

INSPECTION REPORT

**CHILVERS COTON COMMUNITY INFANT
SCHOOL**

Fitton Street, Nuneaton, Warwickshire. CV11
5RB

LEA area: Warwickshire

Unique reference number: 125537

Headteacher: Mrs Lesley Suggett

Reporting inspector: Mrs J Ikin
11855

Dates of inspection: 28th February – 2nd March 2000

Inspection number: 190223

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Fitton Street Nuneaton Warwickshire
Postcode:	CV11 5RB
Telephone number:	024 76387001
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Robin Hood
Date of previous inspection:	4 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jacqueline Ikin	Registered Inspector	Science Physical Education Music Religious Education	What sort of school is it? Results and achievements. What the school should do to improve further.
Donya Urwin	Lay Inspector	Equal opportunities	Attitudes, values and personal development. Care for pupils. Partnership with parents. Leadership and management.
John Moles	Team inspector	Mathematics Information Technology Design Technology Art SEN	Curriculum and other opportunities, including spiritual, moral, social and cultural development.
Susan Metcalfe	Team Inspector	English English as an additional language Geography History Under fives	How well are pupils taught?

The inspection contractor was:

Quality Assurance Consultants
The Hucclecote Centre
Churchdown Lane
Hucclecote
Gloucester
GL3 3QN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 – 15
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15 – 18
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18 – 20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20 – 21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21 – 22
HOW WELL IS THE SCHOOL LED AND MANAGED?	22 – 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25 – 28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29 – 44

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chilvers Coton Community Infant School is larger than the average primary school situated in an area of dense housing close to the centre of Nuneaton. There are 289 pupils, aged 3-7 on roll, of these 74 pupils aged between 3-4 attend the nursery on a part time basis. Numbers of boys and girls are almost equal and there is a broadly equal balance in classes. Pupils come from a wide range of backgrounds. Thirty nine percent of pupils who are of statutory school age are from the ethnic minorities, with many having an Asian background. Forty six percent of pupils at the school have English as an additional language, which is very high compared to national figures. Of these, fourteen pupils are in the early stages of language acquisition. The number of pupils eligible for free school meals is not significantly different from the national average. Thirty eight percent of pupils are on the school's Code of Practice register of special educational needs. This is an increase on previous years and is very high compared to national figures. The number of pupils with statements of special educational need, is extremely low compared to national averages. Many of the children who enter the nursery have under-developed language and personal and social skills. Not all children who attend the nursery enter reception classes at the school and not all children in reception have attended the nursery. Baseline assessment indicates that around one quarter of the pupils who enter reception have under-developed early reading, writing and numeracy skills.

HOW GOOD THE SCHOOL IS

This is a welcoming and friendly school with strengths in the quality of relationships, provision for children in the early years, provision for pupils with special needs and in the good bilingual support for those with English as an additional language. It also provides well for pupils' spiritual, moral, social and cultural development. The evidence of the inspection is that the National Literacy Strategy and National Numeracy Project are having an impact, with many pupils now achieving national expectations in the course of lessons.

What the school does well

- The foundation phase is well co-ordinated and provides consistently good quality teaching in the nursery and reception classes.
- Children who are under five have a good start to their full- time education and make good progress.
- In Key Stage 1 pupils achieve standards above the national expectation in art, religious education, history and geography.
- The school has been effective in improving attainment in writing in Key Stage 1 to the extent that standards are now in line with those achieved by similar schools.
- Provision for pupils who have special educational needs is very good and enables them to make good progress.
- There is good bilingual support for pupils who have English as an additional language.
- Links with the community make a significant contribution to the curriculum.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The school provides a welcoming and caring atmosphere for pupils and parents.
- There is good pastoral care for pupils.
- Values of mutual respect between different cultures and faiths are supported and fostered.
- There are good systems for improving attendance.

What could be improved

- Standards in reading, mathematics and science at the end of Key Stage 1 are well below average when compared to similar schools.
- More challenging target setting to increase the number of pupils working towards the top of the Level 2 range.
- Planning at whole-school and year group levels to meet the targets that are set.
- Assessment systems and their use to inform planning in Key Stage 1.
- The strategic educational direction of the school.
- Clarification of staff roles and responsibilities.
- The role of the governing body and senior staff in directing and monitoring educational standards.
- The co-ordination and consistency of teaching in Key Stage 1.

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

Overall there are more strengths than weaknesses and the school provides an acceptable standard of education.

Weaknesses are, however, in key areas. There is insufficient strategic educational direction evident in the leadership and management of the school, assessment and target setting are not sufficiently used to inform planning, attainment and progress, and there are inconsistencies in the quality of teaching in Key Stage 1. These all have a negative impact on the school's effectiveness in raising standards.

Taking into account the low attainment of many pupils on entry, the good provision for pupils' personal and social development, special educational needs and bilingual support, and the standards that are attained within or above the national expectation for the majority of subjects, the school provides satisfactory value for money.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has sustained many of its best features: good quality nursery provision, the high standards of care and the very good support given to its SEN pupils and pupils who have English as an additional language, since the last inspection in 1996.

Good co-ordination of the foundation phase has led to effective improvements in reception and nursery provision. Teaching is consistently satisfactory and often good in these classes. Assessment systems, and their use to inform planning, have been improved. This makes a significant contribution to the progress that pupils make and the standards that they achieve by the end of the reception year. There has been satisfactory progress in the provision of a designated outdoor area for the nursery, and there is an action plan for further development to include reception. The provision of equipment for the outdoor area remains a weakness.

In Key Stage 1, test results show that there has been good progress in improving standards of writing, over the last three years. Results are below national figures but they are average when compared to similar schools. End of Key Stage 1 assessments for reading, mathematics and science have not improved significantly over the last three years and remain very low when compared to national figures and those for similar schools. The implementation of the National Literacy Strategy and the National Numeracy Project have contributed to the improvements in standards of English and mathematics seen during the course of the inspection, with the majority of pupils in Year 2 working within the Level 2 range. National figures show that although there has been a gradual overall improvement in standards at the school, it has been at a much slower rate than in similar schools. Standards have been improved in history, geography and art. They have been maintained in religious education, information technology, design and technology, music and physical education.

Provision for more-able pupils has improved satisfactorily. A register of more-able pupils has been compiled and setting for some mathematics and some writing lessons has been effective in ensuring more challenging work. A start has been made on developing systems to assess attainment in Key Stage 1, but they are not yet sufficiently embedded. Progress in analysing and making use of

assessment information to inform planning for pupils' differing needs has been unsatisfactory. Marking of pupils' work in Key Stage 1 remains a weakness. The school has made a start on developing monitoring systems but they are not yet sufficiently systematic and rigorous. There has been insufficient progress in developing greater consistency in teaching between classes in Key Stage 1.

The school has not dealt effectively with a sufficient number of weaknesses identified in the last report and overall the progress that the school has made since the last inspection is unsatisfactory.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	D	E	E	E	well above average A above average B average C below average D well below average E
Writing	E	E*	D	C	
Mathematics	D	E*	E	E	

The 1998 results, as identified in the table, were well below average, with results in writing and mathematics in the bottom 5% nationally. They reflect the increased number of pupils with special educational needs in that particular cohort. Since then the number of pupils at the school with special educational needs has risen further. The table shows how the school has started to improve overall standards in reading and mathematics in spite of this, although standards remain well below average when compared to similar schools. The table also shows that the school has been particularly effective in improving standards in writing, where standards are now average compared to similar schools. National figures show that the school is gradually improving standards but that it is doing so at a slower rate than other similar schools. It has set targets for the current academic year for improving attainment in reading by five percent, in writing by two percent and in mathematics by six percent. These targets are both manageable and achievable, but are not sufficiently challenging. Pupils and parents are not yet involved in target setting.

Children who are under the age of five do well and many achieve levels expected for their age in literacy and numeracy by the end of the reception year. Their personal and social, physical and creative development are good and they achieve a sound understanding of the world around them.

The evidence of the inspection is that in Key Stage 1 the majority of pupils are making satisfactory progress and are on course to attain national expectations, in English and mathematics, by the end of the key stage. There are, however, too many pupils working at and targeted to achieve the lower levels of this band.

In other subjects of the curriculum pupils achieve standards which are above national curriculum expectations in art, geography and history, and above the expectations in the local agreed syllabus for religious education. In physical education, design and technology, music and information technology, attainment is in line with national expectations. In science it is below, with a particular weakness in the skills of scientific enquiry. Standards of presentation of work vary between classes; in some classes it is good, but too often it is unsatisfactory.

Pupils with special educational needs make good progress in relation to prior achievement. Those with English as an additional language make good progress and achieve in line with others in their year group by the end of the key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: most pupils are enthusiastic, committed to the school, and have positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour around the school and in most classes is very good. When teaching is unsatisfactory then behaviour is unsatisfactory.
Personal development and relationships	Good: children are kind, courteous and respectful to each other and there are good relationships between pupils and members of staff.
Attendance	Satisfactory: attendance figures have shown a steady improvement since the last inspection.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	
64 lessons seen overall	Good	Satisfactory	

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

In the nursery and reception classes all the teaching is satisfactory or better, with eighty percent being good or very good. In Key Stage 1, the majority of teaching is satisfactory or better, with about half being good or better. In one lesson in the lower end of the key stage teaching was excellent. Unsatisfactory or poor teaching was seen in four lessons at the lower end of the key stage. In Key Stage 1 the quality of teaching in English is satisfactory. The quality of teaching in mathematics is satisfactory overall with some good teaching seen in older classes but unsatisfactory teaching in ten percent of lessons for the younger pupils of the key stage. The teaching of literacy and numeracy skills is satisfactory overall. Teaching of science is unsatisfactory with too few opportunities for pupils to develop the skills of scientific enquiry.

Strengths of teaching in reception and the nursery include good planning, firmly focussed on the progression of skills and guided by regular assessments. There is an appropriate balance between teacher-directed and child-directed tasks, and an appropriate range of activities are provided which are enjoyable, relevant and purposeful. There are high expectations of work and behaviour and routines and procedures are firmly established to ensure that the maximum use is made of the time available for learning.

Where teaching is good in Key Stage 1 there is effective use of clear explanations and instructions, constructive feedback to help children improve, good use of questions to help pupils to think for themselves, and high expectations of work and behaviour.

Weaknesses in teaching in Key Stage 1 include insufficient use of assessment to inform planning for the differing needs of pupils, insufficiently challenging work for some pupils currently working at the lower end of Level 2, and few opportunities for pupils to ask their own questions, take responsibility, and develop the skills of independent learning. Learning objectives are rarely shared with pupils.

Where teaching is unsatisfactory or poor, then planning is weak, pupils are poorly managed and discipline is inconsistent.

Teaching for pupils with special educational needs is good. There is good bilingual support for pupils with English as an additional language.

The good quality teaching in the nursery and reception makes a significant impact on the positive attitudes that pupils acquire and the good progress that they make. In Key Stage 1 pupils enjoy their

work, and concentrate well in most lessons. They work hard and make the best progress when high standards of behaviour and work are set and they are involved in learning in interesting and exciting ways. When teaching is unsatisfactory pupils make little progress and acquire poor habits of work and behaviour.

The skills of literacy and information technology are satisfactorily used in other curriculum areas. The use of numeracy skills in other subjects of the curriculum is unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curriculum provision for the under fives is good. In Key Stage 1 it is satisfactory and meets the statutory requirements.
Provision for pupils with special educational needs	Provision is good with good teaching effectively focussed on individual needs and good partnership with parents.
Provision for pupils with English as an additional language	Bilingual assistants provide very good support and this makes a significant impact on the progress that pupils with EAL make and the standards that they achieve.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. Religious education makes a significant contribution to pupils' spiritual development. The school rules are firmly embedded and support pupils' clear understanding of right and wrong. The significant involvement with the local community encourages pupils to work and play well together and to value and respect differences in faith and culture.
How well the school cares for its pupils	The school generally provides a safe and secure environment for its pupils. Provision for monitoring pupils' personal and academic development is a strength in the nursery and reception. Monitoring of academic development is a weakness in Key Stage 1.

The curriculum that the school provides is broad and balanced and fully meets the statutory requirements.

Provision for the under fives is good with a range of appropriate practical experiences that interest children and engage them in learning from an early stage. There is appropriate emphasis on personal and social development, language development and the development of early literacy and numeracy skills.

Curriculum provision for pupils in Key Stage 1 is broad and balanced, with an appropriate emphasis on literacy and numeracy. A thematic approach enables good links to be made between the subjects of the curriculum and this helps to make the curriculum more relevant and interesting to the children. Provision for pupils' spiritual, moral, social and cultural education is a strength and this makes a significant impact on learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is good pastoral leadership and management by the head teacher and senior staff. The strategic leadership and management of the school's educational direction is unsatisfactory. The co-ordination of the nursery and reception classes is good. The co-ordination of Key Stage 1 is unsatisfactory.
How well the governors fulfil their responsibilities	The Governors give good support to the pastoral and community work of the school. Their role in directing and monitoring academic progress and achievement is unsatisfactory.
The school's evaluation of its performance	Unsatisfactory. Systems of monitoring and evaluation, and the use and analysis of data are not sufficiently rigorous.
The strategic use of resources	There are strengths in the deployment and use of bilingual support assistants, SEN provision, including support assistants. Weaknesses occur in the lack of clarity in the roles and responsibilities of members of staff, training is insufficiently focussed on school improvement priorities and the neglect of some resource areas including science.

There is good pastoral leadership and management of the school and values of respect, care and concern for all members of the school community are evident in its work. The leadership and management of the educational direction of the school is unsatisfactory. The school lacks a long-term educational vision, planning is not clearly targeted at improving standards, teaching and learning, and roles and responsibilities are unclear. The governors fulfil their statutory responsibilities but are not sufficiently involved in directing and monitoring the school's educational progress. Monitoring and evaluation of teaching and learning by the headteacher, senior management team and co-ordinators is not sufficiently systematic and rigorous to impact on standards. Staffing provision, the accommodation and resources are adequate to support the delivery of the early years' curriculum and the National Curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The attitudes and values that the school promotes. • The schools' links with parents and the community. • The care given to pupils. • Religious Education, especially its multi-faith dimension. • Special educational needs provision. • Provision for pupils who speak English as an additional language. 	<ul style="list-style-type: none"> • Attainment and progress in some classes. • Consistency of homework. • Behaviour in some classes. • Teaching of Year 2 pupils. • Information about how their child is getting on. • Opportunities for extra-curricular activities.

The evidence of the inspection agrees with the positive views of the school. Lesson observations during the inspection found no unsatisfactory teaching in Year 2 but some unsatisfactory teaching was observed in Year 1. Behaviour is at least satisfactory in most classes, and often it is good. Where it is unsatisfactory it is linked to unsatisfactory teaching. The inspection team found that changes in staffing had caused some disruption to one Year 2 class but that this was now under control. The evidence of the inspection is that annual reports give a full and accurate picture of how children are getting on. There are also ample opportunities at the beginning and end of the day for parents and teachers to exchange information. The inspection team agree with parents views about homework and extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Many pupils enter the nursery with under-developed language, personal and social skills and mathematical understanding. They make good progress in the nursery, particularly in the development of speaking and listening, personal and social skills, and quickly develop positive attitudes to learning. Not all pupils in the nursery enter the school and not all pupils in reception have been in the nursery. Baseline assessment at the beginning of the reception year indicates a wide range of attainment. Over one third of pupils have under-developed early reading, writing and mathematical skills, a half have attained levels within the range expected for pupils of this age, and the remainder have skills that are highly developed. Pupils in the nursery and in reception classes make good progress in the acquisition of the basic skills of numeracy and literacy and most are likely to attain standards in line with the expected goals by the time that they start Year 1. Their physical development and creative development are good and they acquire a sound understanding of the world about them. Their personal and social development is good, they develop positive dispositions to learning and are well prepared for the National Curriculum

2. The results of national end of Key Stage 1 tests in 1999 show that attainment in writing is broadly in line with similar schools. In reading and mathematics it is well below the averages for similar schools. Results are below national averages for writing and well below for reading and mathematics.

3. The results of teacher assessments at the end of Key Stage 1 show that the proportion of pupils reaching Level 2 or above is above the average for similar schools for writing but well below the average for similar schools in reading and mathematics. The results of teacher assessments for pupils reaching Level 2b or above are well below averages for similar schools. This is reflected in the inspection findings in that, whilst the attainment of the majority of pupils is in line with National Curriculum expectations for reading, writing and mathematics, too many pupils are working at the lower end of Level 2.

4. The proportions of pupils attaining level three or above in end-of key stage assessments are well below national levels for English, mathematics and science. The evidence of the inspection is that the school is now providing more challenging work for higher attainers, particularly in mathematics and writing workshops, and there is evidence of attainment at Level 3 for some of these pupils.

5. In English, pupils' make good progress in speaking and listening. Most pupils, including those with English as an additional language, attain standards in line with national expectations by the end of the key stage. The highest standards were achieved in lessons where opportunities for children to speak and listen to each other were considered in planning. In circle time, for example, children presented their ideas to the whole class and their classmates were then invited to ask questions, and in science and design and technology, children discussed the best materials for building a shelter. Weaknesses occur when teacher talk predominates and children have insufficient opportunity to ask their own questions. This occurred in science lessons when the children listened to the teacher's explanations for a long period of time and then watched whilst she carried out an experiment. Progress in reading is satisfactory, but attainment at the end of the key stage is within the lower Level 2 range for most pupils. Reading books are generally well matched

to pupils' abilities to enable reading skills to be reinforced, practised and developed. Literacy hour is also having an impact on improving standards and pupils listen to stories with interest from an early stage. They make good progress in writing, where attainment is higher than reading for most pupils. The use of a systematic scheme for teaching handwriting and spelling, together with writing workshops have also contributed to improving standards in writing, particularly in the use of punctuation and spelling in pupils' work. There is now a need to develop pupils' techniques for writing in more interesting ways and in a range of styles.

6. There is a particular emphasis on number in the mathematics curriculum and pupils generally make satisfactory progress and attain levels mainly within the lower end of the Level 2 range. Setting for some mathematics lessons has increased opportunities for greater challenge for higher-attaining pupils. Pupils enjoy their work in mental table-tests and respond with increasing accuracy and speed to their teachers' questions. They use their numeracy skills effectively to solve problems, for example, involving the use of multiplication and division to calculate the cost of items brought from a shop. They have a sound grasp of some of the properties of two-, and three-dimensional shapes, and demonstrate an understanding of space and direction in the course of their work with a programmable robot. In the small number of lessons where teaching is unsatisfactory pupils' achievement is also unsatisfactory. Unsatisfactory teaching is due to lack of precision in planning, inadequate preparation of resources and poor management of pupils. In a lower Key Stage 1 class, for example, where pupils were asked to estimate and then count the number of sweets in a tube, there were insufficient tubes for the number of pupils in the groups, too few pupils were engaged in the activity and noise levels were too high.

7. Progress in science is unsatisfactory and attainment is below national expectations by the end of the key stage. Pupils enjoy their work in science and acquire a range of basic facts and knowledge about the natural, physical and material world. They communicate their observations about the changes that take place when a substance, such as chocolate, is melted and cooled down. They describe what happens when they observe water being poured onto or through different materials and can apply this knowledge to the construction of shelters in their work on design and technology. They recognise and name the external parts of the human body and of plants, and communicate observations of changes in light when it passes through a range of materials. They recognise that light comes from the sun and from the use of electricity. This basic knowledge and understanding is not extended to sufficient depth to allow pupils to acquire the higher levels of scientific knowledge expected by the age of seven. Pupils scientific investigative skills are particularly weak. This is because the majority of experiments are designed, and too often done, for them.

8. The evidence of the inspection is that pupils' make good progress and attain above national expectations in art, history and geography by the time that they are aged seven. In religious education they attain above the levels expected in the locally agreed syllabus. In information technology, design and technology, physical education and music, pupils make satisfactory progress and attain in line with national expectations.

9. Standards of presentation vary between classes in Key Stage 1. In some classes it is satisfactory but in others it is poor. Pupils acquire satisfactory literacy skills in the course of subject-specific lessons and apply them satisfactorily in other curriculum areas. Numeracy skills are satisfactorily acquired in the course of numeracy sessions but pupils' skills and knowledge in their application in other subjects are unsatisfactory. The use of information technology in other subjects of the curriculum is satisfactory.

10. Pupils with special educational needs achieve well compared with their prior attainment and make good progress. Work is carefully targeted to meet their specific needs. Individual education plans are carefully monitored and the school works in close partnership with parents and other agencies including health. Both of these factors have a significant impact on the standards achieved.

11. Pupils with English as an additional language achieve well and, in the main, make good progress. They receive very good support from the bilingual support assistants and there is appropriate provision for additional regular support as they progress through the school.

12. National figures show that the school is beginning to improve overall standards but at a much slower rate than similar schools. The school has started to analyse national test results. Where it has used the information to inform curriculum development, for example in writing with the introduction of writing workshops and a systematic structure for teaching handwriting and spelling, it has had a significant impact on raising standards. In a more recent interrogation of data it has been found that ethnic minority boys do considerably better in writing than in reading. The school is currently investigating ways of improving this situation. There is a need to analyse its own and national data more rigorously, however, for example by making more use of the Autumn Package, to inform further whole-school planning for improvements in reading, mathematics and science.

13. The school has involved all teachers in setting targets for their pupils in English, mathematics and science and has recently introduced a new baseline test and a standardised reading test to support this work. A great deal of information is being collated but it is currently in a form that is difficult to analyse and track for individuals and groups of pupils. As such, its use in informing planning, work in the classroom, and to monitor the progress of individuals and groups of pupils, and to analyse ongoing performance is unsatisfactory. All teachers are involved in setting targets for their pupils but there is insufficient involvement of parents and pupils.

14. The school has set manageable and achievable targets for improvements in attainment for 2000 and 2001 and is on course to meet them. The targets are not, however, sufficiently challenging. Too many pupils are working in the 2c and 2b range and too few at the higher levels.

Pupils' attitudes, values and personal development

15. Pupils have good attitudes to school. Parents report that their children enjoy coming to school and that they are interested in their work. The evidence of the inspection is that pupils have positive attitudes to their work in the majority of lessons. They are interested in their work and apply themselves willingly to the tasks and activities that are set. They display most enthusiasm in lessons where they are actively involved and work is made relevant through interesting, practical experiences, for example, the visit of a bricklayer to the school, and when older pupils made shelters as part of a series of lessons in science and design and technology. The school creates an organised community which aims to encourage achievement and progress. When teaching expectations are high pupils respond enthusiastically and opportunities for learning are increased. In the small number of lessons where teaching is unsatisfactory the school's behaviour policy is not consistently reinforced, work is not sufficiently challenging and pupils become restless and noisy.

16. In classrooms, around the school and in the playground, the behaviour of the pupils is good. One of the school aims is to 'build mutual respect and tolerance for each other and

the wider community' and this aim is met well in practice. The school ethos, which promotes honesty and respect and consideration for the values and beliefs of others, is a strong and distinctive feature of the school. It has significant impact on the wellbeing of pupils and on the development of their positive attitudes towards each other and towards learning. Pupils move around the school in a calm and orderly manner. There is no evidence of bullying and the school has appropriate procedures to respond to incidents if they occur. The level of exclusions is very low. Parents and pupils report that unacceptable behaviour is dealt with quickly and efficiently and the use of 'circle time' and 'pride sheets' encourage thoughtfulness towards others. Strategies to reinforce the importance of good behaviour and discipline are implemented consistently with procedures for both sanctions and rewards clearly defined; the yellow card/red card system works very efficiently during outdoor play and at all times pupils are encouraged to reflect on the consequences of poor behaviour, for themselves and others

17. Pupils' personal development and their relationships with each other and with adults are good. Pupils come from a range of ethnic, cultural and social backgrounds and work and play happily together, respecting, valuing and celebrating these differences. All adults in the school provide good role models for pupils who collaborate well together in lessons, sharing equipment, resources and ideas. During discussions pupils listen carefully to each other and to adults and respect opinions and ideas that are different from their own. They show care and consideration for one another both in lessons and around the school for example, holding doors open for others to pass and saying 'excuse me' are regular features of pupil behaviour. Even during lively and boisterous play at break and lunchtimes pupils display responsible attitudes and continue to show respect for one another and school property. Planning for personal and social development is clearly evident in the nursery and reception classes but not in Key Stage 1. Pupils demonstrate their collective concern for others in the range of charities and appeals that they support through collections and school events. There is a need to increase opportunities for pupils to show individual initiative and take responsibility in the day-to-day running of the school and the classroom, and in the course of their work in Key Stage 1.

18. Attendance is below average and there is a higher than usual incidence of authorised absence. However, the school has done a great deal to improve attendance rates and there has been a steady improvement since the last inspection. Pupils are generally punctual. They are brought directly into school by parents and carers. There is a calm and friendly start to the day, with opportunities well taken by parents and teachers to exchange information. Lessons start on time and registers are efficiently and correctly completed each morning and afternoon.

19. In the time since the school's last inspection this aspect has remained largely unchanged. Overall, the positive aims of the school have been sustained and a strong ethos continues to promote a positive climate for learning.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, the quality of teaching for children in the foundation stage is good. No unsatisfactory teaching was seen in the nursery or reception classes. In some four-fifths of lessons teaching is good or better and in about one third of lessons teaching is very good. This reflects the findings of the previous report which identified the good start provided for children in their early years of schooling, and which supports their attitudes to learning, the progress they make and their achievements overall.

21. Overall the quality of teaching at Key Stage 1 is satisfactory. In nine out of ten

lessons at Key Stage 1 teaching is satisfactory or better. In one lesson at the lower end of the key stage teaching was excellent. Unsatisfactory teaching was observed in four lessons in the lower-aged classes in this key stage. In Key Stage 1 the quality of teaching in English is satisfactory overall with some good teaching during literacy hour. Teaching in one out of ten English lessons seen was unsatisfactory. The quality of teaching in mathematics is satisfactory overall with some good teaching in numeracy lessons for older pupils. Teaching is unsatisfactory in one out of ten mathematics lessons. In science teaching is broadly satisfactory. Teachers' knowledge about the content of the Science National Curriculum Programmes of Study is evident in planning and in their direct teaching. When weaknesses occur it is because there are insufficient opportunities for pupils to ask their own questions and to organise and carry out experiments for themselves. Teaching in religious education, art, music, design and technology, and geography is good. In information technology teaching is satisfactory. Teaching in physical education is good or very good in three fifths of lessons, but is unsatisfactory in some lessons at the lower end of the key stage.

22. The previous inspection report identified inconsistencies in teaching as a key issue. The school has made insufficient progress in improving the weaknesses identified in marking, regular assessment and its use to inform planning, and the differing expectations that teachers have of standards of work and behaviour. The biggest differences occur between classes at the lower end of the key stage.

23. There are many strengths in teaching in the nursery and reception classes. Lesson planning in the foundation phase is good. Teachers have secure understanding of the early years curriculum, the developing needs of children and the ways in which they learn best. There is a good balance between the activities that children choose to do for themselves and those which are directed by the teacher. A wide range of practical, purposeful and enjoyable tasks, such as role play, construction, cooking and working with sand and water promote children's social and personal, physical and creative growth, their language and literacy, their mathematical understanding, and their knowledge and understanding of the world about them. There is an appropriate emphasis on the basic skills of literacy and numeracy. Children are introduced to a range of literature in lively and interesting ways and there is a systematic procedure for introducing phonic skills and a sight vocabulary. Teachers ensure regular opportunities for children to count and use number. Weekly planning is firmly guided by evaluations of children's knowledge, understanding and skills, with future lessons planned to match tasks to individual needs and to consolidate, revisit or expand on previous learning. Children are well managed. Routines and procedures are firmly established and this ensures that the maximum use is made of the time that is available for learning. Teachers have high expectations of the quality of children's work and behaviour in the nursery and in reception as a whole, and this is a strength of the school. There are excellent links between home and school, including home reading, and this has a positive impact on the progress that children make.

24. The relationships between the teachers and all those who work in the nursery and reception classes is very good. They have a wide range of skills and work well as a team. Good co-ordination of the foundation stage ensures effective planning and progression in learning between the year groups. All the adults involved know the children well and manage them skilfully. The family grouping system in the nursery enables the children to settle quickly into routines within the school and also provides each child with an adult to whom they can relate closely. The bilingual development workers gives very good unobtrusive support to those pupils in the early stages of English acquisition, and this ensures equal access to the range of activities planned. The foundation stage co-ordinator is bi-lingual and this is an additional strength.

25. The quality of teaching for pupils in Key Stage 1 is more variable, with some teaching being very good and some, in the lower end of the Key Stage, being unsatisfactory or poor. In the majority of lessons teachers have a secure knowledge and understanding of the subjects that they are teaching and are technically competent in teaching phonics and the basic skills. Materials and resources are appropriately prepared and there is good use of explanation and instruction to help pupils understand what they have to do. In the best lessons there is skilful use of questioning to help pupils explain their ideas and to extend learning. Work is presented in interesting and exciting ways and this inspires children to work accurately and creatively, for example, in designing plates in the style of Clarice Cliff, and in designing shelters in design and technology. Good teaching involved a range of teaching methods, including effective whole-class work, and practical group tasks. There were high expectations of work and behaviour which contributed to the standards of work, and maintenance of interest and concentration throughout the lessons as pupils worked hard to do their best.

26. Weaknesses in teaching in Key Stage 1 include the quality of short term planning, the use of ongoing assessment, and marking. Planning is not sufficiently informed by assessment and lacks precise identification of what different groups of pupils are to know, understand or be able to do as a result of lessons or series of lessons. In science, for example, there is insufficient identification of how the skills of scientific enquiry are to be developed progressively in pupils' work on materials. When marking is unsatisfactory it is not sufficiently focussed on helping pupils to improve their work. In lessons where teaching fails to meet the needs of all pupils it is because expectations of achievement are too often broadly targeted at the lower ends of the Level 1 and 2 ranges. Learning objectives are rarely shared with pupils or used at the end of sessions to evaluate what has been learned. There is an over predominance of tight, teacher directed work in some lessons. Although pupils often respond willingly in these lessons they do not fully understand the purpose of what they are being asked to do and have insufficient opportunity to develop the skills of independent learning. Children watched teachers test the waterproof properties of materials, for example, and then watched while the teacher tested the effects of heat on chocolate. In only one science lesson were the children given the opportunity to organise and carry out their own experiments. In the small number of unsatisfactory lessons in Key Stage 1 planning was a considerable weakness. Learning objectives were insufficiently clear and not sufficiently reflected in the methods used and the teacher's interaction with the pupils. Teaching failed to meet the needs of the majority of pupils and their skills, knowledge and understanding were not moved on. Expectations of work and behaviour were too low in these lessons and time was wasted as a result.

27. The teaching of the skills of literacy is satisfactory in a range of subjects across the curriculum, including religious education, science and geography. The wider school curriculum gives appropriate opportunities for pupils to use and apply their basic linguistic knowledge, their ability to read information and instructions, and to formulate answers to questions both orally and in written form. There is less effective planning for the use of and application of numeracy skills in other subjects of the curriculum. There is a need to develop this, for example, in geography when looking at maps and co-ordinates, in science when recording the results of experiments, and in design and technology when planning and constructing models.

28. The school has a range of resources which are used appropriately by teachers to support learning. Teachers select carefully, matching resources to the curriculum. They make satisfactory use of computers and other communication systems such as taped stories and pre-recorded programmes to support their lessons. The school capitalises on

the strengths within the local community. Parents and others contribute resources willingly to support specific curriculum projects.

29. The teaching of pupils with special educational needs is good as is that for those pupils who speak English as an additional language. Over a third of the pupils are on the special educational needs register. These pupils have effective and appropriate activities planned for them that carefully match their individual education plans. They learn at a steady pace because they are well taught and very well supported by knowledgeable support staff. Pupils with personal problems are sensitively taught to enable them to gain confidence and raise their self-esteem.

30. Pupils who speak English as an additional language have work that is planned to meet their needs. They are well supported by bilingual development workers while they acquire basic communication skills in English. They then pass on to the ethnic minority achievement grant teachers who not only offer in-class support among their peers but also plan English-targeted-skills-development, giving each pupil an individual education plan to focus learning. During whole-class activities, class teachers are careful to ensure that these pupils have adult support, and in group-work they ensure the inclusion of pupils who can support language development by providing good linguistic role models. Pupils with English as an additional language enjoy school and are motivated to learn because of the teaching they receive by class teachers working in partnership with the specialist teachers. Specialist teachers undertake a range of assessments and monitor pupils progress and this information is shared with class teachers to enable the planning of suitable programmes of study for pupils.

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

31. The school makes good provision for pupils to achieve the Desirable Learning Outcomes by the age of five. It soundly meets statutory requirements to implement the Programmes of Study of the National Curriculum and the Locally Agreed Syllabus for religious education. The National Literacy Strategy and Numeracy Project have been appropriately implemented and there is evidence that they are beginning to have a positive impact on raising standards. The provision for personal and social education is good. There are appropriate arrangements for sex and drugs education. Collective acts of worship meet requirements.

32. In the foundation classes the curriculum for the under fives is planned well and provides a wide range of good quality learning opportunities. It prepares children well for starting the National Curriculum. The curriculum is relevant and related well to children's individual needs and there is a good balance between teacher-directed tasks and activities which are selected by the children.

33. The curriculum for pupils in Key Stage 1 is satisfactory. Insufficient use is made of assessment data for target setting, to inform the organisation of teaching and consequent planning to raise the attainment of individual pupils. The strategy for teaching literacy is effective and has helped raise standards in writing. The strategy for teaching numeracy is effective in supporting teachers in their lesson planning and has helped stabilise standards in mathematics. The school is using setting in mathematics once a week and this has enabled a closer match of work to pupils' prior attainment. Whilst this strategy has increased the rate of learning for some pupils with high prior attainment, the school does not sufficiently address the needs of pupils achieving lower Level 2 results in mathematics. Provision for science ensures that the National Curriculum Programmes of Study are

covered. There is insufficient opportunity for pupils to develop their understanding in depth by asking their own scientific questions and carrying out experiments and investigations for themselves. The provision for religious education, art, history and geography is good; for other subjects it is satisfactory.

34. The provision of bi-lingual support for pupils for whom English is an additional language is good. Bi-lingual support workers plan closely with teachers, work well with pupils and have a positive impact on the progress of their learning.

35. Throughout the school the provision for pupils with special educational need is very good. Pupils are identified at an early stage and good support is provided throughout their time at the school. The breadth of provision is very good and encompasses social skills and motor control, and includes hearing and speech therapy as well as academic support. The special educational needs co-ordinator and support assistant are very experienced. The co-ordinator monitors pupils closely throughout their time in the school and undertakes successful liaison with the partner junior schools. She successfully involves outside agencies in the provision. Specialists visit the school regularly, including health professionals and consultants. A trained nursery nurse, for example, works with the co-ordinator and community physiotherapist to provide exercise groups. These groups are also available before school and are well supported by parents who bring their children in early to enable them to attend the sessions. Pupils are withdrawn from classes and this means that they sometimes miss learning opportunities. The school is aware of this effect and strives to minimise it whilst providing very specifically targeted support in quiet or carpeted rooms.

36. The school makes good use of visitors to the school to support curricular provision. During the inspection a brick layer from a local college visited the school and talked to pupils about health and safety on building sites as well as demonstrating brick laying. Other visitors have included such people as a mask maker, carpenter and dance company. Pupils make visits out to places such as an industrial museum and an international airport. There is a lunch-time choir but otherwise provision for regular extra-curricular activities is limited. This was a matter of concern to parents.

37. The school makes satisfactory provision to ensure equality of access and opportunity for all pupils. It is very conscious of the wide community it serves and does all it can to be truly a community school and is successful in this. The school has recognised that there is underachievement by boys and has become involved in a gender and underachievement project and a Lads and Dads project. The results of this have yet to make a significant impact on boys' overall attainment. Provision for personal social and health education is good.

38. The school's involvement with the local community is high and the community makes a good contribution to the curriculum of the school. Parents are closely involved with the school and many help in a voluntary capacity in the classrooms working closely with the teachers and supporting pupils' learning well. They assist pupils listening to tape recorded stories, for example, insisting they access machines themselves. They also assist pupils with the learning of number or hearing pupils read. There are close links with the local church, mosque, college, junior schools and health authorities. These are constructive and make a good contribution to the provision in the school.

39. The provision for moral, social and cultural development is very good and for spiritual development it is good. Spiritual development is a strong aspect of the religious education curriculum. It is encouraged through visits to places of worship where pupils are

encouraged to reflect on the atmosphere inside the buildings. It is also evident in pupils' work on relationships within the family and the wider world. Pupils are taught about the significance of celebration in the spiritual life of different faiths. They are encouraged to think quietly about others or particular issues during the daily collective act of worship. There is a need to plan more opportunities for spiritual development in lessons other than religious education.

40. Collective acts of worship are successfully planned on a whole-term basis incorporating weekly themes. This enables continuity between the various leaders and that the class-led acts of worships form a clear part of the whole week's provision. The plans indicate that the provision is mainly Christian but with the community's faiths well represented. During the course of the inspection St. David's Day and Holi were celebrated. The celebration of Holi was attended by many parents from all faiths and successfully included Hindu as well as Christian elements.

41. The school has its foundations in a strong moral code. Pupils know right from wrong and strive to be fair and honest at all times. Teachers assistants and volunteers are consistent in their support for this code of respect. Relationships are good and such respect between individuals supports these well. In some lessons, however, there is a degree of restlessness which does not reflect the generally high standards seen around school. This is usually due to unsatisfactory management of the pupils by some teachers.

42. Pupils work very well together and with adults in the school. They share equipment well, play very well together and are aware of each other's needs. They are very well aware of their immediate school environment and of the wider community around the school. They visit the centre for the elderly to entertain them and distribute gifts in the area at harvest time. They support charities well. These activities have a significant impact on social development. There are limited opportunities for pupils to demonstrate initiative and personal responsibilities, and teachers sometimes direct pupils' work too closely.

43. The school takes considerable and justifiable pride in the development of pupils' cultural awareness. There are limited opportunities for pupils to study non-European artists and this is an area for improvement. The school makes great use of the local environment to support the curriculum, for example in geography through mapping the area and religious education through visits to the church and mosque. A multicultural ensemble has visited the school and pupils have taken part in Bhangra dancing and in performing the Hindu Stick Dance and Maypole dancing. Multicultural stories form a significant part of the reading schemes. Nearly all pupils take part in the celebration of community festivals, few are withdrawn on religious grounds. The whole community demonstrates a genuine respect for one another.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Procedures for ensuring the welfare, health and safety of pupils are good and there are effective arrangements for child protection. The school continues to provide a caring and supportive environment for the benefit of pupils. There is a strong sense of order and security. All visitors to the school sign in and pupils have been trained to look out for identity tags and report when they do not see one on visitors to the school. There is tight control on entry arrangements to the building. The school also provides strong personal and emotional support and guidance for pupils. It is held in high regard by the local community for the 'haven' that it provides. Pastoral care is good, built on strong foundations of mutual respect, celebration of cultural diversity and effective partnership. Pupils, parents and staff are clear about the school aims and consequently responsible behaviour and kindness to others are encouraged and achieved. Good induction arrangements are in

place and good links with parents and families and local junior schools ensure continuity.

45. The use of assessment and monitoring of pupils' academic performance and personal development is good in the nursery and reception but unsatisfactory in Key Stage 1. There is good use of regular teacher assessment to inform curricular planning in the foundation phase. A formal monitoring system to track pupils' academic progress has been introduced since the last inspection and a great deal of information is collected. It is not in a form that can be systematically and easily interrogated, analysed and evaluated, and as such it is insufficiently used to improve the progress and attainment of individual pupils, particularly in Key Stage 1. Where broad analysis of data has been used to guide whole-school action, for example in writing, standards have improved. A similar picture exists for the monitoring and evaluation of pupils' personal and social development, which is evident in early years but absent in Key Stage 1.

46. There is a comprehensive working policy on health and safety. The school caretaker has day-to-day responsibility for hazard management and all staff respond promptly to issues which might cause concern. The headteacher is the designated person for child protection and close liaison is maintained with relevant authorities concerning the wellbeing of pupils. School staff know the pupils very well and both teachers and support staff make a significant contribution to the provision of a safe and harmonious environment to support learning in the classroom. There is effective, well-informed advice and support for SEN pupils. Bilingual support for EAL pupils is good.

47. Procedures for monitoring attendance are effective and have resulted in improved attendance since the last inspection. Each term the headteacher monitors attendance across the school and all staff are involved in tracking absence to establish possible patterns and trends. Pupils register at the start of the day and at the beginning of the afternoon session. The school uses the SIMS system and the routine is well established and efficiently fulfilled. Every pupil receives an annual attendance report and absence less than five percent is rewarded.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The quality of partnership with parents is good. Information to parents is provided through the prospectus, newsletters, consultation evenings, home visits and annual reports. Family assemblies and special events are well attended and enjoyed by parents. Although the school has no formal process to monitor the effectiveness of relationships with parents, the headteacher maintains an 'open door' policy. Parents report that most complaints are taken seriously and resolved quickly. The majority of parents report that they are broadly satisfied with what the school provides and achieves. They are particularly pleased with special educational needs provision and provision for those pupils who have English as an additional language

49. Annual written reports are detailed, informative and provide a good analysis of pupils' attainment and progress. Clear guidance is offered about future direction and action required. This is supported by a parents' evening each term when parents and teachers can discuss progress and explore expectations. Additionally during the foundation phase there are supplementary home visits. Parents are able to observe teaching in the classroom and the school regularly provides a Workers Education Association 'Working with Children' course for interested parents.

50. Most parents support their children in shared reading and homework when required although there is some confusion about homework. Practice varies across the school and its use to support learning is inconsistent particularly during Key Stage 1. Other than the direction offered by annual reports and consultation evening parents are not sufficiently

involved in target setting for pupils' learning. Parents are occasionally updated on curriculum content and design, for example, spelling and handwriting, but this is inconsistent and parents do not always understand what their children are learning subject by subject, term by term. There is currently no home-school-agreement in place and, although some progress has been made towards meeting this statutory responsibility, the school predicts that it will not be in place until Easter 2000.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Leadership and management of the school has some noticeable strengths which are undermined by a number of significant weaknesses. Notwithstanding strong pastoral leadership, the leadership and management of the strategic educational direction of the school is unsatisfactory. This represents a fall in the quality of leadership since the last inspection when it was judged to be good. A clear long-term vision is not available, current planning is over-complex and roles and responsibilities are unclear. The development plan contains many worthwhile priorities. However, few are costed in sufficient depth to focus on specific and manageable objectives to overcome identifiable weaknesses in attainment. Involvement of senior staff and governors in directing, monitoring and evaluating standards, progress, teaching and learning in the school is unsatisfactory. The school lacks a systematic, formal system to give a clear picture of what it needs to do to improve the attainment of pupils. Whilst governors are highly supportive, they have insufficient knowledge of the school's weaknesses and are therefore at a disadvantage in accounting for the quality of education that the school provides. As such they are not able to judge the extent to which they are providing best value in return for financial and human resources.

52. The day-to-day running and administration of the school is efficient. There is a range of comprehensive policies to support school life and staff work hard to create an ethos which encourages all pupils to have positive attitudes to learning. The school development plan is not effective as a tool for improvement because it is insufficiently informed by assessment data, monitoring and evaluation. As such there is insufficient focus on the issues concerned with raising standards and improving teaching and learning. Targets and success criteria are not sufficiently precise in terms of the improvements that will result from actions taken. Where the school has acted to improve standards, for example in writing, improvements have been dramatic. This is a good model for future work.

53. The governing body fulfils its legal responsibilities. An appropriate committee structure is in place and those governors contacted during the inspection were well informed and enthusiastic about the school. Effective leadership and management strategies are evident in the work of the Foundation Stage co-ordinator. This ensures a coherent curriculum and effective learning, and makes a significant contribution to attainment and progress. The co-ordination of Key Stage 1 is unsatisfactory. Communication and relationships between teachers and adults working in year groups and in classes is variable. Where relationships are good staff work well together and there is a cohesive approach to the curriculum. Where relationships are insecure the lack of agreement about strategies for improvement, for example, in the further development of mathematics workshops, results in a more fragmented approach. The lack of effective induction procedures and the lack of support for new members of staff is a cause for concern. Most subjects are satisfactorily led and managed with the leadership and management of religious education being good. Co-ordinators have a clear view of where their subject is going. Appropriate action plans exist for literacy, numeracy and the outdoor area for the under fives. Co-ordinators collect and comment on teachers' plans, but have insufficient opportunity to observe lessons and work alongside teachers in the classroom on specific foci for improvement. The leadership and management of science is

unsatisfactory, with insufficient support for the development of the subject over a period of time. The subject has recently been inappropriately allocated to a temporary, new, part-time teacher. Systems to ensure that co-ordinators have opportunities to communicate with peripatetic members of staff, for example in music, require review, and should ensure that the visiting teacher is kept fully informed of any developments that might affect lessons and that the co-ordinator receives feedback on the work being done. There is thoughtful use of support staff and they do much to encourage pupil development, ensuring that SEN and EAL pupils have regular, skilled help with individual targets. Bilingual support is particularly strong.

54. Staff are appropriately deployed in their main role as classroom teachers. There are weaknesses in the allocation of some subject responsibilities. Staff qualifications are not always matched to curriculum responsibilities, with major subject areas given to part-time temporary teachers, for example, English and Science, and this has a negative impact on continuity and development. Induction procedures are not sufficiently secure to ensure that teachers new to the school and, in particular, newly qualified teachers, receive the support that they need. High staff turnover is now beginning to stabilise. A system of appraisal and performance management is now required, securely linked to professional development and school improvement targets. There is a need for the headteacher and senior management team to develop their expertise by attending leadership and management courses.

55. The school is situated on a large site and there is a generous provision of space but it is not always efficiently used in the organisation of classrooms. For example, one class of pupils is taught in a cramped and confined space, whilst other larger rooms within the building are empty or used by small groups for much of the time. Maintenance of the conservation area is unsatisfactory. The provision of resources for the curriculum is satisfactory in most respects and good in religious education. The quality and quantity of outdoor equipment for pupils in the nursery and reception classes is unsatisfactory. There is poor organisation of the resources for science which are stored at the end of the hall and are difficult to access.

56. Administration routines are well organised and unobtrusive, financial records are well maintained and relevant information is shared regularly with school management. Spending decisions are informally assessed at governors meetings and 'lively debate' is a regular feature of the decision making process. The link between financial planning and classroom standards is not yet firmly in place and the organisation of curriculum budgets requires further definition.

57. Following the previous inspection progress in raising standards in reading, mathematics and science has been slow when compared to similar schools. This can be partly explained by the increased number of pupils with special educational needs at the school, but this is only part of the picture. The progress that the school has made in improving standards in writing shows that it does have the capacity for further improvement in other subjects. Inconsistencies in the quality of teaching in Key Stage 1, the lack of and use of assessment to inform planning, and the need to develop monitoring and evaluation systems have not been satisfactorily addressed since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) Drive up standards in English, mathematics and science by:

rigorous analysis and use of assessment and performance data to inform school improvement planning;

setting more challenging targets;
using assessment analysis and target setting information to inform planning at year group and individual level;
involving parents and pupils in target setting.

(paragraph reference numbers: 2, 3, 7, 12, 13, 14, 33, 45, 50, 52, 57, 65, 66, 67, 72, 74, 76, 79, 81, 82, 85, 87, 88)

- (2) Improve the long-term strategic leadership and management of the school by:

updating the long-term vision and aims of the school;
establishing targets focussed on improvements in standards, teaching and learning, identifying associated success criteria and planning actions required to meet them;
clarifying roles and responsibilities for all members of staff to enable them to contribute fully to school improvement;
developing the skills of the management team to enable them to direct and evaluate progress towards the new vision for the school.

(paragraph reference numbers: 45, 51, 52, 53, 54, 77, 81, 88, 89, 92, 100, 109, 113, 119, 124)

- (3) Improving consistency in teaching in Key Stage 1 by:

implementing a programme of regular and systematic monitoring and evaluation by the headteacher, senior management team and governors;
providing a focussed programme of staff development linked to the school improvement targets and personal professional development;
identifying, sharing and learning from good practice both within the school and further afield.

(paragraph reference numbers: 6, 15, 21, 22, 25, 26, 41, 53, 71, 72, 79, 80, 82, 85, 96, 115, 116, 118)

OTHER ISSUES

Other areas for development which the school should address include: the further development of the outdoor area for the nursery and reception, staff induction, the deployment of staff to co-ordinator roles, the organisation of resources for history, geography, design and technology and science, restoring the environmental area in the school grounds, the use of the accommodation, marking, standards of presentation, opportunities for Key Stage 1 pupils to take responsibility, ask their own questions, carry out experiments, and develop the skills of independent learning, after school activities, spiritual development in subjects other than religious education, the use of numeracy skills across the curriculum.

(paragraph reference numbers: 5, 7, 9, 26, 33, 27, 36, 39, 42, 45, 50, 53, 54, 55, 56, 58, 72, 73, 79, 80, 82, 84, 85, 86, 88, 94, 96, 97, 99, 108, 112, 120)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	16	37	37	6	2	

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y 1 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	37	215
Number of full-time pupils eligible for free school meals		50

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	83

English as an additional language	No of pupils
Number of pupils with English as an additional language	134

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	40	73

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	25	25
	Girls	30	37	31
	Total	48	62	56
Percentage of pupils at NC level 2 or above	School	66	85	77
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	24	22
	Girls	28	28	25
	Total	44	52	47
Percentage of pupils at NC level 2 or above	School	60	71	64
	National	82	86	87

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	4
Black – other	0
Indian	47
Pakistani	2
Bangladeshi	0
Chinese	0
White	82
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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 – Y2

Total number of qualified teachers (FTE)	12.9
Number of pupils per qualified teacher	21
Average class size	17.9

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	90

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37

Total number of education support staff	3
Total aggregate hours worked per week	98

Number of pupils per FTE adult	9.3
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	491970
Total expenditure	530261
Expenditure per pupil	1755
Balance brought forward from previous year	41830
Balance carried forward to next year	3539

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	175

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1		
My child is making good progress in school.	53	41	1	2	3
Behaviour in the school is good.	53	44	2	1	1
My child gets the right amount of work to do at home.	39	40	11	4	7
The teaching is good.	57	35	2	2	4
I am kept well informed about how my child is getting on.	42	33	17	5	3
I would feel comfortable about approaching the school with questions or a problem.	69	26	3	1	1
The school expects my child to work hard and achieve his or her best.	53	36	2	1	8
The school works closely with parents.	51	36	6	2	5
The school is well led and managed.	57	36	2		5
The school is helping my child become mature and responsible.	52	39	6		3
The school provides an interesting range of activities outside lessons.	35	29	13	4	19

Summary of parents' and carers' responses

The large majority of parents say that their children like coming to school. Whilst over half the parents are satisfied with the quality of teaching at the school and feel that pupils make good progress and that behaviour is good, there are reservations expressed by a significant minority. Some parents are concerned about homework and do not feel as informed as they would like to be about how their children are getting on. Parents generally feel confident in approaching the school with problems. Parents, on the whole, are not satisfied with the range of activities outside lessons.

Other Issues raised by parents

Concern was expressed about standards, progress and behaviour in a Year 2 class where there had been some changes of teacher since September 1999.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE

CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Provision for children who are under the age of five is good and teaching in the nursery and reception classes is a strength of the school. Children enter the nursery on a part-time basis in the autumn of the school year in which they are four. They enter reception classes in the September of the year in which they are five. The children settle quickly into the school and make consistently good progress in their learning as a result of the high quality teaching and adult support. By the time they are five most reach the nationally recommended Desirable Learning Outcomes and move smoothly into the work required for Key Stage 1. The previous OFSTED report found nursery provision to be good. Weaknesses were identified in provision for outdoor play. The school has built on the strengths that were identified to improve the curriculum and assessment further. There is now a designated outdoor area for the nursery, but not for the reception pupils. Resources for outdoor play remain unsatisfactory. The school has an action plan for improving the situation.

Personal and social development

59. Pupils' personal and social development underpins the work in the nursery and reception classes of the school. Children become increasingly independent from adults and gain the skills and dispositions to enable them to become competent learners. Children are willing to take the initiative and develop positive attitudes to learning from an early stage. They relate well to each other and adults, make thoughtful selections of resources they need to use, and contribute with increasing confidence and fluency to discussions. Bilingual learners move between home language and English with growing fluency as a result of the support from the bilingual development workers attached to the foundation years unit. When working together pupils share resources and concentrate and persevere for some length of time over the activities in which they are engaged. They show respect for the beliefs of others and develop an early understanding of right from wrong. The teachers and nursery nurses provide a good range of activities especially designed to develop literacy and speaking and listening skills. Routines and procedures are well established and children clearly know what is expected of them. They particularly appreciate the family structure within the nursery and enjoy seeing their parents involved with family days and 'Dads and Lads' sessions, with all the adults supporting their learning.

Language and literacy

60. Baseline assessments indicate that many pupils enter the school with under-developed early reading skills and while some have few language and literacy skills others have skills that are highly developed. They make good and sometimes very good progress and are on course to reach nationally recommended levels in their speaking, listening, reading and writing skills, as well as in their understanding of language, by the time they are five. The progress that pupils make in language and literacy impacts positively on their progress in all other areas of the curriculum. They listen well and respond to stories with enthusiasm. In the story of the Goldilocks for example, they quickly grasped the repetition of the chorus " Father bear's ... too hot, hard, etc, Mother bear's... too cool, soft, etc. but Baby bearsporridge, chair, bed....just right" and joined in with vigour. Older children develop their skills in using phonics as they learn to read. They use an increasing vocabulary when they discuss illustrations in books, and begin to form letters and write simple, key words correctly. They are given the opportunity to apply language and literacy skills in the course of circle time, role-play, and in a range of collaborative activities. They

quickly learn to communicate their needs and ideas to others, understand instructions, and negotiate roles and responsibilities.

Mathematics

61. Children's good progress in mathematics is supported by their developing language skills as they become more familiar with the vocabulary needed. In getting ready for school lunch, for example, they use and respond to words such as first, second, third, through to last. Younger children develop their understanding of number through a range of opportunities to sort, match and order small world and natural objects. In their water and sand work they are able to experiment with weight, volume and capacity. In formal mathematical sessions using the national numeracy project, the children make good progress. Older children can count accurately up to ten and sometimes beyond, they can identify two-dimensional and three-dimensional shapes and use the correct vocabulary to identify key features of shapes. Older children know that shapes have faces and corners, and can be grouped using common criteria into sets of cuboids, cubes and spheres. Children work orally in mathematics and also learn how to read and record their number work. There is appropriate emphasis on correct number formation.

Knowledge and understanding of the world

62. The children's knowledge and understanding of the world is varied upon entry to the school. The provision of real and practical experiences such as visits to the local area, the visit of a bricklayer and opportunities for observation and exploration support the progress that pupils make. They make close observations when making biscuits, when watching bubbles float into the air and when investigating the effect of magnets on metal objects. They are often able to say what they think will happen and then test out their ideas independently to find out if they are right. They communicate their observations by talking and demonstrating their findings to adults and other children. They are fully involved in their work and proud of what they find out. For example, a child who had found that he could move a metal counter through paper using a magnet was totally fascinated and keen to demonstrate his findings to everyone. Children enjoy using a range of materials to make imaginary constructions and representations of the real world. Older children considered the qualities of construction materials for building homes, especially the three little pigs' houses. They learn about where they live by visiting the area and also by looking carefully at aerial photographs. They identify buildings and make suggestions as to why they are where they are. Older pupils can locate their homes on a map and finger trace their way from home to school. They begin to understand something of the way that they have changed since being born and have an early understanding of the passing of time.

Physical development

63. Most children make good progress in developing their fine motor skills. They quickly learn to put on and zip up coats and turn sleeves the correct way round. They use scissors carefully, and develop increasing accuracy when using glue and paint brushes in creative work. They develop good control of pencils and other markers in their written work and in mathematics. Children are given the opportunity to develop specific physical skills using the gymnastics' and games' equipment in the hall. They develop increasingly good co-ordination and control of their physical movements as they move on and off the apparatus. They learn to use the equipment correctly with due care and attention to health and safety requirements. They respond well to the sequencing of instructions, pay due attention to their own movements in relation to others and share and take turns on the equipment. They are keen to explore their environment, running, jumping and climbing competently.

when given the opportunity. They demonstrate understanding of the technical language of movement and space. They make under or over movements with associated body control according to instructions. They are starting to evaluate their own and others' work.

Creative development

64. Children make good progress in their creative development. They develop the skills and knowledge to mix paints. They learn, for example, that red and white make pink, and then use the colour that they have made with care in creating an imaginative picture or a representation of something they have observed. They compose pictures and prints using a range of resources such as paper and fabric. They enjoy exploring the texture and the malleability of clay and playdough when they make three-dimensional models in the course of imaginative play or in response to direct teaching. Children have access to a range of musical instruments to develop their creative skills musically. They compose tunes and sound effects and enjoy taking part in performances for others. Other creative activities include the opportunity to participate in dance and drama. They act out stories in the course of sharing books during literacy time. They repeat their dramatic play in the well planned role play areas, and adopt specific roles that are linked to the stories they have heard. This was seen in reception, for example, where a three bears' cottage was equipped with all the resources that the bears could possibly need.

ENGLISH

65. The evidence of lesson observations in the course of the inspection is that the overall standards in English by the end of Key Stage 1 are in line with national expectations. This is similar to the standards identified at the previous inspection which were judged in line with national expectations in speaking and listening while standards in reading and writing were slightly below the national average overall. In the 1999 national tests for seven-year-olds, the percentage reaching the average Level 2 or above was well below the national average in reading and below in writing. In comparison with schools with pupils from similar backgrounds, results were well below average in reading and broadly in line in writing. The majority of ethnic minority boys did better in writing than reading in the 1999 tests. The number of pupils attaining Level 3 or above in English was well below the national levels. Baseline assessments indicate that many pupils enter the school with under-developed early reading skills. They also indicate that some pupils enter the school with few language and literacy skills while other pupils have skills that are highly developed.

66. Early indications are that the school is now moving closer towards the targets for improvement set in English. Standards are rising as the National Literacy Strategy makes a positive contribution to pupils' learning, coupled to the actions that the school is taking in relation to setting for some English lessons. The school is likely to meet the targets that it has set for itself in English for the year 2000. However, given the good start that pupils get in the foundation stage and the progress that pupils for whom English is an additional language make in English, a significant minority of pupils currently attaining in the lower and middle of the Level 2 range are underachieving.

67. The inspection findings indicate that in lessons pupils reach higher standards than in formal tests. Pupils' achievements in Year 1 are enhanced by the quality of work in the foundation stages. Where teaching is satisfactory or good they make steady progress and attain levels in line with those expected for their age. Where teaching is unsatisfactory progress slows down and standards are below those expected. Although boys overall do not attain as well as the girls in the tests, there is not as clear a difference in lessons.

68. By the end of Key Stage 1 pupils' attainment in speaking and listening is satisfactory overall, with good standards achieved in some lessons. Most pupils listen attentively to teachers and each other and answer questions using a wide vocabulary and correctly-formed sentences. They listen to and follow instructions accurately, working out the logical order for giving simple instructions to each other and complete tasks following those instructions. When using their speaking and listening skills in other areas of the curriculum, such as in circle time, they take their time to answer fully, expanding sentences to convey their ideas and opinions. The speaking and listening skills of pupils for whom English is an additional language are generally in line with their peers by the end of the key stage as a result of the quality of bilingual support earlier in their school careers. Pupils with special educational needs also achieve appropriate levels as a result of the support they receive over their time in school.

69. By the end of Key Stage 1 many pupils reach national expectations in reading. Too many, however, are working at the lower end of the Level 2 range. Pupils read a wide range of material such as books, poems, worksheets, and factual and fictional works. Older pupils who are working at the upper end of the Level 2 range identify characters, recall the plot and predict what happens next in stories. By the end of the key stage pupils are starting to use the library, and use their knowledge of alphabetical order and contents and index pages to find information in books. Pupils have a broad range of skills to help them read new materials. They use letter names and sounds, and the way that they blend together to build up words. More-able pupils recognise their errors and generally self-correct. They are achieving a good degree of fluency and read with expression. The school works hard at encouraging parents to share in reading with pupils at home.

70. Attainment in writing is within the nationally expected level by the end of Key Stage 1 and most pupils make satisfactory progress in relation to their prior attainment. Although more pupils are attaining at the higher levels than in reading, work needs to continue to further reduce the numbers working at the lower levels of the range. Pupils know about how to set out their writing for a story. Older pupils try to use the correct grammar in their work using adjectives and nouns, capital letters and full stops. Pupils use letter sound patterns in their spellings, building up and using the key vocabulary from the national literacy strategy in their work. The school's focus on developing handwriting and spelling skills is a good support to this work. The literacy hour is helping pupils use a wider vocabulary and is improving grammar and punctuation as well as extending their knowledge of a range of texts and authors. In Year 2 especially, pupils write for a range of purposes including simple stories, letters, instructions, news and comprehension. They are developing early skills of extracting information from non-fiction texts and simple poetry is included in their writing activities. The presentation of work is unsatisfactory in some classes.

71. The quality of teaching is satisfactory overall, with some good teaching seen in some literacy lessons. Teaching is unsatisfactory in one in ten lessons, mainly in the lower end of the key stage. The National Literacy Strategy has been appropriately implemented throughout Key Stage 1. The most effective teaching is characterised by challenging work and high expectations about raising standards. Pupils' progress in these lessons is marked by faster learning and successful completion of all the planned tasks. Pupils enjoy the books they are reading and they are successful in their writing. Teachers use questions skilfully to challenge and guide pupils to further learning. Teacher's knowledge of literacy strategy is good. The school is working hard to raise the levels of attainment of the boys through improved use of non-fiction texts. Pupils who have a special educational need are well taught and work is planned to meet their needs. Pupils who speak English as an

additional language enjoy their English lessons. Work is carefully planned to meet their needs and they are supported by the bilingual development workers and ethnic minority achievement grant teachers. As a result they are clearly motivated and make good progress in their spoken and written English.

72. When teaching is less effective teachers give insufficient time for pupils to ask their own questions, contribute to their own learning, or think for themselves. This lack of challenge causes pupils to lose concentration and results in restless behaviour and untidy, incomplete work. Marking is a weakness in most classes, with insufficient use of constructive feedback to help pupils improve. The school now uses a standardised reading test but there is insufficient use of assessment and target setting information to inform planning.

73. The subject is satisfactorily managed. The co-ordinator looks at teachers' planning and pupils work. More needs to be done to monitor the consistency of teaching and learning in the classroom. The national literacy strategy is clearly improving standards. The strategy is giving a structured development to acquiring skills by widening the range of texts studied, expanding the range of authors and styles of writing used and closely linking reading to writing. There are times, however, when teachers do not plan enough opportunities for pupils to extend and expand their writing. The school is aware of this need and for one session a week pupils are put into sets by ability for more focused and intensive work on developing writing skills further. The library is used well as a teaching resource to develop library skills and pupils enjoy 'browsing' the shelves, following areas of personal interest. The curriculum for English is broad and balanced and supports the work in other subjects especially in history, geography, mathematics and science.

MATHEMATICS

74. The results of the national tests for the oldest pupils in the school in 1999 were well below the national average and average achieved by similar schools. In the area of using and applying mathematics, pupils' results were very low. Over the last four years results have been consistently below average and, although results were higher in 1999 than 1998, they still did not reach the position achieved in 1997 when results, whilst still below, were more closely approaching national averages. The percentage of pupils reaching the higher level, Level 3, was also well below national averages.

75. Baseline assessments were only introduced to the school after the 1999 Year 2 cohort had started school. It is therefore not possible to compare the above results with their attainment on entry. Baseline assessment for pupils currently entering the school indicate that their attainment is below that expected for pupils on entry to school.

76. Inspection evidence shows that overall attainment for the majority of the oldest pupils is currently in line with that expected for pupils of this age. The school has introduced a system of setting for some mathematics lessons. This has enabled a closer match of work to pupils' prior attainment and has increased the rate of learning. Provision is also being made in some class mathematics lessons for pupils who have shown a capacity for high attainment in previous lessons. The school has acknowledged the need for improvement and has set targets to improve the results of the 2000 cohort of pupils in the standard assessment tests due to be taken in May of this year. These targets do not sufficiently address the needs of the pupils achieving the lower Level 2 results to raise them to the new, higher Level 2, standards expected of pupils in future tests.

77. The previous inspection identified standards as being in line with national

expectations. It found variations in pupils' progress resulting from variations in the quality of teaching. The quality of teaching in lessons is still inconsistent. Whilst it is predominantly satisfactory it varies from good to poor. Not enough has been done to address the impact that these variations in teaching have on the overall progress of pupils in Key Stage 1.

78. Younger pupils can use repeated addition as a system of multiplication. They begin to estimate how many sweets are contained in a bag or how many times they can write their name in one minute. They can carry out a simple survey, for example into favourite drinks, record this evidence by means of a simple tally and enter the information on a database and print off a graph showing the results. Older pupils with help use place value to rearrange two digit numbers to ease the complexity of calculation, and they use their knowledge of multiplication facts to solve simple problems.

79. Where teaching was observed to be good the pupils were engaged in lively mental table-tests and number sequencing activities at the beginning of the lesson, followed by group activities where work closely matched their prior attainment. Such strategies held their interest and extended their learning well. In these lessons pupils learn new things such as the direction anti-clockwise, they work at a good pace answering quickly, accurately and clearly on worksheets. They are interested in their work, for example striving hard to assemble the correct number of plastic cubes accurately to represent their answer in multiplication activities. They persevere in programming a small battery-operated robot despite an initial problem with its response to commands which required clearing all of its memory before reprogramming it. Pupils of high prior attainment enthusiastically solve mathematical problems in a story set out for them by the teacher, then through careful thought devise similar stories of their own. Such innovative teaching, and effort and sensible attitudes on the part of the pupils, progresses learning well. When teaching was unsatisfactory or poor, lessons were not well organised and inappropriate strategies were used. For example pupils were required to give oral estimates of how many times they could write their name in one minute. The teacher asked the pupils to report from their place on their group table. Control was poor and much shouting took place which did not enable the teacher to establish accurate estimates and so advance learning of the purpose of estimates or the intellectual understanding of matching the activity to the time available. Progress in these lessons was unsatisfactory. There are some other areas where learning should be improved. Generally teachers make insufficient use of independent working in practical activities to aid understanding of the concept being taught. For example one teacher too frequently directed pupils to the correct answer when identifying the most popular drink in the class, rather than allowing pupils to put forward their own analysis, even if incorrect. In addition, teachers do not share sufficiently the learning objectives of the lesson with the pupils and so enable them to understand what it is they should be learning. Marking and acceptance of poorly presented and careless work is a weakness in some classes.

80. Throughout the school, pupils generally enjoy mathematics lessons. In many they are keen to take part in mental mathematics activities, trying hard to respond quickly and accurately to the questions asked. They work well together, sharing equipment and discussing their work sensibly. When such attitudes prevail pupils learn well. Occasionally, when teachers do not set expectations of turn taking, pupils shout out answers and try to talk over each other. In these parts of lessons learning deteriorates as pupils cannot build on their thinking in a logical way whilst competing for the teacher's attention. Expectation of presentation varies and some pupils do not present their work neatly enough. Untidy habits do not allow pupils to review their work easily. Consistency of teaching approach is therefore another area for development.

81. The co-ordinator has a sound knowledge of the subject and of where the school is currently. The subject meets the statutory requirements and the Numeracy Strategy has been appropriately implemented. She is keen to raise standards, she has analysed the data available to school and is well aware of pupils who are capable of higher achievement but is unsure how to establish a whole-school approach to this problem. Systems for monitoring teaching standards and making sure that best practice is spread from inside the school or learnt from outside are not effective. Useful assessment procedures exist but are not informing individual teacher's planning or their understanding of standards expected nationally. This means that teachers are not setting specific enough targets for individuals and groups of pupils. The school is following the National Numeracy Strategy carefully and this supports teaching successfully but it is not yet using it to raise the standards achieved by individual pupils. Despite this the school has the capacity to improve standards; it requires, however, the clarity of direction to improve. There is a satisfactory range of resources to support mathematics throughout the school.

SCIENCE

82. The results of teacher assessment at Key Stage 1 in 1999 were poor. Attainment was very low compared to national averages and low compared with benchmarks for similar schools. The number of pupils reaching Level 2 for experimental and investigative science was in the bottom five percent when compared with benchmark data for similar schools. Results in 1998 were also well below average when compared with similar schools. The trend over time also shows results are lower than they should be and that progress in improving standards is too slow. Although the high percentage of special educational needs pupils at the school does affect overall percentages, the main issues are that teacher expectations for science are not high enough in experimental and investigative science, and assessment is insecure. The inspection findings are in line with assessment results. On entry to Key Stage 1 the scientific knowledge and understanding of most pupils is average. By the end of the key stage standards of attainment judged by scrutiny of pupils' previous work and observations of lessons is below national expectations. By the end of the key stage pupils speak confidently about what they know. This was illustrated when Year 2 pupils were discussing what they knew about suitable materials to build a shelter to protect them from the rain. However, written contributions are below that expected, both in quantity and quality. There are limited opportunities for them to use their literacy, numeracy and IT skills in the subject. Pupils with special educational needs make satisfactory progress in relation to prior attainment. There was no significant variations among pupils of different gender, ethnicity or first language.

83. Previous inspection found that standards in science were in line with national expectations. This indicates that there has been a decline in attainment in the subject over the last four years.

84. Pupils in the nursery and reception make good progress. In Key Stage 1 pupils' progress slows down. Pupils enjoy their work in science and acquire a range of basic facts and knowledge about the natural, physical and material world. For example, Year 1 pupils communicated their observations about the changes that took place when chocolate was melted and then cooled down. Pupils in Years 1 and 2 described what happened when they observed water being poured onto or through different materials. They later applied this knowledge to the construction of shelters in their work on design and technology. Pupils' work shows that they can recognise and name the external parts of the human body and of plants, and communicate observations of changes in light when it passes through a range of materials. They recognise that light comes from the sun and from the use of

electricity. This basic knowledge and understanding is not extended to sufficient depth to allow pupils to acquire the higher levels of scientific knowledge expected by the age of seven. Pupils' scientific investigative skills are particularly weak. This is because the majority of experiments are designed and, too often, done for them.

85. The teaching of science is broadly satisfactory. Teachers know about the content of National Curriculum programmes of study for science and this is evident both in planning and in the content of lessons. Explanations and instructions are clear and subject specific questions are appropriately used to confirm understanding and to encourage pupils to predict what might happen. Although the content of the lesson is usually made clear to pupils, the learning objectives in terms of what they are to know, understand or be able to do by the end of the lesson, or series of lessons, are not made sufficiently clear. When weaknesses occur in teaching it is in the area of experimental and investigative science. Practical demonstrations are used well to support pupils' scientific understanding. This method of teaching is overused, however, and results in insufficiently challenging work for many pupils. They have insufficient opportunity to ask their own questions, organise and carry out experiments for themselves and devise their own tests. For example, a class of Year 1 pupils sat and watched their teachers melt chocolate. Groups of Years 1 and 2 children either watched or worked closely to teachers' instructions in setting up experiments to test the waterproof properties of materials. The best example of science teaching was in a Year 2 class, where the activity and its purpose was clearly explained to the whole class. Pupils were then organised into groups to carry out the experiment for themselves. A different range of materials had been provided for each group in order to stimulate later discussions. There was very good preparation of resources, such as differentiated lists of vocabulary, to support learning. There are weaknesses in standards of presentation and in marking throughout the key stage. Assessment and its use to inform planning is unsatisfactory.

86. Pupils respond well to science in the majority of lessons. They listen carefully to their teacher, respond with enthusiasm to questions, watch closely during demonstrations and gain new knowledge as a result. The lack of opportunity for pupils to apply what they know through their own scientific enquiries and investigations prevents them from developing their understanding to greater depth. When given the opportunity to work independently they show that they can do so sensibly. They are confident in handling equipment and materials and do so with care and increasing accuracy. Behaviour is satisfactory and often good. Lapses in concentration occur when pupils have been sitting for too long listening to direct input, and when they are not sufficiently involved in practical work.

87. The science curriculum meets the statutory requirements, the scheme of work covers the required Programmes of Study and is linked to the school's topic plan. It is not yet appropriately adapted to meet the particular situation at the school and insufficiently detailed to support the secure development and progression of scientific skills and knowledge. Medium-term planning is variable. In the main, learning objectives are too broad and not sufficiently precise to show how progression will be achieved and learning will be targeted to meet the different needs of pupils.

88. The co-ordination of science has been inappropriately allocated to the newest member of staff who is also part time and on a temporary contract. The subject has been greatly neglected prior to her appointment with insufficient monitoring of planning, teaching and learning and the leadership and management of the subject is unsatisfactory. There has been insufficient progress in its development to support improvements in standards, and there are no clear plans for future action. There is insufficient use of assessment data

to inform target setting for improvements in standards and the development of the curriculum.

89. There is an appropriate range of practical resources for science but central storage arrangements make access difficult for both pupils and staff. There is insufficient opportunity for pupils to access materials and equipment independently and to make informed decisions and choices in the course of their work in lessons. The school grounds provide ample opportunity for science but the environmental area has been neglected and is too overgrown to be accessible to pupils and to be a useful resource for teaching. There are insufficient up-to-date published materials to support teachers in planning their work. Current staff have received insufficient in-service training for science in recent years.

ART

90. Very few lessons in art took place during the inspection but from the observation of two lessons and from talking to pupils, looking at portfolios of work, displays and teachers' planning, it is judged that the oldest pupils in the school achieve standards above those expected for pupils of this age range. Older pupils refer to drawings, paintings and reproductions of pottery by Clarice Cliff, and make pots, designs and patterns in a similar style. They consider the use the pot will be put to and adjust its shape appropriately. They use art packages on the computer to good effect, for example to draw geometric patterns and flood the spaces created with colour reminiscent of the striking designs of Cliff. Pupils carefully consider the work of other well known western artists such as Brueghel and draw in a style which successfully demonstrates the quality of their research. The school celebrates the use of pattern and symbols by members of the different religious faiths within their community. This enables pupils to understand the place of art and design in religion and to respect each other's cultural views on decoration. The school has maintained its high standards since the last inspection. The school does not research the work of respected non-European artists or art forms and this is an area for improvement.

91. Throughout the school, pupils learn and apply new skills successfully. They learn to print, paint, sketch and model. They learn to respect the expertise of artists and craft workers through attempting these skills. Teaching overall is judged to be good. In one lesson observed it was excellent. Class teachers plan well-sequenced lessons with clear objectives. They identify the skill to be taught and set out an appropriate structure to enable pupils to build on each element sequentially. In one lesson observed, the teacher introduced the lesson with a clear explanation of the work to be covered, a successful demonstration of the technique being studied and, through encouragement and appropriate criticism, enabled the pupils to learn well. She encouraged pupils to be designers by using different media for the planning stage. In both lessons the pupils worked sensibly and with a minimum of supervision in what were exciting lessons. In one lesson which required pupils to flood wetted paper with bright inks and paints, they controlled their work carefully and carried it around the room in such a way as to avoid unnecessary spillage or damage to other pupils' work. Such mature attitudes enabled the teacher to spend her time discussing work with individual pupils and so enhance the rate of learning by all involved. Pupils make steady progress as they move through the school.

92. There is a keen and enthusiastic co-ordinator who is committed to raising standards even higher. She has recently rewritten the scheme of work for art to operate in conjunction with the school's one-year topic cycle. This has enabled her to ensure thorough coverage of the basic skills in art and the subject complies with the statutory requirements. She monitors the curriculum through the scrutiny of teachers' planning and displays around the school. By this means she identified display as an area for

development and arranged a comprehensive in-service course for the staff. Displays of work around the school are now of good quality and make a successful contribution to pupils' understanding of the wide range of art work, both two-dimensional and three-dimensional, covered by the school, and the contribution of art to everyday life. The current provision fulfils the requirements of the National Curriculum. Portfolios of work are a successful record of the pupils' attainment and the progress made as they move through the school. She has insufficient opportunity to monitor teaching and learning in the classroom.

DESIGN AND TECHNOLOGY

93. During the inspection period there was insufficient time to observe many lessons outside the core curriculum. This meant that no full lessons in design and technology were observed. From looking at collections of work, displays, teachers' planning, and discussion with pupils, standards are judged to be in line with those expected for the oldest pupils of this age group.

94. Pupils build models and full-size shelters from scrap materials such as cardboard, polythene and old curtain material. They make sketches of their intended structure, consider ways of erecting their shelter, for example will it be free standing or lean-to, and then build the structure. In one class the teacher cleared the classroom and pupils built full-size shelters on one day and then used them, to tell stories in, the next day as part of their English lesson. Such innovative teaching has a positive impact on pupils' intellectual and creative development, challenging as it does their lateral thinking in the design and evaluation phases, and the creative capacity in the problem-solving and construction phases. They make detailed studies of bicycles and analyse how they work, paying particular attention to the way the pedal drives the wheel. Pupils also make pots as part of the art study of Clarice Cliff and, significantly from the design and technology point of view, they consider the purpose to which the pot is to be used and construct and evaluate it in these terms. Pupils undertake appropriate cookery activities although in these lessons they are sometimes over directed by the teachers or assistants present. More decision-making experience would greatly enhance pupils' personal development and increased sense of independence. Pupils make models as part of their project on transport and in history on cave dwellers. Such activities, whilst they form an adequate part of a focus on methods of fixing and joining, do not sufficiently challenge pupils' understanding of the design elements of design and technology.

95. Since the last inspection teachers have maintained the skilful manner in which they integrate design and technology with other subjects. The foundation years provide a good grounding in technical skills and these are mainly successfully developed throughout Key Stage 1. Rigour is needed, however, in ensuring that all activities planned as design and technology ones are truly design and technology activities.

96. The co-ordinator for the subject is well qualified for the post and manages the subject well. She is enthusiastic, aware of the areas for improvement set out above and keen to develop an integrated structure to the subject throughout the school and it complies with statutory requirements. Currently she monitors the subject through teachers' planning, and scrutiny of displays, and engages in informal support for teachers as required. She has insufficient opportunity to monitor teaching and learning. The school has good links with the local community and involves visitors such as a mask maker and carpenter in the delivery of the subject. Pupils have good attitudes towards the subject and are keen to undertake activities and use tools sensibly, they look forward to meeting visitors and contribute sensibly to discussions. During the course of the inspection a bricklayer came to

the school and, in a lesson planned well with a class teacher, discussed health and safety issues on building sites and in practical activities in general. This made a very good contribution to the understanding of personal responsibility for safety and demonstrated the school's concern for the care of its pupils. The bricklayer concluded with a demonstration of bricklaying which made clear the need to think through procedures and consider sound structures in design work. He also drew attention to the care with which the bricklayers had constructed the walls around the school and this contributed well to pupils understanding of responsibility and pride in work and in the development of pupils' understanding of the place of design and technology in the world around them. There is a satisfactory range of appropriate resources to support the curriculum but the central storage arrangements make them difficult to access.

GEOGRAPHY

97. Overall, pupils in Key Stage 1 are making good progress in their learning. Standards are above national expectations at the end of the key stage. This is an improvement since the last inspection. A special focus of their work is the development of geographical language and skills using secondary evidence such as photographs and maps in developing their observational and analytical abilities. Pupils look at photographs and maps and note land use as well as locating landmarks from different perspectives. Younger pupils are able to complete tasks as a result of fieldwork undertaken in the local area, older pupils are developing map-reading skills and are able to track their routes to school, drawing the road furniture they can remember from their routes. Pupils across the key stage are able to consider land use, especially environmental issues such as building near a water supply, transport for supplies and the provision of food. Under the theme of houses and homes they look at pictures and identify the different climates, giving reasons from what they observe for the use of the different building materials and make the link between climate and construction. Standards of presentation of work are unsatisfactory in some classes.

98. Pupils are keen to look at photographs and maps. They enjoy identifying their school and homes as well as other features they only have considered from a ground view before. They stay on task, discuss what they have seen on their walks round the local area, and ask questions. Pupils are involved with their work, enthusiastic and quick to pick up geographical language and vocabulary. They work hard, take responsibility for their own work, and concentrate and persevere with the tasks set for them. Pupils are able to co-operate over photographs and other resources.

99. Teaching of geography is at least sound, and in some lessons it is good or very good. Teachers have good knowledge of the local area and know how to use this knowledge to support pupils' learning. Teachers use their own skills to support the development of pupils' geographical skills, especially the development of language and observational skills. They have high expectations of their pupils and this has resulted, for example, in pupils' good knowledge and understanding of the range of land use in the area. Planning is clear and drawn from the scheme of work for geography. Teachers have good management strategies: their control, resource provision and use of other adults are good. The lessons have a brisk pace and ongoing assessments of pupils' work guide questions that challenge and extend pupils. There are weaknesses in marking where there is insufficient use of constructive feedback to help pupils improve.

100. The curriculum is focused on building up pupils' skills of research and identification of geographical techniques via practical activities. It fulfils the statutory requirements. In samples of pupils' work there is evidence of map-reading skills development and

investigations into environmental issues. The co-ordinator for geography is building up a portfolio of annotated work to demonstrate the range of work and skills covered across the curriculum. She has insufficient opportunity to monitor teaching and learning. Central resources are currently inadequately stored but are sufficient to support the curriculum. The school plans to review resource provision in line with the updated policy and scheme, which are to be introduced to support new topic themes adopted by the school.

HISTORY

101. There were limited opportunities to observe history being taught during the inspection. Evidence from the scrutiny of pupils' work, records and from discussions with pupils, indicates that pupils make good progress and attain levels above national expectations. This is an improvement since the last inspection. Progress for pupils with special educational needs and those for whom English is an additional language, is also good. Teachers' planning, the school's policy and scheme of work and pupils' work, indicates that the subject fulfils the statutory requirements.

102. Pupils can recall the work they have covered well. They know that history is concerned with their own earlier years. They also know that many things are different today from what they were long ago, especially transport, houses and homes and household appliances. They have good understanding of the life and work of people such as Mary Seacole as well as knowledge of the effects of the blitz upon the local area and life in Victorian times. They use photographs, books and artefacts to compare then with now. They know the difference between now and long ago and give examples of what was used for such as clothing, heating and lighting. The pupils' progress over time is good, from the reception class to Year 2.

103. Across the key stage pupils enjoy their work in history. They listen carefully, enjoy practical tasks, are genuinely curious about life before they were born and work with interest and enthusiasm. When talking about what they know about history they speak fluently with a wide and descriptive vocabulary, especially when surmising what life was like in cave living in their pre-history work.

104. Although little teaching was seen, planning adds evidence that the quality of teaching is at least satisfactory, being drawn from the policy and scheme of work. Teachers are confident, planning challenging tasks to develop historical research skills as well as interest. Teachers in each year group choose tasks appropriate for all the pupils within their classes.

105. The leadership of the subject is satisfactory. The co-ordinator checks teachers' planning for coverage and resource needs. She has insufficient opportunity to monitor teaching and learning in lessons. Some planning includes teachers' assessments of pupils' progress. There is a portfolio of pupils' previous work annotated to demonstrate the range of the curriculum. The co-ordinator is starting to build up a photo-bank, a record of displays in history and of visits to such places as the Black Country Museum. The school also has visitors to support the curriculum, for instance a drama company setting up a Victorian classroom in the hall. The school supplements its own supply of artefacts by borrowing from the local community to support specific projects for instance parents supplied a range of toys when asked. History makes a significant contribution to the pupils' social and cultural development and is supported by the national literacy and numeracy projects, especially in listening to visitors, reading source materials and developing a sense of chronology.

INFORMATION TECHNOLOGY

106. Only one lesson in information and communications technology took place during the inspection. Evidence from the lesson observed and from looking at collections of work, displays and teachers' planning, indicates that the oldest pupils in the school achieve standards in line with those expected for pupils of this age range and that standards have been maintained since the last inspection.

107. Pupils throughout the school use information and communications technology appropriately to support their learning in many subjects of the curriculum including speaking and listening. In this aspect of English, pupils confidently use a tape recorder to play pre-recorded stories, they listen carefully and answer accurately when questioned by an assistant. They select and plug in earphones and know how to turn the tape recorder on or off or to pause the tape while they discuss the story. Increasing use is being made of word processing to enable pupils to draft work directly on the computer. In mathematics pupils use data-handling programs to sort the results of their survey into the class's favourite food or drink and then display them as a graph. They practise their knowledge of direction through appropriate programs such as Morris the Martian's Day Out, tracking his journey around the solar system. Research packages are accessed satisfactorily to support pupils' work in history. Pupils practise such research work through games which enable them to select information from video and picture images to complete a proforma on space travel. Art packages are used appropriately to illustrate their work in a design and technology project on bicycles. They learn to draw patterns and then carefully flood areas of the pattern with colour. They can also select and change background screen colour successfully. During the inspection good use was made of a small battery-driven robot to demarcate geometric shapes on the hall floor. Pupils use clip-art packages in geography to design islands, selecting and dragging in symbols to represent towns or forests and position them carefully and in appropriate positions on their map. They also recorded where they had been on cycle rides as part of the project on bicycles. All pupils', including those for whom English is an additional language and those with special educational need, make satisfactory progress.

108. Pupils' attitudes are good, they are interested in using information and communications technology and keen to take their turn on the computer or use a tape recorder. Teachers identify many opportunities to use computer programs to extend learning. Whilst the teaching of the use of these programs is satisfactory, pupils are not given sufficient opportunity to work independently of the teacher in the activities themselves and so enhance their personal development and sense of responsibility for their own work.

109. The provision fulfils the statutory requirements of the National Curriculum. The school has maintained the quality of its provision since the last inspection. The co-ordinator is relatively new to the post but is keen to drive the use of information and communications technology forward in the school. The school has recently increased the number of computers available in the classrooms. The expertise of staff is variable and this constrains a sequential structure to the pupils' learning in this subject. The co-ordinator has carried out an audit of information and communications technology skills amongst the staff. She is providing support on an individual basis. She is exploring ways forward for the school and the use of funding. Currently, the strategic educational direction of this subject is not clear but the school intends to establish a steering group to address this. The school makes satisfactory use of the information and communications technology it currently has.

MUSIC

110. Pupils make satisfactory progress in music and attain in line with national expectations by the time that they are seven. Standards have been maintained since the last inspection. Pupils follow the tune that their teacher sings and make tuneful responses to her musical requests. They join in well with the steady beats of a song and demonstrate that they can control the sound of their voices in terms of singing quietly or loudly, high or low. They can control a good range of percussion instruments and identify and name most of them. They can explain how sounds are made, for example on the strings of their teacher's guitar. They can sing many songs, tunefully and in unison. This is evident in assemblies and in public performances such as family assemblies and the festival celebrations of the different faiths and cultures within the school community. Music is played in assembly and in some classrooms as pupils come into school in the morning. This provides valuable opportunities for pupils to be introduced to and learn about a range of different types of music. There is scope to develop this work by taking time to draw pupils' attention to the music that is playing and by overtly listening to it with them. Opportunities to use and develop literacy and numeracy skills in the course of lessons are not sufficiently exploited.

111. The quality of teaching in the subject is good. For the most part it is taught by a well qualified peripatetic teacher who visits the school for half a day a week. She has a good subject knowledge and plans carefully for the progression of musical knowledge and skills to link in with current topics. She uses a range of methods to engage pupils' interest, for example, action songs and response work in copying rhythms and songs. She makes the lessons interesting and enjoyable and pupils are fully involved in learning from the moment they enter the room. Class teachers have worked alongside their pupils in these whole-class sessions and this has had a positive impact on their own knowledge and supported the work that they are then able to continue in the classroom.

112. Pupils enjoy music throughout the school. They show a good awareness of each other's performance, listen carefully to each other's singing and playing and work well together. The opportunity to sing as a choir makes a positive contribution to pupils' interest in music and makes a useful contribution to the development of skills. There is, however, insufficient opportunity for pupils to develop their musical talents through extra-curricular activities.

113. The music co-ordinator has recently taken over the subject and she has made a good start to leading and managing it. She has undertaken a review and has clear plans for future development, particularly in regard to staff training and recorder tuition. She has insufficient opportunity to liaise with the peripatetic teacher because staff meetings are held in lunchtimes on the day that the teacher is in school. She keeps an overview of the subject by monitoring planning but has insufficient time to observe lessons and work alongside teachers.

114. There is a satisfactory range of resources for music including tuned and untuned percussion, recorded music, which is mainly western, and published materials for use by the staff. There is a paucity of books on music in the library. Resources are generally of good quality and well stored to ensure access by pupils and staff. Pupils are beginning to make informed choices from the range that is made available to them. Some teachers maintain a selection of instruments within their own classes and use them to follow up the work of the peripatetic teacher. There is scope to extend this good practice to all classes. The provision of a music room ensures that the music teacher can make maximum use of the resources available to her on the day of the visit. Appropriate use is made of visiting music groups, which include a multicultural ensemble, to support children appreciation of a range of music and increase their knowledge of musical instruments.

PHYSICAL EDUCATION

115. Pupils attainment is in line with national expectations and standards have been maintained since the last inspection. Progress is mainly satisfactory and sometimes good. When progress and attainment are less than satisfactory it can be related to a small proportion of unsatisfactory teaching. Children show good control and co-ordination of their body movements in floor work and on the apparatus. They move confidently and safely. They demonstrate good spacial awareness and an awareness of others. They enjoy demonstrating their ideas and work hard to practise and improve their performance. Pupils show satisfactory control when bouncing, throwing and kicking a ball. Co-operation between pupils is good, especially so when they erect and dismantle apparatus.

116. Pupils' attitudes and responses to physical activity are usually good. They enjoy movement, both on the floor and on apparatus. They listen carefully and respond quickly to the teacher's instructions. In the best lessons they work hard, not only physically but also mentally as they seek to improve their work and develop their movements. They treat the resources and equipment with respect, wait patiently to take turns and enjoy co-operating and helping one another. Behaviour is good in the majority of lessons. When it is unsatisfactory it is because of unsatisfactory teaching.

117. No dance and few games lessons were seen but planning indicates that the teaching of these areas of the curriculum is as systematic as gymnastics. Teachers' planning is well supported by schemes of work.

118. The quality of teaching is mainly satisfactory with some good features. Most teachers plan thoroughly to ensure that activities are well sequenced to develop skills and movements and there is clear reference to the scheme of work to guide lessons. In the best lessons the teacher encourages pupils to refine their movements and skills. Good feedback is given to pupils about how well they are doing and what to do to improve. Where teaching is unsatisfactory, learning objectives are not sufficiently precise, the lesson sequence does not build on prior knowledge to develop learning, and there is insufficient use of constructive interaction with pupils to help them refine and develop their skills.

119. The leadership and management of the subject is satisfactory. The co-ordinator has a clear view of future plans which include the development of the dance curriculum, introduction of a national sports initiative and the further development of the outdoor area for the youngest pupils. She monitors the teachers' planning but has insufficient time to monitor and work alongside teachers in the course of lessons. The curriculum fully complies with the statutory requirements. A two-year modular programme of dance, gymnastics, games and athletics ensures that the statutory requirement of the National Curriculum are secured.

120. The school has satisfactory facilities for physical education. It has a good size hall for gymnastics and dance, and appropriate field and hard play areas for athletics and games. There is now a secure outdoor play area for the nursery. There is an action plan for its further development to include a secure area for reception classes. There are sufficient good quality resources to support the curriculum in Key Stage 1. The quality and range of the outdoor equipment for under fives is unsatisfactory. The subject gives good support to pupils' cultural development. Good use is made of visiting dance groups including Bhangra and Hindu stick dancers. The school also takes part in annual maypole dancing.

RELIGIOUS EDUCATION

121. Standards of attainment at the end of Key Stage 1 are above the expectations of the locally agreed syllabus and standards have been maintained since the last inspection. Religious education takes place within the classroom as a discrete subject and within the daily act of collective worship and assemblies. No lessons were seen in religious education during the inspection, but evidence was obtained from observations of assemblies, daily acts of worship, scrutiny of work, analysis of planning and discussions with pupils. Pupils show a good knowledge and understanding of the traditional stories and festivals of the major faiths and can talk about the way that religious beliefs influence the way that people behave in everyday life, for example, the Muslim tradition of alms giving, Zakat. There is a particular emphasis on the rules that religious traditions teach people to live by, for example in Islam, the respect for parents and family life; and in Christianity, the importance of 'love thy neighbour' and developing good relationships within a community. The youngest pupils in the school share experiences of belonging to a family group on both happy and sad occasions. These ideas are extended to the wider family of the class and of the school. This leads on to work on celebrations and festivals with older pupils. The need to share with others and the importance of caring are emphasized throughout the school and this is evident in pupils' behaviour both inside and outside the classroom. Pupils listen attentively to stories, both during assembly and in lessons. For example, they listened to a story about St. David in assembly and were able to recall significant events and give reasons why St. David had acted as he did. In lessons they listen and respond to stories about how people have cared for others, for example, in the story of Krishna and Sudhana.

122. Pupils are interested in their work. They are involved in discussions and maintain an interest throughout. Discussions with pupils reveal that they can recall much of the work that they have covered and they show a genuine interest.

123. The quality of planning indicates that teachers' knowledge and understanding of the subject are secure. Long-term objectives are well linked to the scheme of work which provides a good basis for medium-term planning. Lessons build on previous learning and stories and activities are well chosen to maintain children's interest.

124. The leadership and the management of the subject are good. The co-ordinator has a good overall view of the subject although she has insufficient opportunity for observing lessons and working alongside other teachers. Resource provision for religious education is good. There are a range of artefacts from different faiths and a wide range of books to support pupils learning. The excellent links with the local community make a significant contribution to pupils' understanding of a range of faiths and traditions. The subject makes a significant contribution to pupils' spiritual development.