

INSPECTION REPORT

GOSSEY LANE JUNIOR AND INFANT SCHOOL

Kitts Green, Birmingham

LEA area: Birmingham

Unique reference number: 103375

Headteacher: Mr B R Parkinson

Reporting inspector: Mr J R Francis
17976

Dates of inspection: 7th to 10th February 2000

Inspection number: 190320

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Gossey Lane
Kitts Green
Birmingham

Postcode: B33 0DS

Telephone number: 0121 783 2909

Fax number: 0121 783 2909

Appropriate authority: The Governing Body

Name of chair of governors: Mr S Moore

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Francis	Registered inspector	Science Design & Technology Physical Education Equal Opportunities	What sort of school is it? The school's results & achievements How well are pupils taught? What should the school do to improve further?
Terry Heppenstall	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
June Foster	Team inspector	Under Fives Special Educational Needs English Information Technology Geography History	How good are the curricular and other opportunities offered to pupils?
Sheila Mawer	Team inspector	Mathematics Art Music Religious Education	Pupils' attitudes, values and personal development How well is the school led and managed?

The inspection contractor was:

Schools' Inspection Agency
Education Development Unit
St Martin's College
Rydal Road
Ambleside
Cumbria
LA22 9BB

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the eastern side of Birmingham and is part of the Kitts Green and Shard End Education Action Zone. The school takes pupils between the ages of four and eleven and there are 209 pupils on roll, 43 under the age of six. The school is full and there is currently a waiting list for admission. Most of the pupils come from the immediate residential area, which is one of generally low income and approximately forty per cent of pupils are entitled to free school meals, which is above the national average. Pupils' attainment on entry is close to the national average, but their speaking and listening and personal and social skills are less well developed. There are 24 pupils on the register of special educational needs, which is below the national average. Whilst no pupils have English as an additional language, 24 are from ethnic minority families. Since the previous inspection there has been a significant change of teaching staff, including the appointment of a new headteacher and deputy headteacher. There has also been major building work carried out on the school to create two new classrooms to replace old temporary buildings, and a separate nursery run by Social Services.

HOW GOOD THE SCHOOL IS

Gossey Lane is an effective and improving school. Pupils make satisfactory progress and, when compared with similar schools, their attainment in English and mathematics is well above average by the time they are 11. Teaching is satisfactory overall. Very good teaching, and high expectations in the early years and at the end of Key Stage 2, mean that pupils make good progress in these years. Pupils work and play well together and their mature attitudes and very good relationships are a strength of the school. The headteacher, staff and governing body form an effective team working to improve standards. The school provides satisfactory value for money.

What the school does well

- It has created a very good ethos with commitment to higher standards.
- The attitudes and enthusiasm of the pupils and relationships at all levels are very good.
- Pupils' behaviour is very good and often excellent.
- The moral and social development of the pupils is very good.
- Provision for pupils with special educational needs is very effective.

What could be improved

- The attainment of the higher achieving pupils in Key Stage 1 and the early years of Key Stage 2.
- The quality of teaching in science, giving greater attention to investigative and experimental work.
- Monitoring and evaluation of religious education, information technology, music, art and design and technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected in November 1996, standards of attainment were broadly average, teaching was good and pupils had very positive attitudes to school. Since then, standards in the core subjects have been maintained in line with national trends and the school has continued to improve in many areas. Overall, the curriculum is now planned in sufficient detail to ensure continuity and progression; however, there are still weaknesses in design and technology which have not been addressed at all. Recent appointments, particularly the deputy headteacher, have strengthened the teaching staff and created an

effective management team for the school. Action points from the last inspection have generally been tackled well, particularly the role of the co-ordinators and the involvement of the governing body in monitoring the work of the school. This is improving the quality of monitoring and evaluation of the school's effectiveness and providing clear direction. The school is well placed to continue to improve.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

By the age of seven, pupils achieve average standards in reading, writing and mathematics. Standards in English and mathematics achieved by eleven year-olds are also average, but are well above those of pupils in similar schools. Attainment in science is broadly average, but because there is not enough emphasis on investigative and experimental science, this means that pupils are not as secure in their understanding and do not achieve as well as they do in English and mathematics, particularly the more able pupils. Over time, pupils' attainment in the core subjects has been in line with the national trend.

Throughout the school, standards in information technology and religious education are average, as are standards in all other subjects, with the exception of geography where standards are below what is expected, and design and technology where standards are very low. In design and technology, the lack of any scheme and very poor resources prevent the subject from being taught in any depth.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and have very good attitudes towards school. They are keen to work and eager to come to school.
Behaviour, in and out of classrooms	This is very good, and sometimes excellent. Pupils show high levels of self-discipline.
Personal development and relationships	The moral and social development of the pupils and relationships at all levels are very good.
Attendance	Attendance is satisfactory and has improved since the previous inspection.

Pupils move sensibly around the building with a clear sense of purpose and consideration for others. During whole class sessions they are keen to contribute and carefully consider and respect the views of others. They work with very good levels of concentration on their own and take a pride in their work. Pupils work and play harmoniously together and their mature, considered attitudes and very good relationships are a strength of the school.

TEACHING AND LEARNING

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

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

In more than nine out of ten lessons, teaching is at least satisfactory, and in almost half of these, teaching is good or very good. Since the previous inspection, almost three-quarters of the teaching staff have changed. Nevertheless, standards in English and mathematics are being maintained in the school, and where there is good quality teaching, seen in reception and the older classes in Key Stage 2, these are being raised. All teachers are implementing the national strategies for literacy and numeracy effectively. Clear learning objectives for all lessons, helpfully shared with pupils, allows teachers to check on pupils' knowledge and understanding and the progress they make. Teaching of science is a weakness in much of the school. Resources are limited and too little attention is given to pupils experimenting and investigating: pupils do not always have a clear understanding of what they are learning. All teachers have very good relationships with their pupils and create a purposeful working atmosphere. Where teaching is unsatisfactory, this is mainly as a result of slow pace to the lesson and pupils not always being clear about what they have to do. Pupils with special educational needs are well supported by careful planning and good use of learning support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant, but does not always cater for the highest attaining pupils.
Provision for pupils with special educational needs	Good support both in the classroom and when withdrawn for additional support enables pupils with special educational needs to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral and social development are very good. Sound provision is made for pupils' spiritual development and for them to learn about cultural traditions. Good role models of staff and clear codes of behaviour allow pupils to develop a mature understanding of their roles and responsibilities.
How well the school cares for its pupils	The school is a caring organisation. Procedures to promote good behaviour are a particular strength of the school, but a caring ethos is evident in all its practices.

The school is easily approachable by parents and they in turn have great trust in the school. However, although they support the school and attend events, few volunteer to help in school.

Significant improvements have been made to the curriculum and it now provides a sufficiently broad education and ensures continuity and progression in pupils' learning. However, there are still weaknesses in aspects of science, and a significant weakness in the curriculum for design and technology. The National Literacy and Numeracy Strategies are being successfully implemented and promoting some lively learning, particularly in mental mathematics. The provision for pupils with special educational needs is very good and they make good progress because of this. While the provision for monitoring pupils' academic progress is satisfactory, the procedures for monitoring and recording pupils' personal development are more informal and rely too heavily on the class teachers' knowledge of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is good and provides clear vision and direction to the work of the school. Good support is given by an effective deputy headteacher, who also provides a very good model of teaching for others. Subject co-ordinators are developing their skills and knowledge and provide the management of the school with better information and an evaluation of standards.
How well the governors fulfil their responsibilities	The governing body is successfully supporting the work and direction of the school and is actively involved in setting targets and monitoring and evaluating progress towards these.
The school's evaluation of its performance	The quality of teaching in literacy and mathematics is regularly and carefully monitored. National test results are analysed and all monitoring is closely linked to the priorities in the school development plan and clearly focused on school improvement.
The strategic use of resources	The school's budget is closely linked to the priorities of the school development plan and planning toward this involves all staff and governors. Effective use is made of additional money provided for pupils with special educational needs.

The overall leadership and management of the school by the headteacher, deputy headteacher and governors is good. There is a clearly shared vision and sense of direction, which is reflected in the school's aims. The systems for monitoring and evaluating the work of the school have become more rigorous and this is raising standards, particularly in English and mathematics. Teaching and support staff are effectively deployed and successfully developing their roles and responsibilities as curriculum co-ordinators. Additional staff, provided through the Education Action Zone, and for pupils with special educational needs, are used well and provide a good level of support and care. The recent additions to the school building are of good quality and make an effective contribution to the work of the school. Resources are generally adequate, although shortages of practical resources for science and the very poor level of equipment and materials for design and technology make successful teaching of these subjects difficult. All financial decisions and purchases are carefully planned and closely linked to school improvement in both teaching and learning.

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 progress their children make; • The good behaviour and attitudes of the pupils; • The good teaching; • The way the school is led; • The approachability of the staff. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The parents' views of the school's strengths are supported by the findings of the inspection. While there is a range of activities for pupils outside of lessons, many of these happen during the lunchtime, or provide additional support for learning, and while they do not provide a wide range of interest for all pupils, are generally adequate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In national tests in 1999, the pupils in Year 6 attained broadly average standards for eleven-year-olds in English and mathematics when compared with all schools, while in science their test results were below the national average. The proportion of pupils attaining the higher level 5 was also close to the national average in English and mathematics, but was well below the national average for science. However, when these results are compared with similar schools to Gossey Lane this shows a different picture. In comparison with similar schools, pupils' attainment was well above the average for English and above average in mathematics and science. Over the last three years the school's national test results for all of the core subjects has been broadly in line with the national trend.
2. Standards at the end of Key Stage 1 in national tests in 1999 show that when compared with schools nationally, pupils' attainment was average in reading and mathematics and above average in writing. The teachers' assessment of pupils' attainment in science showed standards to be broadly average. While the results for reading, writing and mathematics are lower than those of the previous two years, there were particular difficulties due to the normal class teacher being absent during the term leading up to the tests. Nevertheless, when compared with similar schools, pupils' attainment in mathematics is average and in reading and writing is well above the average.
3. Standards have been maintained since the previous inspection. The current work in pupils' books shows similar standards in English, mathematics and science. The school's recent emphasis on literacy and numeracy is having a positive effect on standards. Much of the underachievement in science is due to pupils' lack of experience in experimental and investigative science. There are not enough suitable resources in the school to allow pupils to experiment for themselves and so gain a better understanding of some of the basic concepts in science. This reduces the standards for the higher attaining pupils in particular.
4. The school analyses test results well and uses the information from these to set its targets. These are generally appropriate but, as yet, do not sufficiently challenge the highest attaining pupils. The school recognises this and is addressing the issue through better assessment procedures and more detailed tracking of pupils' attainment.
5. By the end of Key Stage 1, most pupils are confident speakers and usually listen carefully, making appropriate responses. A good example of this was seen where pupils talked about the characters in the story "Not now Bernard". The satisfactory progress in Key Stage 1 is improved on in Key Stage 2. Here, pupils are given many opportunities to express their ideas and feelings, and are encouraged to talk to each other and take part in discussions either in pairs or small groups. By the end of the key stage, standards in speaking and listening for virtually all pupils are above average.
6. By the age of seven, most pupils attain average standards and are able to read appropriate texts with reasonable accuracy. They enjoy books and offer opinions when talking about the plot and characters and are able to give an account of their favourite stories. Pupils are able to explain that fiction and non-fiction books are

housed in different parts of the library although, with the recent reorganisation, pupils find difficulty in explaining how to use the library. The satisfactory progress made in Key Stage 1 is maintained, and by the age of eleven, pupils attain average standards. Most are able to read with expression and confidence and higher attaining pupils are able to discuss the plot and characters in a book and give accounts of their favourite stories, discussing the genre of the books and giving examples from their reading by selecting essential points.

7. For the majority of pupils at the end of Key Stage 1, attainment in writing is average and they make satisfactory progress. Many pupils are able to spell a good range of simple words and have a solid understanding of letter sound relationships. Most pupils show an understanding of full stops, but not all use capital letters consistently. Attainment in handwriting is average; letters are usually correctly formed and are generally consistent in size. Throughout Key Stage 2, pupils' progress remains satisfactory and they attain average standards. Pupils' writing communicates meaning and, when given the opportunity, uses appropriate vocabulary to take account of the specific audience. Pupils in Year 3 and Year 4 are developing an understanding of conversational language. However, they are not provided with enough opportunities to make their choice about the style of writing that is most appropriate to use and, consequently, lack confidence in presenting their work independently. The standard of handwriting and the presentation of work throughout the key stage are good.
8. The current classes of seven and eleven year olds reach average standards in mathematics and make satisfactory progress. These findings are somewhat higher than the targets set by the school. By the end of Key Stage 1, pupils use number and measuring skills well in a variety of situations and have good recall and accuracy of mental calculations up to 100. In the mental session of the lesson, pupils are encouraged to explain how they work out problems, and most use the correct vocabulary associated with number and time. Many pupils are becoming skilled and confident at solving money and number problems in a variety of contexts. However, there are fewer opportunities for them to try different approaches, to devise their own ways of recording or to choose their own equipment. Higher attaining pupils recognise the patterns in even and odd, and are beginning to use the decimal point correctly when writing out money sums.
9. Pupils in Year 6 are beginning to take responsibility for planning, organising and recording work themselves. The recent introduction of the numeracy strategy is beginning to help all pupils to use and apply their mathematical skills in more meaningful ways. They use a good variety of approaches to problem solving, although few involve 'real life' situations. Higher and average attaining pupils are developing good mental skills, work competently on a wide range of calculations in number and measure, and know the strategies to work out answers accurately.
10. Most pupils attain average standards in science at the end of both key stages, which is similar to the findings of the previous inspection. Where standards are lower is in experimental and investigative science. The greatest hindrance to improving this is a lack of suitable resources. While all Attainment Targets are covered, the unsatisfactory range and quantity of equipment is preventing pupils from developing their skills of investigation and so improving their understanding. Much of the work seen in pupils' books in Key Stage 1 and early Key Stage 2 is the same for all pupils regardless of their level of attainment. This is unsuitable for some of the lower attaining pupils where they do not have additional support, and reduces the standards for the higher attaining pupils in particular, which shows clearly in the relatively low number of pupils who attain the higher levels.

11. Standards of attainment in information technology are average at both key stages. The school's policy and planning are effective in developing pupils' skills. Pupils are able to use word processing and information handling in a range of subjects, although the use of this varies between classes, often because of the teachers' level of confidence.
12. Pupils' attainment in religious education is in line with the requirements of the locally agreed syllabus. Pupils have a satisfactory knowledge of Christianity and Christian festivals and good links are made with spiritual, moral, social, and cultural development. Assemblies also make a valuable contribution to pupils' understanding and enhance the spiritual aspect of religion.
13. In both key stages, pupils achieve standards expected for their age in art, geography, history, music and physical education. However, few pupils attain the expected standard in swimming by the time they are eleven. These are similar to the judgement made in the previous inspection report although, at that time, not enough music was seen to give a clear judgement. Design and technology, however, is a continuing area of weakness and pupils' attainment is unsatisfactory. Although some work was seen in the subject, much of the evidence related to food technology and work with fabrics. This gives an unbalanced coverage and there was no evidence, for example, of pupils working with hard or resistant materials, and few examples of pupils designing anything to construct. Progress in this subject is further limited by the lack of suitable tools and materials.
14. Assessment carried out on children soon after they start school in the reception class shows that, while the overall level of attainment is close to average, their speaking and listening skills, understanding of number, and the development of their personal and social skills are below average. The good teaching in the reception class means that they make good progress in their basic skills, physical skills and particularly good progress in the development of their social skills. This was also a feature noted in the previous inspection report. The very good attitudes shown by these young children help them to make good progress during the year. Most children are in line to achieve the desirable learning outcomes in all areas of learning by the time they are five.¹ They listen well to the teacher and to each other, and are willing to put forward ideas and suggestions. By the end of year, many can read to a satisfactory standard for their age and have started to write. In mathematics, most children are able to count up to 20, and many beyond this, and they can count back from ten to zero. They enjoy number songs that practise counting in this way. They use money to buy items in the class shop, can read the cost of items and can find the correct money using one pence coins. They recognise regular two-dimensional shapes such as triangles, squares and rectangles.
15. Pupils with special educational needs make good progress in English and mathematics and satisfactory progress in all other subjects. With their success comes an improvement in their confidence. The good progress in English and mathematics is due in part to the good teaching by the special needs co-ordinator, and the effective support given to these pupils by learning support assistants both in the classroom and when they are withdrawn for additional help.

¹ These are the areas of learning that include language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development that are considered desirable for pupils to attain before they are five and begin compulsory education.

Pupils' attitudes, values and personal development

16. All pupils are very keen and eager to come to school. They quickly settle into the early morning routines and work productively on their tasks without distractions. When not directly supervised, they move sensibly around the building with a clear sense of purpose and consideration for others. During whole class sessions, they are keen to contribute and carefully consider and respect the views of others. They work with very good levels of concentration on their own, and it is evident from classroom displays and the presentation of work in books that pupils take a pride in their work. Pupils work and play harmoniously together and their mature, considered attitudes and very good relationships are a strength of the school. This is particularly noticeable in religious education lessons, where older pupils carefully consider and reflect on the views and needs of other people. It is also demonstrated when pupils work together on the computers and support each other well. These positive attitudes greatly assist the learning and progress pupils make.
17. Behaviour is very good in and around the school and all pupils show high levels of self-discipline, courtesy to adults and respect for the property of others. It is particularly noticeable in the hall at lunchtime, where pupils display very good manners and control. Behaviour is often excellent in lessons. Pupils take a pride in the appearance of their school and are keen to show visitors around. Bullying and oppressive behaviour is rare. The one pupil excluded last year for three days is now being well supported within the school. Pupils are valued and their self-esteem is high through the positive feedback and the encouragement they receive from the staff about their work and behaviour. Parents respond very positively to the attitudes and behaviour of pupils and commented particularly on the strong sense of community, the good integration of different cultures and the strong teaching of right from wrong.
18. Pupils willingly take a lot of responsibility in the school. Pupils in Year 6 run a very efficient and orderly 'tuck shop' and are given other regular duties which involve them fully in the daily routines, such as monitors for the doors, the bell, reading books and the library. Some pupils arrive early each day to help staff prepare the classrooms before school starts. They are particularly diligent during wet playtimes in their supervision of younger pupils. General duties are also extended to younger members of the school. Twice a month, house captains, who are elected by the pupils, organise and run a special merit assembly in school. Their confident delivery and management of this session demonstrates how well pupils can successfully take on additional responsibilities. Older pupils also willingly take on extra duties at special events such as concerts and sports day. Although pupils are prepared and capable of taking more responsibility for their own learning, in lessons there are fewer opportunities for them to show initiative and follow their own lines of enquiry. Little evidence is seen of pupils planning their own activities, for example, devising experiments in science or choosing their own materials in art. Although pupils willingly help in any fund-raising activities, they are not given the opportunities to plan and organise the events themselves. The personal and social development of the children who are under five is good. They have written their own charter of good behaviour and are clearly following it. In class, they are polite and interested in their learning and form good relationships with adults and each other. The high standards of attitudes, behaviour and aspects of personal development continue to be a strength of the school.
19. Attendance is satisfactory and although slightly below national average, has improved over time since the previous inspection. However, there are a few pupils who have persistently poor attendance.

HOW WELL ARE PUPILS TAUGHT?

20. In more than nine out of ten lessons the quality of teaching is satisfactory or better, and almost half of the teaching is good or very good. At the time of the last inspection, the quality of teaching was judged to be a strength of the school. While the proportion of good teaching is not as high as the previous inspection, the overall proportion of lessons that are satisfactory has increased. Since the previous inspection there have also been significant changes to the staff. Around three-quarters of the staff, including the deputy headteacher, have joined the school since then, including teachers currently on temporary contracts or covering for staff absences. Nevertheless, even with these difficulties, the quality of teaching is maintaining the standards in the school and the good quality teaching is improving the progress made by the pupils. There is very little unsatisfactory teaching. Where this is seen, this is mainly due to inconsistencies in teaching certain subjects and teachers' inexperience. There are also differences in the quality of teaching between the key stages, with the most consistently good teaching found in reception and Years 5 and 6.
21. The best quality teaching comes from a combination of factors. The classroom organisation and subject knowledge of these teachers is good. The lessons have a brisk pace and pupils are well motivated. Very good use is made of small group work in many subjects. These strengths were well illustrated in a science lesson in Year 6, where pupils worked together to measure the effect of increasing the mass on 'spinners' they were testing, and in a Year 5 gymnastics lesson, where pupils worked in pairs to create and perfect a sequence of movements. These lessons had a brisk pace and little time was lost in moving between activities.
22. Where teaching is unsatisfactory, the pace of the lesson is too slow, teachers do not always make their expectations of work sufficiently clear and pupils often spend too long sitting listening to the teacher instead of working. A weakness that comes into some otherwise satisfactory teaching is the use of unsuitable worksheets. There are often instances of these being given to all pupils regardless of their attainment. Many of these require only a brief response from pupils, do little to extend their writing skills or their level of understanding, and fail to stretch the highest attaining pupils.
23. The teaching of children under five years old in the reception class is of a consistently good quality. The teacher understands the needs of the youngest children and the activities they plan lead effectively towards the desirable learning outcomes for entry into compulsory education. Relationships are very good and children are encouraged to be independent. A good example of this was seen in a dance lesson, where children were able to organise themselves very well in forming a circle on their own, and in both creating their own movements for the mood of the music and following the teacher's instructions. Lessons have a good structure and sufficient opportunities are provided for the children to explore and experiment.
24. Teachers' planning in English and mathematics follows the national guidelines. All teachers have a sound knowledge of these subjects and implement them effectively. The learning objectives for all lessons are clearly indicated in teachers' planning, and usefully shared with the pupils. Teachers return to these at the end of the lessons and this provides a good opportunity for them to check on pupils' knowledge and understanding. In most lessons, teachers make good use of these plenary sessions at the end; they often use pupils' own work to check on their understanding, and good questioning by the class teacher develops and extends pupils' thinking. This work is often followed up with tasks for the pupils do at home and addresses an area of weakness identified in the previous inspection report. What the pupils are to learn in

the lessons is clearly set out, but the work is not always effectively planned at different levels for pupils of differing attainment. While this is done well for pupils with special educational needs, it is not done as well for higher attaining pupils. As a result, the work for these pupils is often too easy and fails to stretch them sufficiently.

25. The quality of teaching is satisfactory in the majority of subjects and the introduction of new schemes of work, particularly those following the guidelines from the Qualifications and Curriculum Authority, is improving teachers' confidence in subjects such as science and information technology. A particular weakness is found in aspects of science. While the teachers teach the necessary knowledge of the subject, a lack of suitable resources limits the range and quality of experimental and investigative work that can be planned for pupils. This reduces pupils' understanding of some of the basic concepts of science. A similar situation is found in design and technology and, again, this lack of suitable equipment limits the opportunities to work with, for example, hard materials.
26. Teachers have very good relationships with the pupils and use a suitable range of teaching methods. Lessons generally have appropriate pace and many teachers give pupils a fixed time to complete their tasks, which keeps the lessons brisk. Teachers' expectations of pupils' work and attainment are generally high. However, there are some inconsistencies throughout the school, for example, where all pupils copy the same work from the board. This is seen in some science teaching, and geography and history in Years 3 and 4. As with the use of common worksheets, this does not give the teacher a clear indication of how much the pupils have learnt or understood during the lesson. The marking of pupils' work is an aspect the school has still to develop effectively. While all work is consistently marked and is supportive of pupils' efforts, too little of this clearly identifies pupils' mistakes or tells them what they have to do to correct these and improve their work. Some of the marking also over-praises pieces of work where there has been no real improvement over time.
27. Teachers are aware of the needs of pupils with special educational needs. They draw up individual education plans and use their knowledge of these pupils to match the work effectively to these needs. Lesson plans make specific reference to these pupils. Learning support assistants and special needs teachers are used very effectively to support these pupils across many subjects of the curriculum. The quality of teaching for pupils when withdrawn from their classes for intensive teaching of literacy in small groups is very good. It makes an important contribution to the good progress that pupils with special needs make in their learning. In classes, the help given to pupils who are at the lower stages of the special needs register varies according to the quality of teaching. Most are given work suitable for their needs, but sometimes it is not sufficiently modified for them to be able to do it.

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

28. The school curriculum is sufficiently broad to meet the requirements of the National Curriculum and religious education is in line with the locally agreed syllabus. All pupils, including those with special educational needs, have full and equal access to all aspects of the curriculum.
29. Since the last inspection, significant improvements have been made to the curriculum to ensure continuity. However, there has been less progress in developing history, art and music. Subject co-ordinators now have a more defined role than at the time of the last inspection. The school has effective strategies for teaching numeracy and literacy and is successfully implementing the National Literacy and National Numeracy

Strategies alongside its own procedures. The implementation of the National Numeracy Strategy is particularly successful in promoting lively sessions, which are improving the pupils' skills in mental mathematics. In the literacy sessions, insufficient attention is sometimes paid to the prior attainment of pupils when planning the group tasks. These tasks are not fully exploited to enhance the pupils' progress. At the time of the last inspection, a considerably higher percentage of teaching time was allocated to English and mathematics. This imbalance has now been addressed and the school is currently working in line with most primary schools. The school continues to have a strong commitment to maintaining standards in national tests, but is now supportive of raising standards in the broad range of other subjects.

30. For pupils under five, the programme of activities planned on the recommended areas of learning for this age is good and meets the needs of the children well. A good balance is kept between work directed by the teacher and a range of other guided activities. They play well together, both as part of a group and independently, for example, in the class shop, take turns and ask for help when they need it. One limitation is the lack of direct access to an outdoor play area. However, the children have regular use of the nursery play area at lunchtime, and when the nursery is not in session. Careful attention is paid to providing appropriate activities for the children in the more formal lessons of literacy and mathematics and there are many opportunities for children to talk about what they are doing and to ask and answer questions.
31. The provision for pupils with special educational needs is very good at Key Stage 1 and 2. The curriculum fully meets the needs of these pupils and they have full access to all aspects of the curriculum. The provision in the school fully meets the requirements of the Code of Practice for pupils with special needs. Additional staff are very well organised and provide effective support for pupils in their lessons.
32. During their years at the school, there are appropriate opportunities for all pupils to take part in a range of extracurricular activities. A significant number of the pupils regularly attend football, homework, lunchtime activities and art club. Good support for learning in numeracy and literacy outside the school day is provided by the school's own homework club.
33. The contributions which parents make to the school's provision are limited. Good support for learning in numeracy and literacy outside the school day is provided by the nationally funded booster classes and the school's own homework club.
34. The school makes appropriate provision for the development of the pupils' personal and social skills as related to their health. There are regular, separate time allocations, in addition to the provision made through the science curriculum. The pupils learn about healthy life styles and gain an awareness of drug misuse. The school has sensitively consulted the parents and has adopted a sound policy for sex education.
35. Provision for the pupils' spiritual development, including the quality of the collective act of worship, is satisfactory. Whole school assemblies are held daily and are mainly Christian in character. Hymn singing is enthusiastic, and all of the pupils observe prayers respectfully, pupils themselves making contributions to the prayers. The provision for the pupils' social and moral development is very good. The school applies a consistent, very positive and encouraging behaviour policy and enables pupils to develop a strong sense of right and wrong. All of the staff provide good role models, and have high expectations of the pupils' behaviour. The older pupils are made fully aware of their privileged position and of their responsibility to be a good example for the others. Older pupils take turns to be responsible for small tasks

around the school. The reward system and weekly achievement assemblies encourage all of the pupils and rewards their efforts. Pupils are well prepared for the next stages of education.

36. Satisfactory opportunities are provided for the pupils to learn about their own heritage. In history, for example, the pupils are taught about the effects of the Roman Invasion and about life in Tudor and Anglo-Saxon times. They are familiar with the work of famous writers like Dickens. The observation of traditions throughout the year makes a regular contribution to cultural development. Studies of rainforests in geography and World Faiths in religious education give the pupils an insight into cultures other than their own. However, opportunities for pupils to learn about the richness and diversity of other cultures are limited. There are no examples of pupils studying South American or Aboriginal art for example, or listening and interpreting the music from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school succeeds in its aim to be a caring organisation. Since the last inspection, it has continued to maintain effective provision for the welfare of its pupils. However, although the staff are conscientious about health and safety issues, the formal procedures to monitor this are currently unsatisfactory, as they are not clearly defined. However, a new health and safety policy is being introduced. Despite this, no significant health and safety issues were identified apart from the boundary fence, which is in a poor state of repair. Child protection arrangements are satisfactory overall, but there has been no staff training other than for the designated teacher. Supervision arrangements are also satisfactory. Lunchtime supervisors work effectively and they are familiar with the requirements of their roles.
38. Measures to monitor and promote attendance are good. Parents' responsibilities are clearly stated, legal requirements regarding registration are satisfied, good attendance is rewarded and there is a procedure for staff to record concerns. Attendance data are monitored regularly and action is taken when problems are identified. However, the procedures regarding absence without a known cause are unclear.
39. The school's procedures to promote good behaviour and their implementation are very good. The school's wish to value pupils and treat them equally helps to create a non-oppressive environment. Behaviour management is based on rules, the reinforcement of good behaviour through rewards and the use of sanctions where necessary. Pupils contribute to the rules and are, therefore, familiar with them. They are also aware of, and influenced by, the rewards and sanctions; the rewards and the associated public recognition are much valued.
40. The procedures to monitor and support pupils' academic progress are satisfactory. Good use is made of statutory and other formal tests for monitoring academic progress. They are analysed to provide detailed information on pupils' attainment and progress and are used for target setting. This target setting is becoming more accurate with the improvements in information. Results from non-statutory tests at the end of Years 3, 4 and 5 are analysed. These have shown up some weaknesses in teachers' assessments of pupils. Not all teachers are accurate in assessing to National Curriculum levels; however, this has been identified by the assessment co-ordinator as an areas for development. On a day-to-day basis, teachers and some support staff keep good records to track pupils' academic development. This is often as a result of good questioning at the beginning and end of lessons and is used to modify planning. The procedures for monitoring personal development are not formal arrangements. Much of this monitoring relies on the teachers' personal knowledge of

their pupils, but is enhanced by good relationships and the pupils' confidence in their teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Evidence about the parents' views of the school is limited because of the small number of responses to the parents' questionnaire and low attendance at the parents' meeting. However, these sources, together with evidence from other discussions with parents, indicate considerable satisfaction with the school. Parents appreciate the approachability of the school and the progress their children make. There is less satisfaction with the provisions for activities outside lessons.
42. The information provided for parents about the school is satisfactory. Most home-school agreements have been signed. Newsletters are frequent and informative, and the school's prospectus and governors' annual report are clearly presented. However, the prospectus and report do not satisfy fully all requirements. Attention will be given to the deficiencies by the next issues. The school acknowledges that there is scope to improve the information provided about curricular matters.
43. Information about pupils' progress is also satisfactory. Progress reports are detailed and the best examples contain well-considered comments about achievement. However, this is not consistent and there are few comments about what pupils should know or actions to help progress. Furthermore, the reports do not clearly distinguish between information technology and design technology. Parents of pupils with special educational needs are well informed and are appropriately involved in annual reviews. There are suitable arrangements for parents' evenings, and ad hoc meetings between parents and staff take place easily.
44. Parents have a satisfactory involvement in the life of the school. Events, such as harvest festivals, are well supported and attendance is good at parents' evenings. Special educational needs review meetings are also well attended. However, direct parental help in school is low and, currently, there is only one regular parent volunteer. A few other adults provide voluntary support and 'Schoolwise', the community initiative on parental involvement, requires participants to work in classrooms as part of the programme. The reintroduction of a parents' association, the *Friends of Gossey Lane*, is appreciated. In general, however, parents' involvement with their children's learning at home and at school is unsatisfactory. A significant minority of parents provide no support for learning at home, although many parents listen to their children read.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides good leadership, with a clear vision and commitment to higher standards and further improvements to teaching and learning. Since the last inspection, the school has maintained its standards and provides a good quality of education. The aims of the school are reflected in the very good ethos, the high quality of relationships and an effective learning environment.
46. The headteacher and deputy headteacher form an effective management team. Since the last inspection, systems for monitoring the school's work have been improved, and this now enables them to have a clearer picture of the school's strengths and weaknesses, and allows them to target areas for further development in teaching and learning. Linked to this key issue of monitoring was the role of the co-ordinators. The senior management team is now developing the expertise of all staff so they can be much more involved in the management and improvements to the school. However, the effect of the absence of a senior member of staff who is also the co-ordinator for literacy, music, art and design and technology is a cause of some concern. While the co-ordination and monitoring of literacy is being effectively dealt with by the deputy headteacher, the quality of provision, management, monitoring and

improvements in these other subjects have not been addressed. These were areas of weakness at the time of the last inspection and no decisions have been taken as to how to manage these in the short-term; this in itself is a weakness. The deputy headteacher and the numeracy co-ordinator are currently monitoring the quality of teaching and learning through classroom visits and the headteacher is sampling pupils' work. This monitoring is carefully planned; it has a specific focus for observation and is closely linked to the priorities of the school development plan and the commitment to raising standards.

47. There have been significant improvements to the work of the governing body since the last inspection. Within an appropriate structure, the governing body is successfully supporting the work and direction of the school. The governors meet regularly to discuss a wide range of issues, ranging from resources to staffing, and take a greater role in financial decisions, in the monitoring of the school development plan, in target setting and monitoring pupils' progress, and in the process of planning improvements to the school. Recently small groups have been established to monitor the effectiveness of literacy, numeracy and information technology. This has meant much closer contact with the school, particularly the co-ordinators, and greater understanding on the part of the governors. As part of the work for information technology, a group of governors has prepared a long-term action plan designed to improve the provision and delivery of information technology in the school. Other governors will shortly embark on training to enable them to appraise the effectiveness of the headteacher. The governing body understands their various responsibilities in relation to the curriculum, acts of worship, and for pupils with special educational needs, and, apart from some minor omissions, these areas fully comply with statutory requirements.
48. The well-devised school development plan is set within the context of the school's long-term aims and developments and involves all staff and the governing body in its planning and review. This also marks an improvement from the previous inspection. It is a good working document containing clear targets with costings, stating how its success can be measured, and who is the person responsible for carrying through the priorities. Although basically a one-year-plan, it has a section for longer-term projections and is regularly reviewed. This makes it effective in responding to the progress being made. Co-ordinators submit their own contributions to the plan and are responsible for the implementation and monitoring of their subject areas.
49. The school's budget is efficiently managed and linked closely to the priorities of the development plan. Improvements have been made in monitoring and measuring the success of major financial decisions since the last inspection. The headteacher, senior management team, co-ordinators and governors are fully involved in budget planning, evaluation and monitoring provision. Resources allocated to the school are carefully planned and effectively controlled and closely linked to school improvement. Financial decisions are firmly rooted in a commitment to continue to raise standards of attainment by improving teaching and learning. Each subject co-ordinator participates in decisions about priorities and bids for resources in their subject areas through their action plans. This enables new developments to be funded appropriately in order to meet educational aims. This year there has been, and will continue to be, a high focus on literacy, numeracy, information technology and assessment. The day-to-day financial management of the school is carried out efficiently by the school's secretary and procedures are well established. This contributes significantly to the smooth running of the school and allows the headteacher and staff to focus their work on teaching and learning. Computerised systems are in place for financial transactions and school records. The few minor recommendations from the last auditor's reports have been addressed in full. Good use is made of specific grants, including those for

the professional development of staff, funding from the Educational Action Zone, and a school self-improvement grant. The school makes full and effective use of its resources to meet the requirements of pupils with special educational needs. Good use is also made of funds raised by the parents to extend learning opportunities for pupils, especially in the refurbishment of the library and nursery.

50. Teaching and support staff are effectively deployed. The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum well. All staff have job descriptions with their particular duties clearly outlined. Most teachers have curriculum responsibilities as subject co-ordinators and time has been made available for the co-ordinators to monitor the implementation and impact of the National Literacy Strategy. However, many co-ordinators are relatively new to their role and are still developing their subjects. The educational support assistants, including the additional staff provided through the Education Action Zone, are well qualified, have a suitable range of experience between them and provide a very good standard of care and educational support. A good level of administrative support ensures that the daily business of the school runs smoothly.
51. The accommodation is good and allows for effective delivery of the curriculum. Classrooms are of a suitable size and the recent additions, including the refurbished library and special needs room, are used well to support pupils' learning. The hall serves as a place of worship, a gymnasium and a dining room. The school has good grounds, which contain a large open grass area and a large hard surfaced playground. A school pond and environmental area allows for year round environmental studies.
52. While the quality and quantity of the school's learning resources are generally satisfactory, and for information technology they are good, there are shortages, particularly the provision for experimental science and design and technology. The school has failed to extend the learning resources in design and technology identified in the previous OFSTED report as being unsatisfactory. These are significant weaknesses and slow pupils' progress in these areas. The newly created library is well used. There is an effective range of books to support the Literacy Hour and relevant fiction, but insufficient non-fiction information books for the needs of the school.
53. Pupils enter school with broadly average levels of attainment. They make satisfactory progress and by the time they are eleven, pupils achieve average standards in English, mathematics and science. While the overall effectiveness of the school is good, running costs are high; however, the school does provide satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. # Improve the attainment of the higher achieving pupils in both Key Stage 1 and the early years of Key Stage 2 by:
- accurately assessing their attainment and using this information to plan work that stretches these pupils further;
 - setting challenging learning goal for these pupils.
- (Paragraphs 3, 10, 22, 24, 84, 90, 93, 96)*
55. # Improve the quality of teaching in science, giving greater attention to investigative and experimental work by:
- fully developing and implementing all parts of the scheme of work;
 - improving the quality and range of resources;
 - monitoring and evaluating the quality of teaching and standards of pupils' work and acting on the information gained.
- (Paragraphs 3, 10, 25, 52, 99, 101, 102)*
56. # Improve the monitoring and evaluation of religious education, information technology, music, art and design and technology by:
- acting on the information gained;
 - agreeing where improvements are needed to make learning more effective.
- (Paragraphs 47, 106, 109, 128, 131, 139)*

These issues have already been identified by the school and are in their development plan.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Involve parents more in the education of their children; *(Paragraph 44)*
- Improve the quality and range of resources in design and technology, history and geography; *(Paragraphs 25, 52, 109, 116, 120)*
- Improve multicultural education; *(Paragraph 36)*
- Improve the marking of pupils' work; *(Paragraphs 26, 101)*
- Procedures for recording absence without a known cause. *(Paragraph 38)*

PART C: SCHOOL DATA AND INDICATORS

57. Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	50

58. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	8.7%	39.1%	45.7%	6.5%		

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

59. Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	209
Number of full-time pupils eligible for free school meals	0	83

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	25

60. Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

61. Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	20	11	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	10	10	9
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	87 (80)	94 (94)	90 (84)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	19
	Girls	10	9	9
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	87 (94)	94 (87)	90 (83)
	National	82 (81)	86 (85)	87 (86)

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

62. Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	17	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	13
	Girls	9	9	9
	Total	22	20	22
Percentage of pupils at NC level 4 or above	School	73 (71)	67 (43)	73 (50)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	9	9	9
	Total	22	22	22
Percentage of pupils at NC level 4 or above	School	73 (79)	73 (64)	73 (64)
	National	68 (65)	69 (65)	75 (71)

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

63. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	14
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	157
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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.

64. Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	22.1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	147

Financial information

Financial year	1998/1999
	£
Total income	389,169
Total expenditure	432,802
Expenditure per pupil	2,071
Balance brought forward from previous year	105,323
Balance carried forward to next year	61,690

65. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	55	45	0	0	0
The teaching is good.	55	45	0	0	0
I am kept well informed about how my child is getting on.	18	82	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	27	73	0	0	0
The school is well led and managed.	64	27	9	0	0
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	18	36	0	9	36

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

66. When the school was last inspected, the curriculum was reported to be appropriate. The judgement of the inspection is that, overall, the provision for the children under five is good and a strength of the school.
67. The children are admitted to the school during the year in which they are five. At the time of the inspection, there were 26 children under the age of five in the reception class. The school provides them with a secure and caring environment. Daily routines are firmly established. Relationships with adults are very good, and children feel able to ask for help when they need it. Teaching is good, and careful attention is paid to providing appropriate activities for the children in the more formal lessons for literacy and mathematics. The programme of activities planned on the recommended areas of learning for this age is good, and meets the needs of the children well. On entry to school, the attainment of the children is generally around that expected nationally, although there are weaknesses in children's speaking and listening skills and in their social skills. From this starting point, the great majority of children, including those with special educational needs, make good progress, and by the time they are five, most are likely to meet the 'desirable learning outcomes' in all areas of learning. Accommodation is adequate for the number of children on roll, and the space is used well to accommodate a full range of daily activities. One limitation is the lack of direct access to an outdoor play area, although the children have regular use of the nursery play area at lunchtime and when the nursery is not in session.

Personal and Social Development.

68. The personal and social development of children under five is very good, and children make very good progress. The teaching of relationships is of good quality, and all staff provide very good role models for the children. All children under five are happy and content to be in school. They play well together, both as part of a group and independently, take turns and ask for help when they need it. They respond positively to new activities and enjoy their work. They are very attentive, and many of the children are able to sustain interest in their activities for some considerable time. They are well behaved and clearly understand what is right and wrong. The children are friendly and out-going. The children have regular use of the hall, which also supports their personal and social development, for example, during dance lessons. Most children show independence in dressing and personal hygiene.

Language and Literacy

69. Much attention is given to the development of language and literacy, children make good progress in these areas and achieve average standards. In shared reading time, children listen well, and are provided with opportunities to talk about their own experiences, using newly acquired vocabulary. They know that books have a beginning and an end, and are able to use relevant terminology such as cover, page, word, line and book. Children respond well when working with flash cards, and answer questions with enthusiasm. All children show an interest in books, they can handle books correctly and recognise that print conveys meaning. Many children have a good initial sight vocabulary, and attainment in reading is average overall.

Mathematics

70. Children make good progress and attain average standards by the time they are five. The many mathematical activities provided by the teacher are challenging and the

children are introduced to the world of numbers, shapes and concepts from an early age. Many children have a good understanding of the language of number, properties of shape and comparatives, such as 'greater' and 'smaller'. They extend their learning into real life situations, such as using money when shopping and having to find the correct amount when paying. Most already know their numbers to ten, have an idea of what they represent and are able to do simple addition and subtraction. Higher attaining children count reliably to 20 and can identify missing numbers, recognise the numbers, and understand, for example, that nine is greater than seven. The children use number apparatus, games and everyday objects for matching and sorting by size, shape and colour. Overall, the teaching of mathematics is good and careful planning and good use of support, ensures children of all abilities make good progress.

Knowledge and understanding of the world

71. In this area of learning and development, the children's progress is good and attainment is in line with that expected of children by the time they are five. Many worthwhile activities are provided for the children to talk about and explore the world in which they live. They learn about other religions, for example, the story of Rama and Sita, and about stories from the Bible such as David and Goliath. In the scientific area of learning, children use their senses well in topics relating to warm and cold weather, or how toys move. Overall, the teaching in this area of learning is good and all children are provided with the necessary practical experiences of the world around them. All staff work effectively alongside the children, talk to them and listen to what they have to say.

Physical development

72. Most children make good progress in their physical development, and by the time they are five, attain good standards overall. The good provision for many opportunities to draw, paint, complete puzzles and use small construction toys help the children to improve their manual dexterity. Good teaching of physical education motivates the children, and ensures they develop the appropriate skills for gymnastics and dance.

Creative development

73. In creative development, the children make satisfactory progress, and are likely to achieve the desired standards by the time they are five. A good balance is kept between work directed by the teacher and a range of other guided activities. Many children use pencils with skill to produce very good drawings. An appropriate range of opportunities are provided for the children to develop their early music skills, such as listening games, singing traditional songs together and exploring the percussion instruments. They enjoy using the instruments, and show a well-developed awareness of pulse. Through role-play in the classroom shop, children develop their own imaginative play. The children's work contributes considerably to the displays in the classrooms.

ENGLISH

74. In national tests for seven-year-olds in 1999, the percentage of pupils attaining the expected level 2 in reading was in line with the national average, although fewer than average attained the higher level 3. Pupils' attainment in writing was above the national average, both for the proportion achieving level 2 and the higher level 3. When compared with similar schools, pupils' attainment is well above average in both reading and writing.
75. The 1999 test and assessment results in English for eleven year olds, indicate that the percentage of pupils attaining or exceeding the expected level 4 are close to the

national average. When compared with similar schools, however, pupils' attainment was well above average.

76. Inspection evidence shows that standards this year are broadly in line with last year, and similar to those found at the previous inspection. Pupils enter Key Stage 1 with average standards in reading and writing: they continue to make satisfactory progress in both key stages.
77. At Key Stage 1, pupils demonstrate above average speaking and listening skills. A good example of this was seen where pupils talked about the characters in the story "Not now Bernard". Almost all pupils show confidence, and most usually listen carefully, making appropriate responses. The satisfactory progress made in Key Stage 1 is maintained and improved on in Key Stage 2. At the end of Key Stage 2, standards in speaking and listening are above average. Pupils are given opportunities to express their ideas and feelings. They are encouraged to talk to each other and take part in discussions, either in pairs or small groups. Pupils are generally able to ask appropriate questions and develop an argument. The development of these skills was evident when pupils in Year 6 were working on the topic of 'Rainforests'. Pupils generally are confident when answering questions and respond appropriately when speaking to adults.
78. By the age of seven, attainment in reading is average, and pupils make satisfactory progress. Most pupils are able to read appropriate texts with reasonable accuracy. They enjoy books, offering opinions when talking about the plot and characters. They are able to give an account of their favourite stories. Pupils are able to explain that fiction and non-fiction books are housed in different parts of the library, although with the recent reorganisation, pupils find difficulty in explaining how to use the library.
79. By the age of eleven, attainment in reading is average, and the satisfactory progress made in Key Stage 1 is maintained. Pupils are able to read with expression and confidence. Higher attaining pupils are able to discuss the plot and characters in a book and are able to give accounts of favourite stories. They are able to discuss the genre of the books, and summarise their reading by selecting essential points. Pupils are able to locate information by using contents and index pages. Opportunities to develop library skills further are missed, however, when the library is used for a class reading lesson.
80. For the majority of pupils at the end of Key Stage 1, attainment in writing is average, and progress is satisfactory. Many pupils are able to spell a good range of simple words and have a solid understanding of letter sound relationships. Most pupils show an understanding of full stops, but not all use capital letters consistently. Pupils know the difference between different types of writing and make good use of, for example, think bubbles to interpret pictures. Attainment in handwriting is average; letters are usually correctly formed and are generally consistent in size.
81. At the end of Key Stage 2, pupils' attainment in writing is average, and progress throughout the key stage remains satisfactory. Pupils' writing communicates meaning and, when given the opportunity, uses appropriate vocabulary to take account of the specific audience. Younger pupils are developing an understanding of conversational language. Pupils are introduced to a variety of different styles of writing, for example, letters, lists, diaries and charts. However, pupils in Year 3 and Year 4 are not provided with enough opportunities to make their choice about the style of writing that is most appropriate to use. Consequently, pupils lack confidence in independently presenting their work. Opportunities for pupils to produce pieces of extended writing are limited. There is some evidence of pupils drafting their work, but much of what is undertaken

generally tends to be editing. A good example of pupils refining and improving the quality of a piece of work was seen in Year 4 when pupils, as a class, worked together to improve a piece of writing by a member of the class. Handwriting at the end of Key Stage 2 is above average and progress made is good. The standard of handwriting and the presentation of work throughout the key stage are good. Writing is joined and legible.

82. The contribution of pupils' competence in English to other areas of the curriculum is satisfactory. Pupils are developing appropriate mathematical, scientific and technical vocabulary. They listen well in all subjects and follow instructions carefully. Reading skills are adequately developed across subjects, but there are too few opportunities for pupils to develop their writing skills effectively in other subjects.
83. Throughout the school, pupils' attitudes to English are good. They behave very well in their lessons, are enthusiastic and concentrate on their work. Pupils are helpful and respond well to collaborative tasks when they are given the opportunity. A good example of this was seen when pupils in Year 4 were working on the intensity of adjectives. Pupils handle books and other materials with care and sensitivity.
84. Teaching is satisfactory overall in Key Stage 1, and good overall in Key Stage 2. Teachers have a secure knowledge and understanding of English. There is a satisfactory balance in most lessons in terms of whole class, group and individual activities. The literacy hour is implemented well, although there are some inconsistencies between classes and year groups. In some lessons, for example, shared text work is undertaken completely at the board and guided reading is interrupted because the tasks are inappropriately matched to pupils' ability. Teachers generally are able to draw well on a range of resources and contexts to help pupils' understanding. Most short term planning is satisfactory, although a minority of planning does not clearly identify the knowledge, skills and understanding that pupils are to acquire. In the majority of teachers' planning, independent work is not always specifically matched to the abilities of the groups, and the same activity is simply rotated for each group throughout the week. This results in the higher attaining pupils being insufficiently challenged.
85. When teaching is good, teachers are enthusiastic, positive and encouraging. Their expectations are high, and they question pupils well to improve their vocabulary and to extend the thinking of the majority of pupils. They provide opportunities for collaboration and discussion, and encourage pupils to be confident when offering ideas. Teachers used guided reading to develop independence in identifying the main themes, characters and ideas in stories. In these sessions, teachers explore the text with pupils, and teach more advanced reading skills well. In these lessons, pupils make good progress in their learning.
86. Provision for pupils with special educational needs is good in both key stages, and these pupils make good progress throughout the school. The good progress is because of the well-targeted support that pupils receive from the teachers who work specifically with them, and from the effective support of the classroom assistants.
87. The subject is well managed, and the arrangements for the implementation of the literacy hour have been effective. The monitoring of English has been successfully undertaken. However, the result of this is not always linked sufficiently well to how the curriculum and teaching would assist in targeting pupils, particularly the higher attaining pupils.

MATHEMATICS

88. The results of the 1999 National Curriculum tests for seven-year-olds indicate that attainment is just below the national average, but when compared to similar schools, it is average. In the tests for eleven-year-olds, attainment is broadly in line with the national average, but well above average for similar schools. These results at both key stages show an improvement in standards since 1998. There is no significant difference in the performance of boys and girls at eleven, although at seven, boys perform better than girls do at the higher levels. Inspection findings are that the current classes of seven and eleven year olds reach average standards in mathematics, and their progress is satisfactory. These findings are somewhat higher than the targets set by the school. The progress for pupils with special educational needs is good.
89. Pupils in Year 2 use number and measuring skills fluently in a variety of situations, and have good recall and accuracy of mental calculations up to 100. Pupils are encouraged to explain how they work out problems in the mental session of the lesson, and most use the correct vocabulary associated with number and time. Many pupils are becoming skilled at solving money and number problems and puzzles confidently in a variety of contexts. There are fewer opportunities, however, for them to try different approaches, devise ways of recording, or choose their own equipment. Higher attaining pupils recognise the patterns in even and odd numbers: they sequence numbers in threes and fours and are beginning to use the decimal point correctly when writing out money sums. Lower attaining pupils are secure with number sentences up to 50. Pupils gain an appropriate range of practical experience in estimating and measuring using standard measures, and most understand the properties of simple 2-dimensional and 3-dimensional shapes. They also record the passing of time from minutes to months in the correct sequence. There are fewer opportunities for pupils to collect, record, or interpret information on graphs.
90. Pupils in Year 6 are in the early stages of taking responsibility for planning, organising and recording work themselves. However, the recent introduction of the numeracy strategy is beginning to help pupils to use and apply their mathematical skills in more meaningful ways. They use a good variety of approaches to problem solving, although few involve 'real life' situations. Higher and average attaining pupils are developing a good mental facility, work competently on a wide range of calculations in number and measure, and know the strategies to work out answers accurately. They double and half numbers quickly, calculate the decimal equivalent of fractions very competently and explain how they work out the answer. Lower attaining pupils require more support to complete work successfully but they are confident with, for example, the equivalence of fractions. Many pupils know their tables and can round up large numbers to the nearest ten. Their accuracy with negative numbers is not as secure. When measuring, pupils calculate correctly the area and volume of different geometric shapes, measure angles to the nearest degree, and reflect shapes in a mirror line. All pupils very successfully plot simple and more complex shapes in all four quadrants using co-ordinates. Although pupils produce a range of information in pie-graphs and line graphs, higher attaining pupils are not sufficiently challenged to interpret the information or draw conclusions.
91. The quality of teaching is satisfactory overall, with almost half of it good and one very good lesson. There was no unsatisfactory teaching. Although teaching was judged to be good overall at the last inspection, there was also some poor teaching and so the overall quality was more even. Staff have a secure subject knowledge, a clear understanding of the objectives of the numeracy strategy and confidence in their teaching of the basic skills of numeracy. Planning is thorough and detailed and

focuses on practising, improving and extending learning skills that are generally matched to the stage of pupils' learning. However, at times in Key Stage 1 and in the lower Key Stage 2, classes there is less challenge for the higher attaining pupils to stretch them in the independent tasks. This happens when they are given dull worksheets that are too easy and don't help them to make the progress of which they are capable. In the best lessons, some high quality direct teaching and very effective questioning is used with the whole class to help pupils acquire new skills and knowledge and make gains in their learning. There is also a good focus on pupils using and developing the correct vocabulary, and explaining how they arrive at answers in their calculations. This was particularly successful in a Year 6 lesson where the teacher very skilfully explained and clarified points to remember when introducing a new topic on co-ordinates. It also happened in Year 5, with the class teacher accurately assessing the stage the pupils had reached in the lesson, and moving them on from subtracting from thousands by decomposition to using this with money. In these successful lessons, pupils quickly learn the skills they need, and then increase their understanding further in the independent tasks that are set. A strong feature and strength of the teaching is the very good relationships established with pupils and the encouragement given to them to behave well and work hard. This helps them to concentrate and work productively to make good gains in their learning. Occasionally, this does not happen in the independent tasks when time limits are not set. Behaviour in lessons is often excellent, and this represents a significant improvement in Key Stage 2 since the last inspection. Pupils also take a pride in the presentation of their work, which is often very good.

92. The numeracy strategy is being efficiently implemented in all classes, but there are some inconsistencies across the school. Not all staff are skilful at delivering the mental tasks to enable all pupils to take part because they use limited strategies and resources. The plenary session at the end of lessons is used well to correct any misunderstandings and set some challenging work. There is a stimulating environment in many classrooms where numeracy has a high focus and good quality displays remind pupils of the rules of mathematics. Pupils with special educational needs are well supported in lessons, and particularly in the independent tasks. Numeracy skills are used soundly across the curriculum in an incidental way, rather than part of a planned programme. For example, in science, pupils interpret tables as part of their experiment on forces and pupils measure temperatures in a weather topic for geography. Numeracy skills are promoted well through discussion, with pupils explaining mental strategies and recording information.
93. Good management of the subject from the co-ordinator has successfully prepared the staff for introducing the numeracy strategy. The impact from this training has improved some teaching skills and is slowly helping to raise standards. More effective analysis of test results and improved planning is also contributing to these improvements. The well-qualified co-ordinator is very committed to continuing this progress, and has begun to monitor the teaching and learning. She has already identified that further developments are needed in problem solving, data handling and in challenging the higher attaining pupils. Reliable assessment procedures are now being put into place. The individual targets set for Year 6 are being extended to the rest of the school to enable teachers to have a precise picture of individual pupils' progress and make the target setting for the end of each key stage more accurate. There are some good examples of marking, but the practice is inconsistent and pupils in some classes do not understand how well they have done and how they can improve.

SCIENCE

94. Test results for 11 year olds in 1999, showed that pupils' attainment was below the national average for the proportion of pupils attaining level 4, and well below average for the proportion attaining the higher level 5. However, the good teaching seen in Year 5 and 6 is improving pupils' attainment, and the current work of pupils in Year 6 achieves average standards. Teachers' assessments in Key Stage 1 for 1999, show that standards in science at level 2 and above were broadly average, but again, fewer than average numbers of pupils attained the higher level 3.
95. The findings of the inspection are that most pupils attain average standards at the end of both key stages, which is similar to the findings of the previous inspection. Where standards are lower is in experimental and investigative science. The greatest hindrance to improving this is a lack of suitable resources. While all Attainment Targets are covered, the unsatisfactory range and quantity of equipment is preventing pupils from developing the skills they need.
96. Much of the work seen in both key stages is to do with the physical side of science and covers work on materials and forces in line with the school's scheme of work for this time of the year. While the school's current scheme does include aspects of investigative work, the lack of suitable equipment means that much of the work is done by demonstration. There are not enough resources in school to allow pupils to experiment for themselves and so gain a better understanding of some of the basic concepts in science. As a result, much of the work seen in pupils' books in Key Stage 1 and early Key Stage 2 is the same for all pupils regardless of their level of attainment. This is unsuitable for some of the lower attaining pupils and reduces the standards for the higher attaining pupils in particular, which shows clearly in the relatively low number of pupils who attain the higher levels in national tests.
97. By the age of seven, pupils' knowledge of plant reproduction is developing and they are able to name and identify the position of major parts of plants. This work links well to environmental work in the school's wildlife area. Pupils' work in Year 2 progresses during the autumn term to a more individual response and away from copied work and common worksheets. An example of this was seen where pupils used a ramp to test the distance a toy car would travel. Pupils are developing an understanding of how to carry out an investigation, make predictions and begin to recognise the need for fair tests. By the end of the key stage, pupils make observations related to the tasks and record their findings through drawing, writing and in tables.
98. Through their demonstrations, teachers introduce pupils to some good practice in investigating and exploring. The use of planning sheets helps them to think about the stages in scientific experiments and develop their skills of prediction. Their scientific knowledge develops satisfactorily as does their use of scientific language. A positive feature in all classes is the accurate use of technical vocabulary. Where pupils with special educational needs receive support, they make good progress in their knowledge and understanding.
99. The development of a more individual approach, beginning to be seen at the end of Key Stage 1, is not continued into the early part of Key Stage 2, and much of the work seen is copied and the same for all pupils. Even where planning sheets for investigative work are used, the predictions and results recorded are often the same for all pupils. As pupils move through the key stage, their responses become more individual and give a clearer idea of their level of understanding. By the end of the key stage, pupils are carrying out some independent investigations and good work was seen in Year 6, where pupils investigated the effect on their 'spinners' of increasing the mass. However, even when carrying out investigations, the lack of suitable

equipment, in this case accurate timers, made it more difficult for pupils to arrive at satisfactory conclusions from their experiments.

100. Throughout the school, the pupils' attitudes to learning in science are good. They listen attentively to teachers' explanations and instructions and are keen to answer questions. They show a genuine scientific interest and curiosity. All pupils enjoy practical science and approach activities with enthusiasm. Pupils concentrate well and act responsibly when carrying out their work. Where they need to, pupils work well together within groups and share resources sensibly. Their behaviour is good, whether working independently or in small groups. The good attitudes shown by the pupils make a positive contribution to their attainment, but is not sufficiently built on because of the limited practical work at present.
101. The quality of teaching is satisfactory, although very good teaching is seen at the end of Key Stage 2. Teachers' knowledge and understanding of the subject is generally secure and they teach scientific knowledge confidently. However, a lack of confidence on the part of many teachers in developing investigative skills, and a scheme of work that is not always helpful to the non-specialist, does limit pupils' progress. Planning is clear and lessons are well structured, but many activities do not meet the needs of all pupils. Questions are used effectively to prompt and guide the pupils' thinking and the good use of scientific vocabulary encourages pupils to think scientifically. Most teachers create a good balance between discussion and demonstration, but not in practical work. There are cross-curricular links with other subjects, for example, the use of Venn diagrams to record pupils' eye colour and work on temperature, link to mathematics. Classroom management is good and a good standard of discipline prevails. All support staff are well briefed and play a major role in supporting pupils with special educational needs. Work is regularly marked and teachers often write supportive comments; however, there are fewer examples of them writing comments that would help pupils to improve their work.
102. Although only recently appointed to the post, the science co-ordinator is enthusiastic and developing the subject well. A development plan produced by the co-ordinator is included in the school's overall development plan for this year. The curriculum is broad and balanced and meets statutory requirements. The current policy and the scheme used by the school, written in 1996 by the previous co-ordinator, is detailed and ensures the progressive development of pupils' knowledge, skills and understanding. However, it is not always easy to use by teachers who do not have good subject knowledge. These documents are now being supplemented by guidance from the Qualifications and Curriculum Authority, which is felt to provide better support for the teachers. The procedures for assessment are generally satisfactory. Teachers discuss the pupils' work with them and test results are analysed to look for areas of weakness. However, there is no formal means of ensuring agreement on standards in the school or for the consistency of judgements. A significant area of weakness is in the range and quality of apparatus, materials and reference books to support the teaching of all aspects of science. This is limiting the development of the subject, which means pupils' attainment in science lags behind the other core subjects of English and mathematics. The school makes suitable use of its grounds and the pond area for environmental science, and the science curriculum is also enriched by visits to school from, for example, a travelling 'Bodyworks' exhibition.

ART

103. Standards in art are similar to those expected for pupils of this age, and progress is satisfactory. No lessons were observed during the week of the inspection. However, sufficient evidence is available from pupils' work on display, photographs of previous

work, teachers' planning and discussions with staff and pupils to judge the quality of the work.

104. By the age of seven, pupils demonstrate satisfactory skills in using a limited range of media, tools and techniques in their paintings, collage and printing. They mix their own paints and sometimes choose their own materials. Pupils are beginning to show an awareness of the artistic elements of line, tone, colour and shape in their pictures of birds, animals and fish drawn on the computer. There is much less emphasis on developing the skills of drawing and painting, or using the work of artists to help their ideas and techniques. However, the skills pupils have in colour mixing are transferred and used imaginatively to print patterns from a template made from pasta and string. In links with other subjects, such as history, pupils often work together to produce large collage pictures such as Stephenson's 'Rocket' or the characters in the Mayflower story. Unfortunately, some of these are low level tasks, for example, sticking small pieces of paper or material to form a mosaic pattern, and this limits the opportunities pupils have to acquire new skills and techniques.
105. By the age of eleven, pupils show sound observational skills in the control and detail of their work using pencil, pastel, paint, chalk and brush. Good shading and line are used by Year 6 in their drawings of chess pieces, while the 'Pied Piper' posters in Year 5 show both imagination and an attention to detail. In some classes, pupils have a satisfactory understanding of the materials and methods used by a few important artists and this represents some improvement since the last inspection. These artists are used as a basis for developing pupils' own skills in art. In Year 5, they use the techniques of Van Gogh to produce sunflower pictures and demonstrate average skills in mixing and applying paint. In Year 3, Clarice Cliff's Art Deco designs are used to produce patterns and prints that show a satisfactory awareness of colour and shape. The absence of adequate books in the library, or examples of art from different cultures, has prevented pupils from extending their interest, knowledge and understanding of art in a wider perspective. There is less focus on craft, modelling and three-dimensional work, although a sewing club has recently started.
106. Currently there is no co-ordinator for art. Although the need for a scheme of work has been identified in the development plan, it was also missing at the last inspection. As a result, the teaching of skills in art is not progressive through the school and teachers do not demonstrate techniques sufficiently so that pupils can experiment and improve their own skills. Most pupils take a pride in what they do, enjoy discussing their work on display and show appreciation of the work of others.

DESIGN AND TECHNOLOGY

107. Little teaching of design and technology was observed during the inspection, and there was little available evidence of previous work other than in Year 5, where pupils designed decorations for their biscuits, and in Year 6, where they used fabrics to design and make cushions. Both of these were to a satisfactory standard. Discussions with pupils indicated they had little knowledge of design and technology. The previous inspection judged standards in Key Stage 1 to be average, but found insufficient evidence to make a judgement on attainment in Key Stage 2. It concluded that *"the subject is underdeveloped, and needs to be given a higher status in the curriculum."* No progress has been made since then and, overall, pupils' attainment in both key stages is unsatisfactory.
108. There are few examples of pupils designing or planning for a range of purposes or modifying these in the light of experience. Some good design was seen in Year 5, where pupils planned the decorations for a 'Mother's Day' biscuit and put these

designs successfully into practice, and in Year 1, pupils designed a bag to carry 'The Lighthouse Keeper's Lunch'.

109. Few teachers include design and technology in their planning, and links with other subjects such as art and mathematics are weak. The co-ordination of the subject is poor and there is no clear progression of work throughout the school that would allow pupils to experience the full range of design and technology. A further handicap to developing this subject is the poor range and quality of materials and equipment. The lack of a suitable scheme of work and limited resources were both identified as weaknesses in the previous inspection report and little has been done to address this.

GEOGRAPHY

110. At the time of the last inspection, attainment in geography at the end of Key Stage 1 was above the national average. However, progress was not maintained at Key Stage 2, and by the end of the key stage, attainment was in line with national expectations.
111. During the inspection, teaching of geography was not observed in Key Stage 1. Judgements are based on the evidence from Key Stage 2 lessons, a scrutiny of pupils' work, displays, discussions with pupils and staff. Pupils make unsatisfactory progress as they move through the school and standards are below that expected for their ages in most classes. In Key Stage 1, pupils show their route to school and give reasons for the location of the supermarket, giving accounts of use of land and buildings. Although there is some evidence of map work, few pupils are able to recognise major features on a simple map and do not employ geographical terms to describe their environment.
112. In Key Stage 2, pupils are able to use simple co-ordinates and know how to use an atlas, but most are unable to name continents or locate the British Isles. They recognise some features on maps, but confuse boundaries and rivers and do not always use keys appropriately. Pupils in Year 3 talk hesitantly about climatic conditions, but many are confused. In Year 5, pupils are able to interpret symbols found on a weather map, and pupils in Year 6 make good use of information technology when they study rainforests. Pupils can recall facts about rainforests; however, basic skills remain underdeveloped.
113. Pupils with special educational needs, in both key stages, make satisfactory progress as they are usually well supported by classroom support assistants. At Key Stage 1 and Years 3 and 4, pupils make little use of extended writing and there is little evidence of pupils using or extending their mathematical skills.
114. In Key Stage 2, pupils' attitudes to geography are good. They listen well and respond appropriately to questioning. Teachers throughout school have good relationships with the pupils. They are interested and, when given the opportunity, work well together in small groups. Good examples of this are seen in Year 5, where pupils are working together to interpret weather symbols, and in Year 6, where pupils work to present an argument for and against the destruction of the rainforests.
115. While the teaching of geography is satisfactory overall, examples of good and unsatisfactory teaching were observed. Good teaching uses open-ended questions very effectively to extend pupils' thinking. Resources are used well to support learning, for example, in Year 6, displays are used very effectively to promote thinking and develop understanding. The teacher's expectations are high and the lessons are taught at a good pace. Where teaching is unsatisfactory, tasks are inappropriately matched to the prior attainment of pupils and do not build effectively upon pupils' prior

learning. Pupils are confused and uncertain of why they are undertaking the work. An example of this is seen when pupils have coloured in the climatic regions of the world, but most cannot give reasons as to why certain areas are coloured. Planning is satisfactory and identifies clearly what pupils are expected to know, do and understand. Written marking, however, does not always clearly identify how pupils might improve their work.

116. The subject co-ordination is good. The co-ordinator has worked hard to develop a detailed and useful policy and progressive programme of work which, when fully implemented, will ensure all pupils have full access to the geography curriculum. The newly planned programme of work for geography provides an effective framework for checking continuity and progression of learning. There are plans to develop the co-ordinator's role in monitoring the planning and delivery of the scheme and to provide training in order that constructive feedback can be given. Though some money has recently been allocated to the subject, further purchases are necessary and resources for geography remain unsatisfactory.

HISTORY

117. Only one lesson of history was observed during the inspection. Judgements are based on discussion with pupils and staff, examination of pupils' work, teachers' planning and display. Throughout the school, pupils' progress in history is satisfactory and attainment is in line with what is expected for pupils of this age. The previous inspection report indicated that standards of attainment at the end of Key Stage 1 were in line with national expectations and at the end of Key Stage 2, standards were above national averages and pupils made good progress.
118. At Key Stage 1, pupils are developing an understanding of the difference between past and present, old and new. They have appropriate understanding of their own family tree. When discussing the development of transport, pupils are able to give some detail of how trains have changed from then to now. They can, when prompted, outline the negative and positive aspects of times gone by. Pupils are able to recall the names of some historical figures.
119. At Key Stage 2, pupils are able to outline the topics they have covered in history, such as Romans, Greeks, Anglo Saxons and the Vikings. When prompted, they are able to recall some facts about these topics, but their knowledge is patchy. They are able to recall names such as Henry VIII, William Shakespeare and Guy Fawkes. However, they did not know what Guy Fawkes was known for, or what he had attempted to blow up. Older pupils are beginning to understand about historical sources and are able to explain some aspects of the past by comparing information gained with similar situations in the present. Pupils with special educational needs make satisfactory progress.
120. Planning for history is to be further developed along with a scheme of work. Throughout the school, there is a high level of reliance on worksheets that tend to be aimed at developing pupils' knowledge rather than skills. Pupils, however, are able to remember doing a worksheet on a topic, but are unable to recall the content with any understanding. For example, they remember colouring in a Roman diagram, but are unable to recall any facts. Opportunities for pupils to carry out their own research are limited and the use of the school library is underdeveloped. There are limited reference materials and artefacts; resources for history are unsatisfactory.

INFORMATION TECHNOLOGY

121. Little direct teaching of information technology was observed during the inspection. Judgements are based on observation of pupils working with computers, discussions with pupils, and scrutiny of work and displays around the school. Throughout the school, pupils make satisfactory progress, and by the end of both Key Stage 1 and Key Stage 2, attainment for the majority of pupils is in line with national expectations. This is similar to the findings of the previous inspection.
122. In Key Stage 1, when working on communicating information, pupils are beginning to make appropriate use of retrieving information. In Year 2, pupils are able to describe the use of tape recorders and can recognise symbols used to fast forward and rewind. However, insufficient attention is given to developing pupils' skills across most aspects of the subject. While pupils are able to describe their use of painting, opportunities for pupils to generate their own ideas through tables or displaying information are limited. In lessons, pupils use computers to perform limited tasks, for example, simple word processing and mathematics activities. Pupils have appropriate technological language and are able to talk about what they have done both in school and at home.
123. In Key Stage 2, many pupils are able to describe some of the uses of computers in society, and connect to and use Internet facilities to search for documents to enhance the information available on topics they are studying. Pupils' skills in word processing are developing satisfactorily as they pass through the school. The displays and files of work show that pupils are able to make sensible choices of types, sizes and colours of fonts to suit the intended audience, and incorporate borders and pictures into their work. There is little evidence of pupils being given opportunities to download documents to enhance their work, or interrogate and print results in graphical form from database files they have created, and no evidence of pupils using control technology to drive simple motorised models.
124. Appropriate account is taken of pupils with special educational needs and these pupils also make satisfactory progress.
125. Teaching, both with and about information technology, is satisfactory overall. Pupils have been given the opportunity, instruction, time and encouragement as they move through the school, to develop the skills and knowledge detailed above. The fact that some pupils have access to information technology facilities at home has contributed to the levels of achievement described. However, teachers do not display confidence in their own use of information technology. The demands on schools are now greater in terms of both the curriculum and the training needed for this subject, but the school has not kept pace with all of these requirements. The one lesson observed in teaching information technology skills did not involve pupils using the computers. However, it did demonstrate pupils' ability to plan a successful cover page and their knowledge and understanding of many aspects of good quality work, for example, the use of different fonts, layout and colours for effect. Periods of time are generally not allocated to the teaching of information technology. When included in short term planning, information technology is usually recorded as the intended use of a particular program, rather than detailing the skills, knowledge and understanding that teachers intend pupils to learn, and pupils are not always given sufficient guidance on developing these as they work.
126. At both key stages, information technology is beginning to support literacy and mathematics. Some information technology work is seen in geography, but the period of inspection was characterised by a very low use of computers to support learning across the curriculum. Many chances are, therefore, lost to reinforce and extend learning in other subjects, as well as opportunities for pupils to practise the skills that will become increasingly important to them as they grow up. One reason for this is that

teachers do not yet appear to give work in information technology a high priority; another is that the range of software owned by the school is not sufficient to support all areas of the curriculum.

127. In both key stages, pupils have good attitudes to work. Pupils enjoy the task, willingly discuss their work, co-operate well and learn effectively from each other. They take equal turns and treat the equipment with care.
128. The co-ordinator for the subject is has recently been appointed to the role. She is enthusiastic and eager to develop the subject fully. There are plans to undertake an audit of teachers' information technology skills in order to identify training needs and provide appropriate courses. As yet, there is no systematic assessment of pupils' skills and attainment. To be successful in continuing to build up information technology in the school, she will need to continue to monitor all aspects of work.

MUSIC

129. Pupils' level of understanding of music at both key stages is in line with that expected for their age, and progress is satisfactory for all pupils, including those with special educational needs. By the end of Key Stage 1, pupils sing with enthusiasm from a good range of hymns and songs. Their diction is good but their pitch is not always secure. In lessons, pupils enjoy making loud and soft sounds with percussion instruments, some of which they can name. They practise different rhythmic patterns and add actions to the songs they sing. Some opportunities are made to develop music across other areas of the curriculum, such as playing an accompaniment to the story of the 'Three little pigs.' By the end of Key Stage 2, pupils sing enthusiastically in assembly, although phrasing is not as well developed. In lessons, they develop songs into a round, maintaining their own melody well and adding a simple accompaniment on tuned percussion. They are at the very early stages of understanding the language and structure of music. In discussion with pupils and examining planning, there are only very limited opportunities to compose music together or make up their own pictorial score. This is difficult to arrange with the large groups that are taught together for music. In lessons and assemblies, pupils hear a satisfactory range of music, but there are few opportunities to hear music from different cultures.
130. Only three lessons were observed and teaching is generally satisfactory overall. The teachers generally have a secure musical knowledge and are usually confident in teaching the subject. Although pupils have the opportunity to sing together, there is less of a focus on improving the quality of singing across the school. Occasionally, staff present tasks to pupils that lack any challenge and are delivered without considering how musical ideas should be taught and developed further. Where teaching was unsatisfactory, the lesson lacked pace and the teacher kept the pupils sitting too long without being actively involved in making music. Pupils perform at concerts and festivals in the school and recently pupils in Year 5 joined other pupils at a special performance of the Pied Piper. Personal study and research into aspects of music is underdeveloped because of the shortage of reference materials in the library. Occasionally, groups of musicians visit to help pupils develop a better understanding of music. All pupils enjoy playing percussion instruments and are keen to practise and perform together in the limited opportunities provided. However, the lack of any extra-curricular activities has somewhat reduced the interest and enthusiasm for music at Key Stage 2 since the last inspection.
131. The profile of music is rather low at the moment. Because of the long-term absence of the music co-ordinator, there are no extra-curricular activities for pupils to widen their

musical skills, neither are there any opportunities to play an orchestral instrument. The absence of a scheme of work makes it difficult to plan and teach skills at the correct level and also progressively across the school. This was a weakness identified at the last inspection and is recognised by the school as still needing to be addressed. Music makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

132. Only a limited amount of physical education was seen during the inspection and none in Key Stage 1. Dance and gymnastics lessons in Key Stage 2 were observed during the inspection. Standards in gymnastics are good in Key Stage 2, which is an improvement on the findings of the previous inspection. The pupils in Year 5 are making good progress in their gymnastic skills. They work well in pairs to plan and refine a routine where they mirror each other's movements. They are able to change both level and direction as they move. The pupils transfer these movements from floor to apparatus, linking them with various ways of travelling. Many of the pupils are learning to adopt correct starting and finishing positions to their gymnastic movements. A dance lesson in Year 3 allowed pupils to devise routines and practise these to produce a polished final performance. Pupils with special educational needs are making good progress in developing body control, movement and an awareness of space. One area of weakness is in swimming. At present, only pupils in Year 3 have swimming lessons and, even over a full year, few of these achieve the required standard for pupils at the end of Key Stage 2.
133. The pupils change sensibly into appropriate kit and they enter and leave the hall in a quiet, orderly manner. Their behaviour in lessons is very good, and they respond quickly to instructions. Pupils listen attentively and settle quickly to activities and work well independently or with a partner. They clearly enjoy physical education. They watch the performance of others respectfully and appreciate the efforts of others. They put apparatus away quickly and without fuss at the end of the lesson. The subject makes a good contribution to pupils' moral and social development.
134. The quality of teaching is satisfactory. The teachers dress appropriately and give due attention to the safety aspects of the subject. They emphasise the importance of listening and looking and the teaching of specific gymnastic skills. The teachers structure their lessons well, with effective warm up sessions and the chance to cool down at the end. Opportunities are provided for the pupils to evaluate the performance of others, in order to improve learning. Teachers involve learning support assistants well.
135. The co-ordinator is enthusiastic, and is preparing to modify the existing policy and incorporate forthcoming guidance from the Qualifications and Curriculum Authority to produce a scheme of work. The school has a good range of physical education apparatus and equipment. The hall is adequate in size for the number of pupils and the playground is suitably large for outdoor activities.

RELIGIOUS EDUCATION

136. Standards of attainment for pupils at the end of both key stages meet the expectations of the locally agreed syllabus. The attainment at the previous inspection was above average. The lowering of standards is due to a high concentration of time and effort spent recently on literacy and numeracy, changes in staff and a greater focus in religious education lessons on personal, social and moral education. Progress for all pupils, including those with special educational needs, is satisfactory.

137. At the end of Key Stage 1, pupils have a sound knowledge of some of the events in the Old and New testaments and can retell a few stories from the bible. They know the story of Moses and draw pictures of him telling the Ten Commandments to the people of Israel. Pupils learn of the events leading up to the birth and death of Jesus and are just beginning to have an understanding of some of the parables and how they relate to their own lives. They recognise and draw some of the symbols associated with different religions, such as the cross and the Star of David, and during Divali, pupils learn about the special features of the festival and make cards to celebrate this time. Pupils understand clearly what it is to belong to a community and how people's views should be respected. By the end of Key Stage 2, pupils have a satisfactory understanding of Christianity, supported by talks given in assemblies by staff and the local vicar. Pupils examine parables, miracles and symbols and learn about the disciples. They interpret the symbol for 'Amnesty International' well and write their own millennium prayers to read in assemblies. Pupils gain many insights into the study of famous leaders, with Year 6 currently studying the life of Martin Luther King. These pupils have a clear understanding of what it means to live in a multicultural society and how to tolerate and support the beliefs of others. Their responses are mature and considered, reflecting their care and concern for others. However, the retention of knowledge regarding other faiths is vague and some, when asked, are confused about Sikhism, Buddhism, Islam and Judaism. A few can remember learning about Diwali, but for most their knowledge and understanding of the worship, leaders and festivals of other faiths is limited. Because of this lack of knowledge, they are also unable to make any comparisons with Christianity.
138. Teaching is sound at both key stages and no unsatisfactory teaching was observed. Although teachers are knowledgeable and interested in the subject, and provide a stimulating focus for the lesson, the main objective is usually towards developing in pupils a moral and social awareness, rather than gaining factual knowledge and understanding of Christianity and other faiths. This is limiting the opportunities pupils have to learn the important aspects of the subject. Examination of pupils' work shows differences in the volume and frequency of work from class to class, with some recording very little in books. Occasionally, there is repetition in different year groups of the same topic, and some staff are not following the progression of the agreed syllabus. In comparison with many schools, the absence of visitors and visits to other faith centres to help extend pupils' knowledge and understanding is noticeable. However, for many of the pupils religious education lessons are a special time, where they develop a strong spiritual and moral awareness helped by the good use of questioning by staff and the opportunities for meaningful discussion. During this time, speaking and listening skills are also accelerated. Pupils are very keen to make their own personal contributions, ask thoughtful questions and respect the views of other people. They understand the importance of showing kindness to each other, as shown by the letters written by pupils in Year 5 to children in Bosnia.
139. The local education authority is currently reviewing the agreed syllabus and the school has identified the need to plan their work from it and ensure that skills are taught progressively through the school. The co-ordinator is aware of some of the current weaknesses, but has not had the opportunity to monitor the teaching and learning. Assessment procedures for the subject are being planned for implementation in the autumn term.