special educational needs, play their full part in lessons, and achieve soundly in terms of prior attainment. At the end of each key stage, standards in geography are broadly in line with those expected nationally,

107. At Key Stage 1, pupils learn about differences in houses and about local features. They discuss the weather and follow the travels of 'Barnaby the Bear' as he travels around the world. By Year 2, pupils describe the differences in the weather very clearly. They discuss what they have learned about the weather in Scotland, and that of a village in India. They know the differences between the two climates and its effect on lifestyles. Pupils benefit from

the effective use of resources, particularly photographs which show different features of the places and areas they study.

108. At Key Stage 2, pupils undertake an in depth study of cold climates and describe what it would be like to live there. They begin to study different settlements and consider environmental issues. Pupils learn about local geography through visits to the community. For example, in Year 3 they visited a local quarry and found out about its features, together with its impact on the environment. In Year 6, pupils undertake a residential visit. They use maps to trace a route to where they will be staying. By the end of a lesson related to this task, pupils had worked hard to investigate different routes, and most were able to identify the quickest route from school to their destination.

109. The quality of teaching in lessons observed was satisfactory overall. Teachers make good use of resources and provide interesting activities to keep pupils on task. They use appropriate technical vocabulary to extend pupils' skills. For example, in Year 6, the teacher talked about the 'location' of their destination, encouraging pupils to use correct language to describe the route they wanted to take. A variety of ways are used to promote recording so that pupils who find writing difficult can be fully involved. Effective use is made of information technology in geography to record work as tables or graphs, and to find information about different places. Pupils benefit from the activities provided, and they work hard. They are interested in the subject and enjoy searching for evidence.

110. Management of the subject is satisfactory overall. A new curriculum is currently being implemented. Overall the school makes good use of the local area, and of visits to places of geographical interest. Such activities help bring the subject alive, enhance subject provision and maintain pupils' enthusiasm. To date, there have been insufficient opportunities for the co-ordinator to monitor and evaluate progress and standards of the subject. A further weakness is that there is no whole school approach to assessing what pupils know and can do as they move through the school.

HISTORY

111. No history lessons could be observed at Key Stage 1. However, observations of lessons at Key Stage 2, together with scrutiny of work, review of lesson planning, and discussions with pupils and staff, confirm that pupils' achievement matches national expectations at the end of each key stage. All pupils, including those with special educational needs, make sound progress in their development of historical knowledge and skills. This represents an improvement on the last inspection, which reported attainment to be unsatisfactory at both key stages.

112. By the end of Key Stage 1, pupils have a sound sense of chronology and change. Pupils in Year 1 compare and contrast toys from years ago with those of today, and find out how their homes are different from those a long time ago. In Year 2, pupils learn about the lives of famous people and events, such as Florence Nightingale, and the 'Great Fire of London'. Work on comparing seaside holidays past and present, enables pupils to identify what has changed, as well as noting aspects that have changed little, if at all.

113. At Key Stage 2, pupils in Year 3 learn in detail about life in Roman Britain. Their understanding is supported by a visit to the Roman sites of Bath. Pupils have a clear understanding of the events leading up to the Anglo-Saxon invasion of Britain, together with the differences between the Romano-British and Anglo-Saxon ways of life. In Year 4, pupils research a variety of aspects concerning life in Ancient Egypt, and gain an understanding of the work of archaeologists. Through using a range of reference books and information from an approved Internet site, pupils learn the importance of secondary sources. Pupils' understanding of the period, and how primary sources of evidence 'tells the story', is aided when pupils visit the Egyptian displays at the British Museum. Review of work in Year 5, shows pupils have an appropriate understanding of life during the Victorian era, and of that during World War Two. In Year 6, pupils' work on life in Ancient Greece results in an

impressive display that includes noteworthy masks produced after pupils have studied several Greek myths.

114. A weaker aspect of pupils' work relates to the emphasis placed on writing. Although pupils develop their writing skills as they record what they have learned, as they move through Key Stage 2, there are insufficient opportunities for them to undertake extended pieces of writing related to the era they are studying.

115. Pupils show positive attitudes towards history. In lessons observed, pupils were attentive and eager to respond to questions. They listened carefully not only to their teacher, but to the comments and information their friends had to offer. The quality of teaching at Key Stage 2 was judged to be good in two-thirds of lessons observed, the remainder being satisfactory. Teachers showed good knowledge and enthusiasm for the subject. Planning is thorough, and a good range of artefacts is used to good advantage to support learning. Questioning is used well to elicit understanding and to prompt pupils to think carefully about the work in hand. The subject plays an important part in the provision of pupils' cultural development.

116. The subject is managed soundly by a co-ordinator who has clear insight on how to develop history further. Appropriate documentation that complies with recent National Curriculum guidance, supports teachers' planning. Priorities for development include further purchases of relevant resources for Key Stage 1, CD-ROM computer programs, and the production of a portfolio of pupils' work to assist teachers' assessment of pupils' levels of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

117. Since the last inspection, the school has addressed the recommendations of the last report, to improve the provision for information and communication technology (ICT). At the time of the last inspection, standards were reported to be unsatisfactory at Key Stage 1, and poor at Key Stage 2. Standards have since risen at both key stages. Observations made at each key stage confirm that, within lessons, all pupils, including those with special educational needs make satisfactory, and, on occasions, good progress. However, review of planning, together with scrutiny of pupils' work, shows the school does not meet the full requirements of the National Curriculum at Key Stage 2. As a result, whilst attainment meets national expectations at Year 2, overall standards fail to meet the nationally expected levels at Year 6.

118. At both key stages, pupils experience keyboard and mouse-operated control systems. Across the school, they operate tape recorders and listen to pre-recorded stories and music, and to record items themselves. Pupils at Key Stage 1 understand the importance of switches, buttons and keys in operating functions of basic household items. Those at Key Stage 2 appreciate the importance of computer technology, and our increasing reliance on it for many aspects of everyday life.

119. Computers are in operation for much of the day, providing pupils with satisfactory opportunities to develop their communication technology skills. By the end of Year 2, pupils write sentences to screen, and use the shift key to obtain upper case letters, together with the space bar and backspace/edit. By Year 6, pupils draft, edit, spell-check, change size, style and colour of font, save and print their work. Pupils currently in Years 5 and 6 are in the early stages of learning how to enhance presentation of text and documents by importing photographs they have taken with digital cameras. However, overall, pupils have insufficient opportunities to apply their growing text handling skills across the curriculum. Pupils at both key stages have too little experience of using CD-ROM encyclopaedic programs to support learning in geography, history or science. The use of approved Internet sites to gain information, together with the use of electronic mail for the interchange of information, is at an early stage of development.

120. In addition to the use of computers for basic numeracy activities, Key Stage 1 pupils make appropriate use of them in data handling activities to produce graphs and tables to show the results of investigations such as traffic surveys and personal/class information and preferences. At Key Stage 2, pupils have limited experience in the use of computers for data handling and presentation of results. However, a noteworthy example currently underway in Year 6, is an investigation into the menus for a forthcoming wedding. Here, pupils use the real menus to analyse preferences of courses by gender, and test hypotheses such as, 'Men prefer beef, whilst ladies prefer turkey', and 'A higher proportion of females than males, are vegetarian'. Across the key stage, pupils' computer technology skills have yet to be applied sufficiently to mathematics or science. Here, pupils write accounts and findings of investigations, and draw graphs and tables of results mainly by hand.

121. The school does not make the required provision for pupils to investigate control technology. While younger pupils have experience of programmable toys to input sequenced commands for the toy to follow, this is not developed for older pupils. Pupils at Key Stage 2, have no experience of 'logo' style programs to devise and draw shapes and repeat sequences, nor in linking control devices to structures they have built as part of design and technology activities. The school has yet to develop the use of equipment and software to sense, monitor and display physical data relating to science investigations.

122. Pupils clearly enjoy information technology activities, and are keen to use their developing skills. They work sensibly, either by themselves or in pairs, treating resources with care. Whilst observations of direct teaching were limited by timetable arrangements, teaching in all lessons observed was judged to be at least satisfactory, with a third judged as very good. Explanations and demonstrations are clear and effective. Praise is used well to encourage and motivate pupils. Class organisation and management is good. This results in pupils knowing exactly what to do, where and when.

123. The school has a clear and helpful policy, together with a comprehensive scheme of work that incorporates recent National Curriculum guidance. However, a whole school approach to assessment and record keeping has yet to be implemented. The subject co-ordinator has a clear understanding of the needs and direction to be taken in order to meet statutory requirements, and continue to raise standards in the subject. The school has already identified the development of ICT as a major component within the current school development plan. In order to raise staff expertise and confidence, government funded training has been arranged for the near future.

MUSIC

124. Evidence from lesson observations, music in assemblies, together with planning and displays, indicate that pupils' attainment is in line with what is expected by the end of Key Stages 1 and 2. Pupils make satisfactory progress as they move through the school. This represents an improvement in attainment and progress on that reported on at the time of the last inspection. Teachers are now better supported by a commercial scheme and use the Qualifications and Curriculum Authority's guidance to aid lesson planning. Pupils are now taught in more manageable sized class groups and not in the large numbers with more than one class taught together, as previously reported. Pupils with special educational needs are involved fully in all musical activities and make satisfactory progress.

125. At Key Stage 1, pupils learn a range of songs and rhymes and perform simple actions to these. They learn to play simple percussion instruments, to keep the beat and play in rhythm. From this by Year 2, pupils progress to learning to compose their own simple music and to write it down. At Key Stage 2, pupils progress to following simple notation, as when playing the recorder. Appropriate opportunities are given to appraising music: for example pupils in Year 6 listened to, then discussed, work by the composer Bizet. By the end of the key stage, pupils sing harmonies in two parts and understand terms such as ostinato. All pupils have appropriate opportunities to sing as part of their school assemblies. However, whilst tuneful, some pupils' singing sometimes lacks enthusiasm.

126. The quality of teaching is satisfactory overall at Key Stage 2 and no music lessons were observed at Key Stage 1. This marks an improvement on the unsatisfactory overall teaching noted in the last report. Teachers display satisfactory subject knowledge and use tapes and compact discs to support their lessons. Questioning is used well to probe pupils' understanding of musical terms and to encourage them to give their ideas and opinions. Pupils respond suitably to this, and attitudes to their lessons are satisfactory overall. This is an improvement since the last inspection when weaknesses were noted, which were linked to pupils being taught in large groups. Pupils are keen to perform to each other and appreciate each other's efforts.

127. At the time of the last inspection the music curriculum provided did not meet statutory requirements. Teachers lacked confidence, and planning was too narrow and without challenge. The subject has now improved and provision meets statutory requirements. Teachers' planning now covers the skills to be taught, opportunities for appraising music and performing and evaluating. However, the co-ordinator is recent to the role and has had no non contact time provided to monitor the progress of the subject across the school. There are plans to adapt the planning documents to the school's needs, and to develop assessment opportunities. Resources are satisfactory, but many are well used and will soon require replacing. Many music lessons take place in a classroom set aside for musical activities, others take place in teachers' classrooms or the staffroom. A peripatetic teacher for recorder work supports teachers suitably. The school runs a choir, which performs in the community for senior citizens and at school functions. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

128. Evidence from lessons observed, together with discussions with staff, and a review of planning, confirms the planned physical education curriculum meets the requirements of the National Curriculum. The subject has maintained its position since the last inspection, in that pupils make satisfactory progress as they move through the school. At the end of both key stages, pupils' performance is consistent with national expectations. Pupils with special educational needs play a full part in all activities and make sound progress. All pupils understand the importance of warming up at the start of lessons, and of cooling down at the end. They recognise the need for exercise to maintain healthy bodies.

129. When working in the hall, pupils at Key Stage 1 make good use of space, and show an awareness of those around them as they move with good control of speed and direction. They run, hop and skip with agility and enthusiasm. Pupils respond well to music, and move rhythmically and forcefully as they portray movements associated with the feeling of anger. As they performed a variety of movements, several pupils demonstrated good facial gestures and tense hands and limbs as they became really involved in their work.

130. Pupils at Key Stage 2 build well on the skills they have learnt earlier. In gymnastics lessons, those in Year 6 work well by themselves and in pairs to devise and hold balanced, 'bridge shaped' positions. Nearly all pupils showed appropriate control and tension in their moves. On apparatus, they explore ways of performing their 'bridges' either vertically or horizontally, depending on the equipment they are on. Pupils show control when mounting and dismounting apparatus, and a good awareness of safety issues.

131. In games lessons, the youngest pupils in Key Stage 2 were observed developing skills associated with throwing and catching. They demonstrated sound techniques when working in pairs and small groups to pass and receive, practising the skills of marking and getting free. Pupils successfully applied their skills when participating in small games situations.

132. Good arrangements are made for pupils' outdoor adventurous activities. In addition to activities on site, there are opportunities during various field trips and residential visits. Pupils in Years 5 and 6 were observed carrying out activities associated with co-operation and team

building, as they worked in groups to accomplish a series of tasks. They worked well in pairs to build trust and confidence in each other. Pupils successfully led a blindfolded partner around a course; the 'guides' encouraged and directed well as they helped their partner around, over and in between obstacles. The activity gave all concerned an appreciation of the sense of sight. Swimming takes place at a nearby public pool, and at a nearby school, where senior students join pupils in the water to give further support and confidence. It is reported that by the time pupils leave the school, the majority can swim the required 25 metres.

133. Pupils have positive attitudes to physical education. They enjoy physical activities and co-operate well in groups and pairs. They listen carefully to instructions, concentrate well, respond quickly and work sensibly. Pupils take pride in demonstrating to the rest of the class, and appreciate the efforts of others. They evaluate sensibly the performance of others, stating aspects they feel to be successful, and where improvements can be made.

134. Teaching was judged to be good in half the physical education lessons observed; the remainder was satisfactory. Lessons are well planned and show a clear development of skills and activities. A common strength was the importance placed on drawing attention to pupils' good or praiseworthy attempts. In all lessons observed, teachers had high expectations, both of performance and behaviour. Appropriate emphasis was placed on safety issues, particularly with regard to movement and use of apparatus. Support staff make a positive contribution in their work with pupils who require assistance in developing new skills.

135. The subject is soundly managed. Appropriate documents support teachers' planning for the development of pupils' skills across each element of the curriculum. The school takes full advantage of a national scheme that loans additional equipment on a seasonal basis, to supplement its own resources. The school actively promotes sport, and pupils take part in a range of inter-school matches and tournaments. Such activities support pupils' social and moral development, through their working in teams, and by complying with the various rules and regulations of the games and events in which they participate.

RELIGIOUS EDUCATION

136. Although only a limited number of lessons were observed during the inspection, evidence drawn from teachers' planning, review of pupils' work and discussions with staff and pupils, confirms standards at the end of both key stages in religious education are below those expected of the locally agreed syllabus. Standards at the time of the last inspection were reported to be satisfactory. Throughout the school, the time allocated to the teaching of the subject is now below that recommended.

137. At Key Stage 1, pupils develop an awareness of Christianity and the Old Testament through the stories they hear, and the use of the video of the story of Creation. They learn the beliefs a Christian family has, and compare Christian customs with a typical Jewish family. Higher attainers know that the Torah is a special book for the Jewish people, but most pupils have little or no understanding of the Jewish faith and are often confused when comparing Christianity with Judaism. Pupils at Key Stage 2, learn of symbols associated with Christianity by visiting the local parish church for a baptism service. They learn the story of Moses and many realise why the feast of the Passover is important to the Jewish faith. Older pupils begin to extend their knowledge of world religions by studying Islam. However, many pupils are confused and have little knowledge of Christianity and world religions. Regular visitors to assembly such as the local minister and music groups help to promote pupils' spiritual awareness. Good use is made of circle times to consider moral issues and promote pupils' social development. However, planned opportunities are too limited across the curriculum to promote spiritual awareness from an early age, and insufficient attention is given to making pupils aware of the rich diversity of cultures including religions within the wider community.

138. Most pupils have positive attitudes towards religious education but a minority of pupils showed poor attitudes to discussion and little motivation, respect or interest in the subject. However, the majority of pupils are interested in the stories they hear and are eager to contribute their ideas. They treat books and artefacts with respect, work collaboratively when asked but have few opportunities for producing extended writing to support their learning.

139. The quality of teaching of religious education was judged to be satisfactory in all lessons observed. Most lessons are well managed; teachers use resources and artefacts appropriately to support pupils' learning. However, many teachers lack subject knowledge and confidence to support pupils' learning effectively. Insufficient time is allocated to teaching the subject, and consequently, many pupils do not have enough time to finish their work; this hinders learning. The co-ordinator has identified the need to give more priority to professional training, and to ensure there is a clearly defined logical approach to developing pupils' skills, knowledge and understanding in the subject. She intends to broaden pupils' experiences by outside visits to the local mosque and synagogue. Currently she has no opportunity to monitor teaching and learning across the school to support teachers in their teaching of religious education and this has a negative effect on standards. Assessment procedures are underdeveloped and there is little evidence ongoing assessment or recording of pupils' attainment other than the annual report to parents and on the school's 'assessment record cards'.