

INSPECTION REPORT

WILLINGTON PRIMARY SCHOOL

Crook

LEA area: Durham

Unique reference number: 114066

Headteacher: Mrs M Griffiths

Reporting inspector: Mr J J Peacock
25344

Dates of inspection: 15th - 19th January 2001

Inspection number: 190979

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Chapel Street
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Appropriate authority: The governing body

Name of chair of governors: Councillor B Myers

Date of previous inspection: 8th July 1996

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INFORMATION ABOUT THE INSPECTION TEAM

	Team members		Subject responsibilities	Aspect responsibilities
25344	Mr J J Peacock	Registered inspector	Science Geography History Physical education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
11368	Mrs K Lee	Lay inspector		Pupils' attitudes, values and personal development Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
8839	Mr M Egerton	Team inspector	Areas of learning for children under five Equal opportunities Mathematics Information and communication technology Design and technology	
4926	Mrs T Aspin	Team inspector	Special educational needs English Art Music Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Willington Community Infant and Junior School was opened on one site in 1999 in a totally refurbished building. It caters for pupils from three to eleven years of age and is about the same size as other primary schools. There are 209 pupils on roll, 123 boys and 86 girls and this is virtually the same as it was at the time of the previous inspection. In addition, 47 children attend the nursery on a part-time basis. All pupils in the infant and junior departments are taught in seven single year group classes. Almost all pupils come from inside the school's normal zone, an area of high unemployment, and a few travel from nearby rural villages. The attainment of over half of four-year-olds when they start school in September in the reception class is well below average for children of this age.

There are no pupils from homes where English is an additional language. The number of pupils eligible for free school meals, 35.4 per cent, is well above the national average and the number has decreased by about ten per cent since the previous inspection. The school has 46.1 per cent of pupils on its register for pupils with special educational needs, which is well above the national average. Currently, there are 14 pupils with a statement of special educational needs. Both figures have increased markedly since the previous inspection. The mobility of pupils appears to be a significant factor for the school. Last year 19 pupils were admitted and 13 left during term time.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school where the strengths far outweigh any weaknesses. The difficulties faced by the school at the time of the previous inspection have largely been overcome. This is mainly because of the very good leadership provided by the conscientious headteacher who was appointed after the previous inspection, and the fact that the teaching staff work so well as a team. The quality of teaching is predominantly good, and as a result pupils are interested in their work and keen to do well. Most pupils show a good attitude to learning and their behaviour in lessons is also good. All pupils, including the high number of pupils with special educational needs, are working at, or near to, their capacity. As a result, although standards of attainment in comparison to similar schools are well below average at the end of Key Stage 2, they are beginning to improve, particularly at Key Stage 1. When all these factors are considered, along with the well above average level of funding, the school is effective and provides good value for money.

What the school does well

- The overall provision for children in the Foundation Stage is very good.
- A high proportion of the teaching is good, helping pupils to learn effectively.
- Relationships within school are very good. This has a significant effect on pupils' personal development.
- The provision for pupils' moral and social development is particularly good.
- Procedures for ensuring pupils' welfare are very good.
- The leadership and management provided by the headteacher are very good.

What could be improved

- Standards in English, mathematics, science and information and communication technology at both key stages, and in religious education and music at Key Stage 2.
- The use of the key skills in literacy, numeracy and information and communication technology in all subjects.
- The level of resources for information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Ably supported by key staff and hard-working teachers, the headteacher has brought about many improvements since the previous inspection in July 1996, when the school faced considerable disruption following the resignation of the headteacher. A clear action plan was produced, and as a result all eight key issues have been fully addressed. The policies and guidance for all subjects are in place along with procedures to monitor and evaluate their effectiveness. Pupils are now provided with plenty of opportunities to work on their own in mathematics, science and design and technology, for example when conducting experiments or making models. Much emphasis is given to improving their skills in writing. Teachers regularly assess pupils' progress and use the information gathered well to plan further work. The role and responsibilities of the senior management team have been clearly defined and they, along with subject co-ordinators, give invaluable support to the headteacher. As all pupils are in one building now, the key issue on the use of spare classrooms and security no longer applies. In addition to the above improvements, the National Literacy and Numeracy Strategies have been successfully implemented. Overall, the pace of improvement has been good. The school has the leadership, dedicated staff and commitment needed to continue to improve.

STANDARDS

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

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

The positive steps taken by the headteacher and her firm views on how to improve the school, coupled with the very good start children have in the Foundation Stage, are having a marked effect on standards, which are improving. This is most noticeable in Key Stage 1, at present, where standards in reading, for example, are in line with the national average. By the end of Key Stage 1, overall standards in English, mathematics and science are below average. However, this is an improvement on the well below standards achieved in the national tests in 2000.

Targets for English and mathematics are carefully and realistically based on a detailed assessment of pupils' potential. The different proportion of pupils with special educational needs in each year group means that in some years they are higher than in others. Virtually all pupils achieve the individual targets set for them. The high proportion of pupils with all types of special educational needs achieve well. They make similar progress to others in their class, due to the careful planning by their teachers and the support they receive from classroom assistants.

The table above shows that in the national assessments at Key Stage 2, standards were very low in English and science and well below average in mathematics. In comparison to similar schools, standards in English and science were well below average and below

average in mathematics. There is no obvious trend for the past three years. The very high proportion of pupils with special educational needs is the overriding factor affecting the school's performance compared to all schools, and those with pupils from similar backgrounds. The significant mobility of pupils adds to the problems. The successful implementation of the National Literacy and Numeracy Strategies is having a significant effect on standards in English and mathematics. However, inspection evidence shows that Year 6 pupils achieve at well below average standards in English, mathematics and science. This is wholly because 20 out of the 35 pupils in the class are on the school's register of special needs. Standards in information and communication technology are below average and this is attributable to the lack of computers available to pupils. Standards in music are below national expectations, and in religious education they are below the requirements of the locally agreed syllabus. Attainment in all other subjects is in line with national expectations, except in design and technology where they are better than those normally seen.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and obviously enjoy coming to school.
Behaviour, in and out of classrooms	Good. Pupils respond well to established routines and their teachers' high expectations of behaviour. There is a calm working atmosphere in most classrooms.
Personal development and relationships	Very good. Pupils are polite, friendly and helpful. They invariably work well together. All show a willingness to take on responsibility.
Attendance	Satisfactory. However, too many pupils arrive late for school in the morning. More co-operation by parents is needed to improve punctuality.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
57 lessons seen overall	Very good	Good	Satisfactory

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

The quality of teaching has improved a great deal since the previous inspection, when overall it was described as 'sound or better'. Unsatisfactory teaching was only seen in a very small proportion of lessons then and now. In this inspection, it occurred in two Key Stage 2 classes, when pupils' behaviour was not sufficiently well controlled and pupils became bored with the tasks set for them. The quality of teaching this time was very good or excellent in 35 per cent of the lessons seen, which is a significant increase on the six per cent previously. Good or better teaching featured in 70 per cent of lessons and this shows a commendable consistency in quality. In English and mathematics lessons, the quality of teaching was good overall. However, pupils' literacy and numeracy skills are not well promoted in lessons other than English and mathematics. In information and communication technology, teaching is satisfactory when teachers are able to use one of the few computers available. The quality of teaching of pupils with special educational needs is good. Teachers know their pupils well and match work to their needs, helping them to make satisfactory

progress. Sufficient challenge is included in teachers' lesson planning to help more able pupils to reach their full potential. Homework is used well to promote learning for all pupils. Pupils concentrate very well and work hard to produce neatly presented work. All pupils make good gains in their skills, knowledge and understanding because of the effective teaching. The quality of teaching for children under five in the Foundation Stage is very good, giving children a firm base on which to build future learning. All children under five in the nursery and reception class appear happy and keen to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects meet statutory requirements. However, the quality and range of the curriculum for information and communication technology at both key stages, and religious education at Key Stage 2 are unsatisfactory. Children in the Foundation Stage receive a well-balanced curriculum. The provision of extra-curricular activities is good.
Provision for pupils with special educational needs	Good. All pupils are given equal entitlement to the curriculum. However, the quality of some individual education plans is variable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral and social development is very good. Rewards and sanctions are consistently applied. Pupils often enter local and regional events and regularly support national charities.
How well the school cares for its pupils	Very good. The level of support and guidance, recognised as a strength in the previous inspection, has further improved. Staff help provide a caring environment and links with parents are good. Attendance is monitored carefully with the close support of the education welfare officer. Procedures for assessing pupils' attainment are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's leadership is a strength of the school. There is a strong determination to raise standards. Effective delegation allows key staff to play a vital role in the development of the school.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors have a history of providing very good support. Spending is strictly controlled and the best value obtained in all expenditures. All statutory requirements are met, including those for special educational needs. Action taken to meet targets is very good.
The school's evaluation of its performance	The quality of teaching is very effectively monitored in most subjects, and the school has successfully developed strategies to monitor its performance more closely in all areas.

The strategic use of resources	Good. Teachers are deployed effectively. Learning resources, with the exception of computers, are used to good effect by teachers. Specific grants are all spent appropriately.
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Staffing levels are satisfactory. The accommodation is very good, having been extensively refurbished in 1999. The school field is too narrow to successfully accommodate a football pitch but plans are well in hand to widen it. Resources overall are satisfactory, but the provision of computers and programs is poor.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school. • Pupils make good progress. • Behaviour is good. • Teaching is good. • Parents are kept well informed. • They feel comfortable about approaching school. • The school expects pupils to work hard. • School works closely with parents. • It is well led and managed. • Pupils are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities for pupils outside lessons. • The amount of homework.

Inspectors' judgements wholeheartedly support parents' very positive views about the school. However, the amount of homework and range of activities outside normal lessons are judged to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery class after they are three, and are admitted to the reception class in the September after their fourth birthday. The full range of abilities is represented but the attainment on entry to both classes for over half of the intake is well below average. Shortly after entry to the nursery, a series of early assessments are carried out, and children identified as having special educational needs are placed on the register for pupils with special educational needs. Most, but not all, children who transfer into the reception class have attended the nursery on a part-time basis and this helps them to quickly settle into school routines. Curriculum planning for children under five is detailed and in line with requirements of the Early Learning Goals in the Foundation Stage. As a result, the achievement of most children is very good and the progress they make in language and literacy, mathematics, in their knowledge and understanding of the world, creative development and in their personal, social and emotional development is also very good. For example, children listen well to all adults, they respond to instructions and sit and listen attentively to stories. They answer questions politely, do not call out and listen to other children's answers in literacy sessions. In their physical development, children's progress is good as they have good opportunities to use large play apparatus and wheeled toys outdoors. Although many of the children will not attain all the Early Learning Goals in each of the six areas of learning by the time they leave the reception class, they will have made very good progress in relation to their attainment on entry to the nursery.
2. Inspection findings show that by the end of Key Stage 1, pupils' attainment in English, mathematics and science is below the national average. This appears to be a deterioration in standards since the previous inspection in July 1996 when all subjects, at both key stages, were found to be in line with national expectations. The exception then was in English, where standards in writing were sometimes unsatisfactory. Progress was described as 'consistent and appropriate to pupils' ability. It was noted that in the practical aspects of mathematics, science and design and technology, skills were 'not systematically built upon'. However, since then, the proportion of pupils with special educational needs has increased significantly, making comparisons between then and now meaningless. Since the previous inspection, the school has consistently tried to improve standards in reading, writing and mathematics. The mobility of pupils in and out of school during term-time has been an added difficulty. Results in the 2000 tests at the end of Key Stage 1, in comparison with all schools, show standards in reading, writing and mathematics were well below the national average. When the school's performance is compared to schools with pupils from similar backgrounds, pupils' results in reading and writing are below average, but in mathematics they were in line with the average. The results for science, based on teacher assessments, show 84 per cent achieving the expected Level 2 or above which is well below the national average, but 22 per cent achieving the higher Level 3 which is about average. On inspection, pupils' attainment in science by the end of Key Stage 1 was judged to be below average.
3. The results of the last three years show that both boys and girls attained equally well in reading, writing, mathematics and science. However, because the number of pupils with special educational needs varies from year to year, no obvious trend is apparent since 1996. In the school's own analysis, comparing the predicted National

Curriculum level using data from the assessments on entry to the school, pupils mostly do better than expected. The very good start all children have in their Foundation Stage, and very good quality of teaching they experience in the nursery and reception classes, are mainly responsible for how well pupils achieve in relation to their prior attainment.

4. Work seen during the inspection indicates that, by the end of Key Stage 1, the standards that pupils attain are in line with the national average in reading but remain below average in writing and speaking and listening. Overall, standards in English are below average. Pupils' linguistic skills are generally below average, so they are provided with regular opportunities to express themselves in class discussions in order to correct the problems that many still show on entry to the reception class. Consequently, pupils make good progress in their speaking and listening skills. Reading is taught well allowing pupils to develop their technical skills well and to read with understanding. Pupils are provided with limited opportunities to write in most subjects, but in the literacy sessions they re-tell stories and write letters or poems. In mathematics, standards of work show attainment to be below average, and most pupils appear to enjoy counting and using 'big numbers'. Much work of a practical nature is undertaken in science, answering a previous criticism. However, standards are still below average. Pupils generally attain standards which are in line with those normally expected in art, geography, history, music and physical education. However, in design and technology, pupils' attainment is above national expectations, mainly because of the clear guidance available, and the very good use teachers make of it when planning their lessons. In information and communication technology, standards are below those expected and this is wholly due to the shortage of computers in school. Standards in religious education are in line with the requirements of the locally agreed syllabus at Key Stage 1.
5. The good progress pupils make after entering the reception class and the standards they attain by the end of Key Stage 1 are a reflection of how well they are taught and their good attitudes towards their learning. Almost all parents who returned the questionnaire believe that their children are making good progress. Almost all parents who returned a questionnaire agreed that the school expects children to work hard and achieve their best. The previous inspection team reported a strong sense of community in the school, which created a caring, orderly and confident learning environment. This is still the case, with very good relationships between staff and pupils and this undoubtedly has a major effect on the way pupils learn. The inspection team recognised the strong impact that the Foundation Stage is having on pupils' attainment. The school is improving its standards from the bottom up, and standards at the end of Key Stage 1 are beginning to reflect this.
6. Pupils make satisfactory progress in the Key Stage 2 classes. However, inspection findings indicate that in the current Year 6 class, attainment in English, mathematics and science is well below average. This is because 20 out of the 35 pupils in the class are on the school's register for pupils with special educational needs. The results of National Curriculum assessments for Key Stage 2 pupils in 2000 showed that attainment was very low in English and science and well below average in mathematics. When these results are compared with those of pupils from similar backgrounds, they are well below average in English and science and below average in mathematics. However, school assessment information shows that all pupils reached or bettered the levels expected of them. The successful implementation of the National Literacy and Numeracy Strategies is having a positive effect on standards. In information and communication technology, standards were found to be below national expectations. The lack of a computer in every classroom, and few planned opportunities to use them in all subjects, are the main reasons for this.

7. There is no obvious trend of improvement for the past three years because of the effect of the differing number of pupils with special educational needs in each year group. Improvements have not kept pace with improvements nationally. However, in the national end of Key Stage 2 tests in 2000, boys performed just as well as girls for the first time. Inspection evidence confirms that standards for the current Year 6 pupils are well below average in English, mathematics and science. In other subjects at Key Stage 2, standards of attainment follow a similar pattern to that found at the end of Key Stage 1. The exceptions are in music where they are below national expectations, and in religious education where they are below the expectations of the locally agreed syllabus. This is mainly because the subject knowledge of some class teachers at Key Stage 2 is weak. The school is effective as the vast majority of pupils make satisfactory progress overall from when they enter the reception class with levels of attainment which are well below average for the majority.
8. The consistently good quality of teaching is an important factor in the progress most pupils make. The successful implementation of the National Literacy and Numeracy Strategies has undoubtedly helped to raise standards in English and mathematics at Key Stage 1. Well-chosen texts and the teachers' skill in drawing pupils' attention to important differences in style, structure and content improve pupils' reading skills and widens their vocabulary. The partnership between home and school in reading is strong, particularly with Key Stage 1 pupils, and this also contributes effectively to the good progress pupils make in reading. Lower attaining pupils benefit from the additional support they receive in the classroom from their teachers and the classroom support assistants. Inspection evidence shows that pupils have good opportunities to develop their reading skills, with parents playing a key role by showing interest and listening to reading most nights. However, teachers in general provide too few opportunities for pupils to put into practice the skills acquired in the literacy and numeracy sessions in other subjects of the curriculum. It is the firm view of the inspection team that this is holding back further improvements in standards.
9. Standards of attainment in science are improving as pupils have more opportunities to investigate and conduct experiments independently. The science co-ordinator manages the subject well, giving much advice and support to all teachers. All teachers show confidence when teaching science, and are guided effectively by the very good programme of work. Boys and girls both enjoy the practical approach and work hard in lessons to complete their work. As a result, there is no difference in the performance of girls and boys.
10. Overall, the achievement of pupils is satisfactory by the time they are ready to leave in Year 6. High expectations of teachers, good discipline and control in most lessons and careful lesson planning, result in effective learning in a large proportion of lessons. Pupils' learning is further enhanced by their positive attitudes, good behaviour and very good relationships with one another and their teachers. This creates a good atmosphere for all pupils in which to learn. Targets for English and mathematics are not being routinely increased for the next two years as they are realistically based on a detailed assessment of pupils' potential in each year group. The high proportion of pupils with all types of special educational needs achieve well. They make similar progress to others in their class due to the careful planning by class teachers, and the support of the classroom assistants. In most classes those with recognised behavioural difficulties achieve particularly well due to teachers' high expectations of behaviour and participation, and good discipline.

11. Over the years there have been few gifted pupils, but the school does make special provision for any identified by planning additional work in lessons. The good quality of teaching affords all pupils every chance to reach their full potential. All pupils, whatever their ability, are fully included in all aspects of school life with teachers ensuring equality of opportunity for all.

Pupils' attitudes, values and personal development

12. Pupils have good attitudes to their work and to their life in school. They are enthusiastic and seem to enjoy coming to school. Parents agree that their children like school. Attendance rates are satisfactory but too many pupils arrive late in the morning. More co-operation from parents is needed to improve this.
13. Most pupils listen well and show good levels of concentration due to the good teaching. For example, in a literacy hour based on the story of 'The Blue Jackal', Year 1 pupils all listened well to their class teacher's quiet effective voice and watched intently as individual pupils found letters or sounds within the text. Very occasionally, if some pupils find the lesson boring or when teachers do not manage pupils well, they can be distracted, talk amongst themselves and so progress is slowed.
14. The behaviour of most pupils is good in and around the school. They respond well to the established classroom routines and their teachers' high expectations of behaviour. There is some challenging behaviour not always well managed by staff in the Key Stage 2 classes, but in the main there is a calm working atmosphere throughout the school. There were four fixed period exclusions in the year prior to inspection. Pupils behave well at lunch and breaks, and these are well organised with rotas for football and using the play equipment. Pupils respect these arrangements and are happy to take turns.
15. Pupils have very good relationships with adults and with each other. These promote pupils' learning well. They work well together in groups, co-operating with each other. For instance, a strong feature in a Year 6 mathematics lesson on degrees of a circle was the way in which pupils organised themselves and shared equipment and resources. Pupils are polite, friendly and helpful to all adults and visitors.
16. Pupils' personal development is good. Older pupils show a willingness to take on responsibilities such as house captains and milk monitors. The school places a high priority on personal development, and provides many opportunities for pupils to take responsibility or consider one another's feelings. For instance, Year 6 pupils appreciated the effects of bullying, due to a very good drama session led by a visiting teacher.

HOW WELL ARE PUPILS TAUGHT?

17. In the previous inspection, the quality of teaching was deemed to be sound or better in a large majority of lessons, with five per cent of it being unsatisfactory and six per cent being very good. The quality of teaching in the school has continued to improve since then and is judged by this inspection team to be good overall. The effectiveness of teachers' planning and the good control and discipline in the best lessons mean that the basic skills are taught well. In addition, all teaching and non-teaching staff are enthusiastic and work very well as a team, showing a strong determination to raise standards.

18. During this inspection, teaching was satisfactory or better in all the lessons seen, except two at Key Stage 2, and it was very good or excellent in 35 per cent. Examples of good, very good and excellent teaching were seen in 70 per cent of lessons, which shows a commendable consistency and confirms that the quality of teaching has improved significantly. It is a strength of the school. Detailed planning, with clear learning objectives providing challenging activities for all pupils, and lessons delivered at a good pace were the main features of the very good teaching. In the Year 2 science lesson on electricity, which was judged to be excellent, the planning, preparation and use of resources including the class computer, motivated pupils very well. In addition, the teacher's enthusiasm made learning exciting with an element of fun for all, as she used a torch to shine on key words. The previous inspection raised criticisms over the pace of lessons and the fact that teachers were unclear about lesson objectives. These, along with more planned opportunities for pupils to work without the direct supervision of the teacher in science, mathematics and design and technology have successfully been overcome.
19. The quality of teaching in the literacy hours and during numeracy sessions was good throughout both key stages. However, most teachers do not use the skills that pupils have learned in these sessions effectively when teaching other subjects. In the sample of pupils' completed work for example, pupils in all classes had few opportunities to use their writing skills, and as a result there was little written work to inspect in the scrutiny of work for some subjects. In addition, pupils are provided with few opportunities to use a computer as part of their work in all subjects. This is mainly due to the poor provision of computers in school. Teachers rarely identify opportunities for pupils to use their computer skills when preparing their termly lesson plans, and as the scrutiny of pupils' work shows, the use of computers is not an integral part of most lessons.
20. All teachers work hard to establish a very good working atmosphere and promote effective learning. Expectations of what pupils can achieve are now a strong feature of most lessons, particularly for those of higher attainment. The pace of learning is good in almost all lessons, with little time wasted. Once pupils have finished the tasks set for them teachers have additional activities planned, and these sufficiently challenge pupils, particularly those of higher attainment. Most teachers have effective strategies to maintain good behaviour and ensure that pupils keep working. As a result, noise levels are low and pupils of all ages concentrate very well on the tasks set for them. Pupils generally behave well in lessons and have a good attitude towards their learning. This results in a highly productive working atmosphere in most classes with all pupils making good progress. However, in some of the Key Stage 2 classes, pupils' behaviour was not well managed, particularly when pupils became bored or restless. The learning of other pupils was adversely affected, making these lessons unsatisfactory. Pupils work well independently of their teachers in pairs or small groups. This was seen in many lessons from the reception class where children helped one another to cut up fruit to make a fruit salad, to Year 6 where pupils in groups created a dance sequence.
21. Teachers use assessment well to guide their planning and this helps them to plan work which gives adequate challenge to pupils of all abilities. All pupils' work is marked thoroughly and helpful comments give further guidance to them on how to improve. There are very few gifted pupils but it was noted that provision was in place to meet their needs. Pupils of all abilities are given suitably challenging work. On occasions, when for example the same worksheet was provided, teachers supported lower achieving pupils effectively. Planning is very good for all lessons as teachers clearly set specific learning objectives. As a result, lessons invariably build effectively on pupils' previous knowledge. Teachers are well prepared for their lessons with

resources readily available for pupils. In most lessons the wide variety of resources gives pupils the opportunity to use their initiative and choose suitable materials to use in their studies.

22. The quality of teaching in English is very good at Key Stage 1 and satisfactory at Key Stage 2. Overall it is good. Disruptive behaviour in the larger Key Stage 2 classes accounts for the difference. In mathematics, the quality of teaching is satisfactory in Key Stage 2 but the strength of teaching in the Foundation Stage and at Key Stage 1, where it is very good and good respectively, makes it good overall. Teaching is good in science, design and technology and physical education at both key stages. As a direct consequence, standards are improving, particularly at Key Stage 1. It is satisfactory in all other subjects, including information and communication technology. However, a shortage of computers means that learning is generally unsatisfactory in information and communication technology. Similarly in religious education, where the lack of resources adversely affects the quality of learning. Pupils respond positively to all their lessons, showing much interest, behaving well and sustaining high levels of concentration. As a direct result, effective learning occurs in most lessons.
23. The quality of teaching and learning for children under the age of five in the Foundation Stage provided by the teachers and support staff, is a strength of the school. At all times it is good, and often very good, in all areas of learning. The high quality relationships, plus the excellent quality of the activities, produce very good progress from the well below average attainment seen on admission. Children enjoy the challenging tasks they are given and have very good attitudes to their learning. Teachers work together well to plan work, which has clear learning objectives and is closely linked to staff's understanding of the needs of each individual child. A particularly strong feature of the teaching of linguistic skills is the good use staff make of praise and encouragement and the time they give to individual children. This lifts the self-esteem of the children, helping them to make good progress in their learning and to have a positive attitude towards books, writing and speaking. Support for children with special educational needs is very good in each of the six areas of learning.
24. The teaching of literacy skills is good. In the literacy hour teachers use whole-class or group-teaching sessions well to develop pupils' skills in reading, writing and spelling. Most teachers use large print books effectively and all pupils read the text well. Teachers' expectations of pupils are high in literacy sessions. During individual work on letter sounds, spellings and the use of words in sentences, pupils are set tight time targets to complete work. They have to concentrate and work hard to complete them successfully. Most teachers provide appropriate worksheets for pupils to complete, and pupils write neatly on these. The teaching of basic literacy skills through other subjects of the curriculum is currently ineffective throughout both key stages with few planned opportunities provided for pupils to write freely and at length.
25. The quality of teaching of numeracy is very good in all classes. The effective strategies for teaching numeracy skills with an oral, mental mathematics session at the beginning of the daily numeracy hour are helping to give pupils of all ages more confidence with numbers. These sessions are conducted at a good pace, which helps to focus pupils' attention. Pupils enjoy the challenge and most try hard to be the first to answer. Pupils' extremely positive attitudes, and the work provided by teachers which is well matched to individual pupil's capabilities, ensure that most make good progress in developing their numeracy skills.

26. The quality of teaching of pupils with special educational needs is good overall. Although individual education plans do not yet play a significant part in planning and provision in some classes, teachers know their pupils well and use this information to match work to their needs and help them make progress. Very effective special needs support assistants are used efficiently to direct group activities. They also deliver specialist support programmes which increase the pupils' ability to learn. During the inspection, some of the teaching support allocated to the school to meet the requirements of the statements of special educational need from the local education authority's learning support service was not available. Neither were their planned programmes of work, or records of attainment linked to pupils' individual education plans. As a result, no judgement on their effectiveness could be made. Very good support was provided by the headteacher who planned carefully structured activities to meet the needs of all these pupils. The support provided by one teacher from the learning support service for one morning demonstrated very good planning, detailed target setting, well prepared practical resources and careful record keeping that allowed progress to be tracked. High expectations of behaviour of all pupils in and around the school, and good classroom management in most classes, ensure those pupils recognised as having behavioral difficulties do not disrupt others, or waste time.
27. A small number of parents in their responses to the questionnaire sent out prior to the inspection, were unhappy with the amount of homework their children were expected to do. Inspection findings do not support parents' views. The quality and amount of homework are both good for the age of pupils and make a valuable contribution to pupils' learning.

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

28. Throughout the school the quality of learning opportunities provided by the school are good, although there is some imbalance across subjects and the breadth is restricted as too much emphasis is placed on keeping all subjects separate on the weekly timetable of lessons prepared by the teachers. Some subjects such as English and mathematics are obviously given more time than others, and few opportunities are planned to include skills in one subject when teaching another. In a religious education lesson for example, skills in art were not usefully taught as pupils illustrated their work, and no effective links were made with history.
29. In the reception and nursery class provision is very good. These children receive a well-balanced curriculum designed to help them achieve the Early Learning Goals in all the required areas of learning. There is a suitable emphasis on personal and social education and communication skills, which are low on entry. Nursery and reception teachers plan well together to make sure that children transfer easily from one class to the next, and are well prepared for the next stage of learning.
30. In both key stages all subjects of the National Curriculum are covered and meet legal requirements. Provision for religious education meets the requirements of the locally agreed syllabus. The National Literacy and Numeracy Strategies have been fully and effectively implemented. This is very evident in the standards achieved by the pupils at Key Stage 1. Additional English lessons, for example to provide more opportunities to write at length and spelling, make a satisfactory contribution to pupils' development. However, individual subjects are not always linked together to make best use of time, and opportunities are lost to develop literacy, numeracy and information and communication technology skills within other subjects. There is

some particularly good practice in Year 2 where, for example, speaking and listening, religious education and drama were effectively combined.

31. The consistent approach to curriculum planning which has improved considerably since the previous inspection, is improving the quality of provision. The school has rightly prioritised the modification of some subject programmes of work to meet the requirements of Curriculum 2000, and is steadily making adaptations to the curriculum.
32. The provision for pupils with special educational needs is good, and they are fully involved in all subjects of the National Curriculum. There is an effective system for identifying specific need and for reassessing those needs on a regular basis. Formal reviews for pupils with statements of special educational needs are carried out annually and every effort is made to meet the specified requirements. Individual education plans are variable in quality, and do not always set specific achievable and measurable targets. However class teachers and classroom support assistants know the pupils well and plan work that pupils are able to do. Although there is some very good practice, the quality of planning and recording of attainment by specialist support teachers is unsatisfactory, as it is not sufficiently linked to pupils' specific needs or whole-school procedures. Since the previous inspection the school has made every effort to provide special support programmes aimed at particular learning needs, for example language work in groups and ways of controlling anger or frustration. It is part of the school's policy to ensure that all pupils, regardless of race, creed, gender, ability or social background are valued and have access to all aspects of school life.
33. Extra-curricular provision is good. A range of experiences is offered by providing short programmes of each type of activity outside normal lesson times. The expertise available in the local community, for example local sports organizations, is used well to extend pupils' skills. School visits are carefully designed to widen pupils' learning experiences and broaden their understanding of the world around them. For example, the police and health workers play a significant role in personal and social education. Ex-miners explain what their work involved and the local church is visited as part of the religious education programme. Good links are maintained with other schools and pre-school groups. Young children are well prepared to enter school and older pupils to move to secondary school. Care is taken to ensure that the special educational needs of pupils are well known and understood by each pupil's new school.
34. Since the previous inspection, much work has been undertaken to provide a bright, cheerful, welcoming and caring environment for pupils. The overall good provision for spiritual, moral, social and cultural development has been maintained since the previous inspection. In the Foundation Stage, comprising the nursery and reception classes, it is very good. Spiritual development is satisfactory. Daily acts of worship provide opportunities for short periods of reflection. In religious education and drama lessons pupils discuss feelings and emotions. They are taught to respect other pupils' opinions and learn about different religions and beliefs. In the Key Stage 1 classes, the provision is very good. Imaginative and creative activities stimulate their interest in life. For example, in a physical education lesson nursery children were genuinely excited by the activity responding to drums and bells as if they were giants or fairies.
35. Provision for moral, social and personal development is very good throughout the school. Suitable policies and guidance for teachers are in place for personal, social, sex, health education, and citizenship, and include education for the misuse of drugs.

Separate lessons are provided but these topics are also delivered through other subjects. For example a drama lesson for Year 6 pupils developed their understanding of bullying and its effect on the victim. Teachers take pains to emphasise the effect of both acceptable and unacceptable actions, and strengthen pupils' understanding of right and wrong throughout the school day. They provide good role models. In subjects such as English, pupils learn to argue a point of view and consider moral issues associated with imaginary events, for example of building a factory next to the school. The rewards and sanctions system is consistently applied, both to encourage positive behaviour and actions and to make pupils aware of what is unsociable. In the nursery class an emphasis is placed on the development of personal and social skills as soon as children enter school. Children quickly learn to take turns and work together sharing equipment. Older pupils in Key Stage 1 learn to work together and a strong emphasis is placed on teamwork. For example, in a Year 2 lesson pupils read to each other and work in pairs with minimal supervision, while the teacher gives her attention to a small group. Pupils with special educational needs are fully integrated into the life of the school and pupils readily accept each other's differences without prejudice. Plenty of opportunity is provided for pupils to perform in front of others in assemblies, drama lessons and performances for parents. Pupils are encouraged to enter local and regional events such as a competition for designing a Christmas card. They regularly support charities.

36. Cultural development is good. Despite the isolation of the village, and therefore the cost of educational visits, pupils are taken to places such as a Victorian village, or a World War Two camp to learn about their own cultural heritage. They extend their experiences through their studies of India and the travels of 'Barnaby Bear' that accompanies people on holiday, for example to South Africa. Children in the Foundation Stage gain much experience of food, clothes, customs, and festivals in their activities associated with events like the Chinese New Year. Pupils are made aware of different types of music, past, and present, for example, brass and percussion music by Aaron Copland. Teachers' planning indicates that pupils look at and discuss the works of different artists.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. This is a very caring school, which places great emphasis on promoting good attitudes, behaviour and pupils' personal development. The good level of support and guidance identified in the previous inspection has improved even further to very good effect. The headteacher and staff know the pupils and their families well and provide a high level of care and concern for pupils' well being. The very good relationships help greatly to promote learning.
38. The school works hard to raise pupils' self-esteem through constant praise and encouragement in lessons. The policy of awarding certificates, table and house points, and the well-planned weekly celebration assemblies acknowledge pupils' efforts, behaviour and attainment. Good targets for helping pupils to make progress are realistic and shared with parents in their children's annual report.
39. There are very good procedures for monitoring and promoting good behaviour and for eliminating bullying. Staff have high expectations of behaviour and most manage pupils well in the classroom, resulting in good behaviour overall. The well-established system of rewards and 'consequences' where pupils are warned about their behaviour and have to take the consequences if they ignore the warning a second time, teaches and encourages pupils to take responsibility for their own actions.

40. The school has very good procedures for monitoring and promoting good attendance. Close co-operation with the education welfare service ensures that any pupils causing concern are quickly identified and regularly monitored. Good attendance is rewarded with praise and certificates. Incidents of lateness are closely monitored and parents are involved if any pattern emerges with individual pupils.
41. The school pays close attention to child protection procedures and ensures that all staff have the necessary training and knowledge of these issues. Health and safety procedures and policies are satisfactory. The caretaker and her staff work hard to keep the school and grounds spotlessly clean. The transformation in the building since the previous inspection has solved the few identified health and safety issues.
42. Procedures for assessing pupils' attainment and progress are good. They have improved significantly since the previous inspection when they were judged to be in a stage of development. In the Foundation Stage, information from the assessments conducted shortly after entry is used well to analyse children's needs and to guide curriculum planning. Systems to assess attainment at Key Stages 1 and 2 are effective and monitor the progress of each child through the core subjects of the National Curriculum. This information comes from regular diagnostic tests and an overall assessment of what standard each pupil has reached. Information from assessments is used effectively by teachers to help them in their planning of new work. Teachers' assessments are accurate and together with test results, the information is used successfully to identify pupils who need extra support and for making up literacy and numeracy groups, so that work can be appropriately differentiated. Requirements covering National Curriculum tests and pupil records are met. An important aspect of assessment is the school's 'tracking' file in which pupils' academic performance is recorded and monitored as they move up through the school. Information in this file combined with other assessment information is then used to set group targets in literacy and in mathematics to set individual targets linked to the levels at which pupils are working. In the annual report to the parents targets are recorded for the pupils for the coming year. Assessment procedures are regularly reviewed and evaluated in order to make sure the information gathered serves the purpose of raising standards in the school through accurate target setting.
43. Procedures for identifying pupils with special educational needs are good overall. The school has rightly identified the need for the earliest possible intervention and is improving procedures for the youngest children in the Foundation Stage. The school development plan identifies the need to ensure that all individual education programmes set specific attainable and measurable targets as a priority. The current monitoring of attainment of pupils supported by classroom assistants is very good, and based on what the teacher expects pupils to learn in each lesson. However, class teachers are not provided with ongoing records of progress by additional support teachers other than by oral feedback. Support programmes, for example the manipulative skills development programme for dyspraxia, are of high quality and help pupils develop self-confidence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's partnership with parents is satisfactory. The school is committed to try to involve parents in their children's learning and in their life in school. It has organised a number of meetings on the curriculum, for example on the literacy and numeracy hours, but few parents take advantage of the opportunities offered. Those who do are appreciative of the school's efforts and find the school welcoming and helpful if they have a concern. Of the small number of parents who responded to the

inspection questionnaire and meeting, almost everyone was very supportive of all aspects of the school's work.

45. A small but dedicated group of parents help regularly in school. They work effectively alongside teachers in the classroom and nursery, and undertake useful preparation tasks such as photocopying. Some parents regularly listen to their children read at home which helps their progress. The small Parent/Teacher Association (PTA) committee arranges social and fundraising events, which help to provide extra resources. The current goal is to improve the playground with seating and markings to stimulate pupils' play activities. The PTA committee is especially appreciative of the support given by the staff.
46. The school provides parents with a very good range of information. The annual reports on pupils' progress in particular, give parents a full picture of that progress and contain useful targets for each pupil to aim for in the following year. Parents are pleased with the provision for pupils with special educational needs. Parents are kept well informed of progress and those who wish to attend are fully involved in reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The report on this aspect in the previous inspection acknowledged the period of considerable disruption undergone by the school with the departure of the headteacher. The inspection team identified eight key issues for improvement, five of which related to the leadership and management of the school. However, the overall conclusion was that the management was good. The headteacher, who was appointed shortly after the previous inspection, took positive steps towards improving the identified weaknesses. As a direct consequence of her actions, she has successfully turned the school around, restoring staff morale, improving pupils' attitudes and behaviour and raising standards. In the analysis of parents' questionnaires returned prior to this inspection, 95 per cent agreed that the school is well led. Inspection evidence supports this view. The headteacher's leadership and management is very good and an undoubted strength of the school. She holds firm views on what is achievable and provides a clear educational direction for the work of the school. Her dedication and hard work has justifiably earned the respect and trust of governors, staff, parents and pupils. Relationships in school and with the local community are very good. The extremely conscientious teaching and non-teaching staff provide good support. The headteacher is deeply committed to raising standards and is fully aware of the school's strengths and weaknesses. All aspects in the issues identified following the inspection, for example, were known and anticipated. Every parent who replied to the questionnaire appreciated the approachability of the staff and 93 per cent agreed that the school expects pupils to work hard.
48. Following the previous inspection, the school produced a clear action plan, and as a result all eight issues have been fully addressed. The headteacher and staff have revised the policy and guidance for all subjects, and put in place procedures to monitor and evaluate their effectiveness. Pupils are now provided with plenty of opportunities to work independently in mathematics, science and design and technology and much emphasis is given to improving skills in writing. Teachers regularly assess pupils' progress and use the results well to plan further work. The role and responsibilities of the senior management team have been clearly defined and key staff now give invaluable support to the headteacher. As all pupils are now in one building, the key issue on the use of spare classrooms and security no longer

applies. In addition to the above improvements, the National Literacy and Numeracy Strategies have been successfully implemented. Overall, the pace of improvement has been good. The school has the leadership, dedicated staff and commitment needed to continue to improve.

49. The school has clear aims and these are revised on an annual basis. However, the mission statement 'learning, sharing and growing together' remains constant. The good standards in learning, resulting from consistently good teaching, coupled with pupils' good attitudes to school and their good behaviour bear testament to the strong sense of purpose at the school. Results of the National Curriculum tests are analysed thoroughly and realistic targets are set, always attempting to raise standards further. However, the very high proportion of pupils with special educational needs means that pupils' performance in the end of Key Stage 2 national tests is often well below average, when compared to all schools nationally and to similar schools. However, rapid improvement is taking place and pupils at the end of Key Stage 1 in 2000 compared favourably with those in similar schools, particularly in mathematics and science. Inspection evidence also shows significant improvements in the standard of reading at Key Stage 1.
50. The responsibility for the management of the daily work of the school and for the development of the curriculum is effectively delegated to subject co-ordinators and teaching staff. The subject co-ordinators have made significant contributions to the development of their subjects in both planning and teaching. Co-ordinators work closely with the headteacher, to determine priorities for the school development plan. Standards of pupil achievement in the core subjects of English, mathematics and science are monitored through regular assessments, and results are used to set targets. Teachers have regular contact with one another and this helped with the programme of monitoring teaching during lessons as the National Literacy and Numeracy Strategies were introduced. Monitoring has focused mainly on these two areas over the last two years but a formal monitoring procedure is firmly in place to monitor the quality of teaching in all subjects. The school has responded very effectively to the latest initiatives in performance management with clear procedures already in place to effectively monitor many aspects of the school's work. Governors have attended training in performance management and are fully involved in the process, setting targets for the headteacher and staff. The commitment to improve is shared by all who work at the school and this means that everyone works to capacity to meet any targets set. Good systems are in place to support newly qualified teachers. Satisfactory use is made of the school for the initial training of teachers and for training non-teaching personnel from local colleges.
51. There have been few changes to the governing body over the past twelve months and the very astute chair of governors leads a highly qualified team. An accountant, for example, chairs the finance committee and the paediatrician at a local hospital has responsibility for the Foundation Stage with children under five. The governors fulfil all of their statutory duties in a satisfactory way, giving good support to the school. Most governors pay regular visits to the school, with the chair of governors visiting the school just about every week to meet with the headteacher to discuss progress on areas identified for improvement. There is a really strong commitment by the governors to attend training sessions and an equally strong capacity for success. A sound committee structure gives adequate support and advice on areas such as the curriculum, buildings and finances to the full governing body. There are very good strategies for the governing body to evaluate the work of the school. However, the governing body is not sufficiently involved at present in deciding the priorities for the school's development plan. Furthermore, few are involved in the evaluation of progress towards identified priorities, as the headteacher and staff see this as their

role. As a result, governors are extremely supportive but not very pro-active in their management.

52. The management of provision for the high proportion of pupils with special educational needs is good. All legal requirements are met and formal records carefully maintained. Links with support agencies are mostly very good. The co-ordinator for special educational needs has a clear vision for the development of provision and is steadily improving provision. This includes amending the current good policy when the new Code of Practice is available. There are an appropriate number of additional teachers from the local educational authority's learning support service to meet the requirements of the statements of educational needs, although not all have specific qualifications in this area or contribute effectively to the development of practical materials to support pupils' learning. Support assistants are suitably qualified and some have specialist expertise in different support programmes. The school is quick to take on board any form of specialist support available and give assistants the opportunity to participate in training. The budget is used efficiently. The governors are kept well informed of provision and developments.
53. Financial planning is good with detailed long-term forecasts covering the next three years. Good use is made of additional funds and grants to ensure that they provide the support for which they were originally intended. Through the diligent work of the school secretary, monitoring of the school's spending against allocations made in the development plan, is effectively tracked. Satisfactory use is made of new technology to administer the accounts at the school, a development since the previous inspection. The school carried forward a large surplus from 1998 and 1999 amounting to 13 per cent of the total funding. The governors had prudently built up reserves for when the school moved into one building. Reserves were spent on building work to improve three classrooms and a corridor, not included in the planned refurbishment when the two separate school buildings were moved into one, making all areas of a similar standard. As a result, the surplus has been significantly reduced to within acceptable levels. The governors have had the foresight to ensure that the level of spending on routine expenses such as staffing is sustainable, at least for the next two years. Governors and the headteacher constantly check that the school is obtaining the best value when placing orders or contracts. The efficiency of staff and the standards pupils achieve are also closely scrutinised to ensure the principles of best value are applied in the management and use of all resources. An audit of the school's finances and procedures by the local education authority two years ago pointed to only three minor areas for attention, and action was promptly taken to rectify these.
54. The school is adequately staffed and teachers are well supported by the much better than average provision of non-teaching staff. All are well qualified to teach the National Curriculum effectively. Each teacher is delegated to co-ordinate a subject area and job descriptions are well matched to the roles and responsibilities of all staff. Good provision for staff training has enabled the school to successfully improve areas of weakness.
55. Overall, the accommodation is now very good. The main school building was totally refurbished in 1999, when the infant and junior departments moved under the same roof. Internally, it is very well maintained and all the painting has only recently been completed. As a result, the school will be able to use money allocated for maintenance this year towards play equipment for the under-fives and to boost information and communication technology resources. There are good library facilities in the designated room and plenty of fiction and reference books in all

classrooms. However, the sections in the library for books on poetry, music, religious education and computers are not up to the standards expected. The hall is big enough for physical education lessons and the school is fortunate to have a separate dining room attached to the newly refurbished school kitchens. Limited facilities are available for disabled pupils but access is a problem because of the entrance steps. There is a good-sized playing field nearby and the playgrounds are in good condition and large enough for the number of pupils. Children under five have regular access to an outdoor area where they can take part in adventurous play or share large wheeled toys. This helps to accelerate their social skills and also develop their physical skills.

56. Learning resources are satisfactory overall in range, quality and quantity. They are readily accessible for use by pupils and adults. In science, art, design and technology, history and physical education the level of resources is good. They are satisfactory for all other subjects except for information and communication technology and religious education where they are currently unsatisfactory. In the former it is because there are very few computers for pupils to use on a daily basis, and in the latter because there are insufficient materials associated with world religions. Standards are adversely affected in both subjects as a result. A link to the Internet has been established but more modern computers are urgently needed to increase access to it. Resources for the under-fives are good with a wide variety of educational materials and large toys for children to share in the classroom or outdoors.
57. The cost per pupil is higher than the national average but considering the standards of attainment achieved by pupils and the progress most make from when they start at the school, the consistently good quality of teaching, pupils' positive attitudes and their good behaviour, together with the quality of leadership and management, inspectors judge this to be an effective school giving good value for money. This represents a good improvement on the report received following the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should include the following key issue in their post-inspection action plan.

Raise standards in English, mathematics, science and information and communication technology at both key stages, and in music and religious education at Key Stage 2 by:

- building on the current improvement in standards being achieved in the Foundation Stage and at Key Stage 1;
- making more effective use of the key skills in literacy, numeracy and information and communication technology in all subjects;
- identifying opportunities to link subjects more to make better use of time;
- improving substantially the number of computers and computer programs for pupils to use.

(Paragraphs 3, 4, 5, 19, 23, 24, 28, 30, 49, 56, 58, 74, 83, 91, 92, 95, 96, 111, 115, 118-122, 138)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.8	33.3	35.1	26.3	3.5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	209
Number of full-time pupils known to be eligible for free school meals	0	74

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	14
Number of pupils on the school's special educational needs register	3	103

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	19
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	9	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	19
	Girls	7	7	8
	Total	24	23	27
Percentage of pupils at NC level 2 or above	School	75 (60)	72 (67)	84 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	20
	Girls	7	7	7
	Total	23	26	27
Percentage of pupils at NC level 2 or above	School	72 (57)	81 (70)	84 (73)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	12
	Girls	6	4	7
	Total	14	15	19
Percentage of pupils at NC level 4 or above	School	41 (64)	44 (52)	56 (61)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	8	4	7
	Total	17	14	17
Percentage of pupils at NC level 4 or above	School	50 (55)	41 (52)	50 (64)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	21
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	4.1
Total aggregate hours worked per week	152

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	22

Total number of education support staff	1.5
Total aggregate hours worked per week	56

Number of pupils per FTE adult	8.8
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	431,706
Total expenditure	431,874
Expenditure per pupil	1,770
Balance brought forward from previous year	58,502
Balance carried forward to next year	58,334

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	257
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	60	28	5	0	7
My child gets the right amount of work to do at home.	47	30	12	0	12
The teaching is good.	81	16	0	0	2
I am kept well informed about how my child is getting on.	77	16	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	56	37	0	0	7
The school works closely with parents.	60	35	2	0	2
The school is well led and managed.	79	16	2	0	2
The school is helping my child become mature and responsible.	70	26	0	0	5
The school provides an interesting range of activities outside lessons.	42	26	16	0	16

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The Foundation Stage consists of a 26-place resourced nursery and the reception class. As the nursery is designated as a resourced nursery, places have to be allocated for children who already have a statement. The nursery provides education for children between the ages of three and four and the reception class for the four- to five-year-olds. Not all the children who attend the nursery transfer into the reception class. The school has very close links with the providers of pre-school education and exchanges information on a regular basis. The school has a clear policy for the education of children in the Foundation Stage and planning follows the new Early Learning Goals and covers all the required aspects. The previous report stated that progress was sound, progress is now judged to be very good and this is a significant improvement since the last inspection. The Foundation Stage is a strength of the school.
59. The school uses an approved early assessment test shortly after children are admitted in both the nursery and the reception class. This information shows that a significant number of children are of well below average attainment. Although many of the children will not attain all the Early Learning Goals by the time they leave the reception class or even by the time they are six, they will have made very good progress in relation to their attainment on entry to the nursery. The transition from the Foundation Stage curriculum to the areas of learning of the National Curriculum is managed very effectively and smoothly because of the quality of teachers' planning.

Personal, social and emotional development

60. The teachers place a very strong emphasis on this aspect of the children's development and regard it as one of the first priorities when they enter the nursery. By the time they leave the reception class, the majority of the children will have reached the required standards set out in the Early Learning Goals. This includes the children with special educational needs. In both the nursery and the reception class there is a clear code of conduct, which the children respect and adhere to. Teachers and support staff value the work the children produce and display it with great care. In the nursery children receive enthusiastic praise when they produce interesting prints with paint motivating them to want to do more. In reception the teacher uses a puppet dog that only appears from the stock room when all the children have behaved in a particularly good way. This simple but effective strategy encourages the children to reflect on how they conduct themselves and how well they work. In both the nursery and the reception class children move confidently round the room choosing an appropriate activity and sharing it with others. In the hall when engaged in singing activities they listen carefully to the instructions they are given, they take turns, listen to each other and put their hands up when asked a question. They are happy to talk to visitors and are polite and sensible when they do.

Communication, language and literacy

61. Many of the children on entry to the nursery and reception class have very poorly developed skills in this area, and in classes the displays and work areas emphasise words and books and the importance of language. Although the children make good progress in the Foundation Stage only a small minority achieve the required standard by the end of the reception year, particularly in reading and writing. Books are always linked to displays in order to attract children to pick them up and look at them.

Opportunities are there for children to create their own written words, for example when answering the telephone in the 'office' they take messages on the telephone pad to be given to other children. They share favourite stories with the teacher who then types out their comments and displays them on the board. A wide range of well-structured activities increases the children's interest in books, and they can often be observed sitting on the carpet engrossed in looking at the pictures in one of the many books available to them. Their confidence in answering questions increases but their answers are often a single word and do not extend into a discussion. Children with special educational needs are well supported and made to feel part of the class, and this helps them to make good progress. A strong feature of the teaching is the good use staff make of praise and encouragement and the time they give to individual children. This lifts the self-esteem of the children, helping them to make good progress in their learning and to have a positive attitude towards books, writing and speaking.

Mathematics

62. The provision for children's mathematical development in both the nursery and the reception class is very good. Teachers work hard to improve the children's skills in using numbers, but only a small minority will achieve the Early Learning Goals by the end of their reception year due to the low levels of attainment when joining the school. In the nursery the number board with numbers up to five is skilfully linked to the theme of cold and ice and has on it items of clothing, for example four brightly coloured gloves. Shapes are set out on an attractive display showing the words cuboid, sphere and cylinder. The afternoon session in the nursery begins with children counting and becoming familiar with numbers up to ten. During group sessions, children can be seen growing in confidence as they play games that involve their ability to count. In the reception class there are many attractive displays featuring numbers and a wide range of mathematical games where the children sort and match numbers and shapes and begin to use correct mathematical language. In the nursery the children using the water tray have a mathematical activity card which guides them in their play into learning about capacity and how much the different containers will hold. In the sand pit, the provision of weighing scales introduces them to the concept of heavy and light objects. Children with special educational needs receive good support and make appropriate progress.

Knowledge and understanding of the world

63. There is good provision in both the nursery and reception for developing children's knowledge and understanding of the world. A wide range of stimulating and interesting activities enables the children to make good progress in broadening their knowledge of their world. Although good progress is made, the majority of them will not achieve the Early Learning Goals by the end of reception due to the low levels of knowledge they had on entry to the nursery. In the nursery they look after and observe the gerbils they have as classroom pets, and the recent death of one of them has brought them into discussion with their teachers about living things and what eventually happens to them. The planting of sunflower seeds and the care they need to give them heightens their awareness of how plants grow and need to be fed and watered. Visiting the local fruit and vegetable shop extends their knowledge of the different kinds of produce and where it comes from. In the reception class the study of the Chinese New Year has captured the imagination of the children and they know that the lychees they used in their salad mix are popular in China. Children using the computer are confident in using the mouse and can click on an object and drag it to a new position.

Physical development

64. Children are on course to meet many of the Early Learning Goals in this area of learning, but many of them still have poorly developed manipulative skills when using a pencil or tools such as scissors and paintbrushes by the end of their reception year. Progress is nevertheless very good, and through art and technology the children learn how to use tools and a wide range of materials with increasing control and safety. Provision for outdoor play is very good with a range of wheeled trucks and cycles which the children learn to control. Large blocks provide them with the experience of climbing and crawling helping to develop control of their bodies. In the school hall they learn how to use space, show agility when running and jumping and respond quickly to the drumbeat and the bells as they move around. All the children know the heart is working faster when they have been running and can feel it in their chests. During their physical activities listening skills are promoted very effectively as their teachers expect them to listen carefully to the instructions and the children respond accordingly.

Creative development

65. The school makes good provision for children's creative development, and by the end of the Foundation Stage many children have made very good progress towards the Early Learning Goals. In both the nursery and the reception class the teachers create a stimulating environment which fires the imagination of the children. The role-play area has become an icehouse to link in with the topic about cold and winter and is festooned with silver icicles. As well as playing percussion instruments the children have made and played their own musical instruments made from boxes and card. Their paintings are lively and full of rich colours that show their confidence in using the paint imaginatively. Nursery children are often delighted by the things they can create when given objects to print with. Models are created from cylinders, boxes and circles and then painted and decorated.
66. A strength of the Foundation Stage is the quality of teaching both in the nursery and the reception class by the teachers and the support staff. At all times it is good, and often very good in all areas of learning. The high quality relationships, plus the excellent quality of the activities produce very good progress from a well-below average entry point. The children enjoy the challenging tasks they are given and have very good attitudes to their learning. The teachers work together planning work, which has clear learning objectives and is closely linked to staff's understanding of the needs of each individual child. Support for children with special educational needs is very good in every area of learning.

ENGLISH

67. In 2000, the results of the national tests at the end of Key Stage 1 were well below the national average in reading and writing. They were below average when compared with schools with similar contexts although the numbers of pupils achieving the expected Level 2 in reading was average when compared to similar schools. During the period 1996 to 2000 attainment has fluctuated and there has been no significant trends in either reading or writing. There are no significant differences between the achievements of boys and girls. Inspection findings are that pupils make rapid progress in reading from their time of entry into the Foundation Stage, and throughout Key Stage 1. Current standards in reading are in line with the national average by the end of the key stage, despite the well above average numbers of pupils with special educational needs in the school. Writing skills are below average. The improvement compared to the 2000 test results is due to the

good quality teaching, the strong emphasis on the development of word recognition and phonic skills and the effect of the National Literacy Strategy.

68. The results of the English tests in 2000 at the end of Key Stage 2 were very low when compared with national results and well below those for similar schools. There has been an overall downward trend in results over the last five years, with some higher attainment in 1999, which gave the appearance of improving results. There were very high numbers of pupils with special educational needs in Year 6 in 2000, and similarly in the current Year 6. Inspection findings are that there are no significant differences between the performance of boys and girls, and that standards by the end of Key Stage 2 are well below average in all aspects of English. The recent effect of the high quality of provision on standards of pupils in the Foundation and Key Stage 1 stages has not had time to make an impact on older pupils. The previous inspection reported that standards were close to the national average at both key stages, however the results of national assessments have been below national averages since that date. The school has a realistic approach to target setting based on prior attainment and is likely to achieve targets set for 2001. At both key stages, teacher assessment is close to the results obtained in tests.
69. By the end of Key Stage 1, the attainment of pupils in speaking and listening is below the national average although most pupils do listen well in class. The below average standards in speaking attained by pupils reflects the considerable progress made from the time they enter the nursery when standards in speaking and listening are very low. Pupils listen particularly well to stories, for example in assembly. They know that other pupils have the right to speak uninterrupted, but some pupils find it difficult to relate their responses to the immediate question. Most responses are in very short sentences or phrases and contain little detail.
70. By the end of Key Stage 1, attainment in reading is broadly in line with the national average, with most pupils making good progress. Pupils with above average and average ability are reading independently with confidence. They recognise mistakes and correct them. The use of expression is developing particularly well. This was very evident in a paired and group reading lesson, where lower attaining pupils read the Pied Piper in a small group with great enthusiasm and realism, making the Pied Piper appear very cross. Those with low attainment use the sounds of letters to read unfamiliar words and pictures to help them relate to the story. They remember the main points of a story and retell it, but find it difficult to give reasons for likes and dislikes of characters in the story. A small proportion of those with special educational needs are still at an early stage of reading. They know some familiar words and sound out others with support. All pupils know key features of books such as contents and index, author and title. They understand that words are often arranged alphabetically in books such as dictionaries. Most pupils read at home and several use a public library. Few pupils were observed using the recently developed school library during the inspection.
71. Pupils' attainment in writing by the end of Key Stage 1 is well below the national average. Pupils write stories such as that of the Pied Piper in their own words. A small number with the highest attainment write clearly, joining letters, and using punctuation such as inverted commas correctly. They sequence several events in their stories. They spell single syllable words well and use combined consonants such as 'gh' correctly. The vast majority of pupils print their letters, although they do not always write in sentences or use full stops and capital letters. Writing is legible, although letters are sometimes irregular in size. Some pupils still have difficulty sequencing words to write phrases or sentences, though spell monosyllabic words

well. A small number of those with special educational needs write words that are not easily decipherable. The range of writing is good. It includes lists such as menus, reports, for example of experiments in science, and descriptions. Writing is used well in Year 2 to support other subjects. Progress in writing seen in all pupils' books is good regardless of the pupils' levels of attainment.

72. By the end of Key Stage 2, pupils' attainment in speaking and listening is well below national expectations. Progress is satisfactory overall. This is a reflection of the high proportion of pupils with special educational needs and the quality of teaching, which is satisfactory as opposed to very good at Key Stage 1. Some pupils still find it difficult to concentrate on listening for more than a short period of time, although the majority listen well and follow instructions. Those with high and average attainment listen attentively and respond to questions well based on others' input. Pupils' vocabulary is limited as they easily forget words they have heard. For example in discussions with high attaining pupils related to religious education, pupils found it hard to explain clearly what they knew, and needed to use many interjections such as 'you know' or 'and stuff'.
73. Attainment in reading by the end of Key Stage 2 is well below the national average. Those pupils with high attainment read fluently and with understanding. Pupils have good phonics skills and use contextual clues to read unfamiliar words. However, they find it difficult when expressing reasons for their likes and dislikes of characters in stories. One pupil of average attainment, for example, still needed books that provided picture clues to help with unfamiliar words. The pupil struggled to read some commonly occurring words such as 'even', and although basic letter sounds were known, he had difficulties with alternative sounds for letters. Pupils with lower attainment read simple text confidently and use a variety of methods to work out the meaning of unfamiliar words, such as picture clues. Those with the lowest attainment in the class read simple sentences with little expression and some make many mistakes which they are not always aware of. In the reading survey conducted by inspectors, pupils failed to read expressively, though most enjoyed reading and make use of the local public library. In general, the standards of reading in Year 5 are better than in Year 6. This is directly related to the numbers of pupils with special educational needs. Most pupils are able to use dictionaries at a level appropriate for their age, and these are freely available in classrooms. They also understand how to use the contents page and the index. However opportunities are lost for pupils to do their own research and look up information for themselves. For example in a lesson about life in an Indian village, pupils took their facts from a readily prepared worksheet, and not from books in the library.
74. Standards of writing by the end of Key Stage 2 are well below average. Key skills are being learned systematically, but pupils' poor language skills and their inability to remember alternative words hinder their development of writing. They learn how to structure an argument, for example in their consideration of the position of an imaginary factory next to the school, and understand the importance of key points. They perform many exercises to develop grammar and punctuation, but do not always transfer this to their other subjects. Some opportunities are provided for writing longer passages, but there is little evidence of writing skills being used to support or developed through other subjects. Even those with higher attainment only produce very short passages of descriptive writing, for example in science or religious education. Pupils with average attainment find it difficult to structure sentences, and often over-use introductory words like 'Then they'. Poetry that does not require Standard English is often imaginative, and pupils experiment with different sounds and words with different meanings. Those with lower attainment make many errors in spelling, but most mistakes are justifiable by the sound of the

word. Although most pupils can produce joined writing, those with lower attainment frequently resort to printing. Although on occasions pupils draft and redraft their work using a word processor, too few opportunities are provided for them to use information and communication technology to prepare their work to suit different audiences.

75. Drama activities play an important part in school life. Three drama activities were seen during the inspection. The two lessons in Key Stage 1 gave pupils the opportunity to act out stories. This was effective in developing both social and speaking skills. For Year 2 pupils, the focus was on the effects of bullying, and less on speaking or co-operative skills. The quality of teaching in these sessions was good. In the lessons in Key Stage 1, the teachers' own enthusiasm made the lessons exciting and thus pupils participated with great enjoyment. Specialist teaching in Key Stage 2 was sensitive but demanding, and gave pupils the confidence to express themselves both in their body language and in speech.
76. The quality of teaching is good overall. In Key Stage 1 it is very good. In Key Stage 2 it is satisfactory, but with some very good teaching at the end of the key stage. During the inspection eight out of eleven lessons seen were good or better. These included two lessons taught by specialist teachers. The literacy hour is well established and in these lessons about half are good or better. Lessons are well planned to ensure that all the key skills are taught systematically. Teachers understand the importance of the separate sections of the lesson. In the opening section they use good questioning skills to involve all pupils. Much effort is put into increasing pupils' vocabulary and thus their ability to express themselves. Teachers read expressively, thus developing pupils' enjoyment of reading. In one very good lesson in Year 2 there was careful development of pupils' understanding of the emotions of people in the story. The writing task was the preparation of a poster. The important features of this type of communication were carefully explained, resulting in well-presented work. On occasions reading materials are too small for the whole class to see, and so those at the back cannot participate fully. During whole-class teaching, classroom assistants are not always used effectively to help pupils with reading difficulties to follow the text.
77. In the group reading or writing task, teachers focus well on one group. In most lessons classroom routines are well established and no time is lost as pupils move from one activity to the next. Pupils know what they need to achieve and work throughout the group session even when they have minimum supervision. In the less effective lessons pupils waste too much time getting started on their next activity. In some lessons they sit back when not directly supervised and do not complete enough work. In tasks where pupils work in groups, knowledgeable classroom assistants make a considerable contribution to the development of pupils' literacy skills, particularly those with special educational needs. Work is carefully structured for pupils' needs, although on occasions teaching assistants are not aware of the specific requirements in the individual education plans. Pupils' attainments are carefully assessed and recorded to feed back to the class teacher, to inform future planning and ensure that there is steady progress. During the inspection, due to staff absence there was a lack of specialist teaching support to meet the requirements of the statements of educational needs. No satisfactory plans or records for those pupils were available. Invaluable classroom support was provided by the headteacher to give pupils their entitlement. Suitable practical resources were prepared to support pupils in their learning. The specialist support regularly provided at the end of the week was very good. Work was clearly targeted at specific need, resources prepared to improve access, and attainment was evaluated and recorded carefully, making it easy for class teachers to check on progress.

78. The closing session of lessons often gives pupils the opportunity to share their work with others and is a valuable opportunity for pupils to speak in front of an audience. Work is mostly well marked and helps pupils understand how to improve. Assessment procedures are good and information used well to guide future planning. Reading records are carefully maintained and provide a good link with parents. A high proportion of curriculum time is given to English lessons. Some sessions are too long, and thus unproductive towards the end of the lesson. Other English activities such as writing lengthy passages or stories reduce the time allocated to other subjects, when these skills could be developed through subjects such as history.
79. The subject is well co-ordinated. Monitoring and evaluation of planning, teaching and standards is good. Very good documentation has been produced to support teachers. The library was not used by pupils during the inspection for research or for changing fiction books. Pupils who were heard read also said they did not use the school library. Since the previous inspection the school has invested much into providing good quality reference materials, but are still short of books for pupils in some areas, for example music. The development of the library for use by pupils is a current project that has been temporarily halted due to staff illness. A shortfall in reference materials is addressed in some subjects by borrowing project boxes from the local loan service.

MATHEMATICS

80. The results in the national tests in 2000 show pupils' standards are well below average by the end of Key Stage 1 in comparison with all schools, and in comparison with similar schools they are close to the average. By the end of Key Stage 2, in numeracy and all areas of mathematics, the school was well below the national average and below average in comparison with similar schools. Inspection findings show standards at the end of Key Stage 2 are well below average, but a rapidly improving picture at the end of Key Stage 1 where standards are below average. Pupils' progress overall is unsatisfactory at Key Stage 1 and poor at Key Stage 2. There are very clear reasons for this. The present Year 6 class has 55 per cent of its pupils on the special educational needs register, a number of whom came in from other schools during Key Stage 2. They have not benefited from the National Numeracy Strategy to the extent where it is having an impact on their progress. In contrast the pupils at Key Stage 1 have had the impact of the National Numeracy Strategy from an early point in their education and are showing the benefits of this in terms of progress and attainment. As the present pupils in Key Stage 1 progress through the school, standards of attainment should rise but the school has to meet the challenge of a high proportion of pupils on the special needs register, almost 75 per cent of the pupils in the current reception class.
81. Against a backcloth of falling levels of attainment on entry and an increasing number of pupils with special educational needs the school has been through a period of falling standards in mathematics. Nevertheless, under the leadership of the headteacher, appointed after the previous inspection, and the subject co-ordinator appointed last year, the school is rigorously addressing the problem. The school has set realistic but challenging targets for 2001 at the end of both key stages, based on the increasing range of assessment information collected on each year group in school. It is on track to achieve these targets and to see a rise in standards. Pupils with special educational needs make good progress at Key Stage 1 as they are well supported and have plenty of practical experience. Progress is satisfactory overall at Key Stage 2 as there tends to be fewer classroom support assistants to help them

during lessons. There is no significant difference in the performance of boys and girls.

82. Since the last inspection the school has successfully introduced the National Numeracy Strategy. The good quality of teaching is improving pupils' numeracy skills, particularly at Key Stage 1 where an early introduction into mental work has improved their ability to recall number facts and use these skills in solving a range of number problems. Teachers have a good understanding of the three-part lesson structure, and plan thoroughly, with clear learning objectives made known to the pupils. The oral and mental sessions are taught with enthusiasm, making learning more interesting and exciting for pupils. Pupils really enjoy the new range of resources, such as the individual number cards that help them to quickly hold up their answers. Such methods effectively involve all pupils and teachers know immediately if pupils have understood and have correct answers. Teachers use assessment well to put pupils into ability groups within each class and ensure work set in the main activity provides appropriate challenge. It is set at the right level to meet the needs of all pupils including the lower attainers.
83. Key Stage 1 pupils maintain the satisfactory progress they made in the Foundation Stage when one considers the majority entered school with such low levels of attainment. They show very positive, enthusiastic attitudes. In Year 1, the majority of pupils counts forwards and backwards to 20, and are confident in doubling numbers up to ten. Less able pupils are happy to do this using a line of numbers written on a strip of card to assist them. They use the correct mathematical vocabulary such as 'bigger than' and 'smaller than' correctly. In Year 2 pupils are able to partition a two digit number using their digit cards and they are confident and enthusiastic when adding together the money they have spent on shopping items. They can record time accurately on the clock face and are able to add halves and quarters. Most pupils can form their numbers correctly when adding and subtracting numbers and all recognise shapes such as cone, pyramid and sphere. Many of the pupils have a short memory span and this means that teachers often have to repeat work that they appeared to have understood at the time of the lesson but have failed to retain.
84. During Key Stage 2, where pupils have not had the advantage of the structured approach to mental work at an early stage in their development, progress is poor. The quality of teaching is satisfactory but often lessons are slowed down by the lack of confidence pupils have in their own ability with number facts. Pupils in Year 3 are learning how to organise data into a bar chart, and are hesitant to suggest the largest number of responses the chart needs to accommodate. The teacher uses praise and encouragement to give them the confidence to respond quickly to questions. In Year 5, two-thirds of the pupils know the mathematical terms of difference, share, subtract and divide. When dividing money they are confident when dealing with amounts such as £44 and finding a quarter, but find amounts such as £56 and £72 more difficult. This is a clear indication of the effect of missing the mental mathematics in their earlier years in school. Although the teachers are aware of this and place emphasis on this aspect of learning, there is a great deal of ground to be made up. By Year 6, pupils are able to take part in a brisk mental arithmetic session covering aspects of number, money and fractions, but during this exercise they are rarely confident and often hesitate to come forward with an answer. The teacher has to work hard offering encouragement and praise to boost their self-esteem. In the whole-class session, although they have done work on angles and the number of degrees in an angle, they have retained little of their knowledge and much of the lesson is spent revising previous work. In Year 6 progress is slow in spite of well-

planned lessons and good teaching, and this is due to the fact that in that particular age group over 50 per cent of the pupils are on the special needs register.

85. Pupils do not make the best use of their mathematical knowledge in other areas of the curriculum. The exception to this is design and technology where good use is made of their measuring skills and ability to estimate how much material they will require. For example, pupils in Year 2 studying the Isle of Struay in Scotland had the task of making a cart or sleigh for Katie Morag, and this involved them in measuring frames or a chassis depending on which form of transport they were designing.
86. The quality of teaching is good overall and learning is also good. All teachers have good relationships with their pupils and manage them well. Many of the pupils, particularly in Key Stage 2, are very challenging and teachers have to work hard to sustain concentration and manage behavioural problems. Many teachers spend a considerable amount of time making resources such as number games to capture the pupils' interest. For example, Year 1 pupils were challenged to make comments about the number cards the teacher had made and placed on the floor in front of them. They quickly came up with answers that included 'they go up to 20', 'there are some single and some two digit numbers', and 'they are all even'. All teachers make attractive numeracy displays with mathematics vocabulary clearly available to inform pupils. These displays reflect the current aspects of mathematics that the pupils are studying.
87. Teachers throughout the school have been very effective in introducing the National Numeracy Strategy. Teachers have a good knowledge and understanding of the strategy and use it well to provide a good range of interesting and challenging activities, with an emphasis on pupils using practical methods to solve the problems. They encourage pupils to solve problems in their own way and use questions well, such as, 'How did you work it out?' Teachers build on from previous learning well but are often faced with having to go back over old ground because the pupils have retained only part of the knowledge that they have been taught or lack confidence in their own abilities. For example, Year 6 pupils working on an exercise involving vertical and horizontal lines became confused when lines were introduced that were neither vertical nor horizontal in spite of the fact that in a previous lesson they had appeared to clearly understand the difference between the two. Rapid intervention by the class teacher and a short spell of blackboard work quickly resolved the problem.
88. The co-ordinator for mathematics provides strong, clear leadership, which is effectively improving the quality of teaching and learning. The strong commitment amongst all the staff to raising standards in mathematics is being achieved through setting a range of appropriate targets. Procedures for assessing pupils' attainment and progress are very good and the information is used very well to guide curricular planning and to set individual pupil targets. Test results are carefully analysed by gender and used in whole-school target setting. Pupils on the special educational needs register are well supported within classes by teachers and school support staff. The school has very effective self-evaluation strategies in place to raise the standards of attainment of all pupils. Resources for mathematics, with the exception of computers and computer programs, are good.

SCIENCE

89. The national end of key stage teacher assessments for science in 2000 show that at the end of Key Stage 1, the number of pupils achieving the expected Level 2 or above was well below average, but the number achieving the higher Level 3 was

close to the national average for all schools. Overall standards at the end of the key stage were below average. At the end of Key Stage 2, pupils' performance was very low when compared with all schools and well below average for similar schools. About half of the pupils involved attained at the expected Level 4 but very few (six per cent compared to 34 per cent nationally) achieved the higher Level 5. As a result, the school's results were in the bottom five per cent for all schools and for those in similar context. In the previous report, attainment by the end of both key stages was reported to be in line with the national expectation and progress was generally sound.

90. Raising standards in the core subjects of science, English and mathematics has always been a priority for the school and all staff are fully committed to this. The policy and programmes of study in science have been revised since the previous inspection and the level of resources improved. Teachers have taken note of the criticisms in the previous report over the lack of independence for pupils and now place greater emphasis on pupils conducting investigations or experiments for themselves. Partly as a result of these measures, standards in experimental and investigative science have improved since 1996 and boys performed better than girls for the first time in the year 2000 national end of key stage tests in science. However, because of the very high proportion of pupils with special educational needs, there is no obvious trend of continuous improvement from year to year. In fact, the trend in the school's average National Curriculum points score for all core subjects is below the national trend. Activities are planned carefully by teachers to give all pupils the opportunity to do work which is in line with that expected for each age group. However, poor retention skills and the sheer weight of numbers with special educational needs means that most pupils do not achieve the levels expected. In addition, about ten per cent of pupils left or joined the school during term time so the cumulative effect of consistently good teaching was lost.
91. Inspection evidence indicates that by the end of Key Stage 1, standards are below the national average. However, most pupils make good progress in relation to their prior attainment. There is a clear and significant trend towards an improvement in standards brought about by the very good provision in the Foundation Stage and consistently good quality of teaching throughout Key Stage 1. Pupils with special educational needs make satisfactory progress, mainly because of the support they receive from classroom support assistants and the well-planned work teachers provide for them. The practical approach in most lessons also helps. By the end of Key Stage 2, standards are well below the national average. The improvements lower down the school have not yet had time to make an impact on pupils' attainment in this key stage. In addition, the current Year 6 class has an unusually high proportion of pupils with special educational needs which is naturally affecting overall performance in science as well as other subjects. However, the school is proud to report that virtually all pupils do achieve their individual targets, which are realistically based on their prior levels of attainment.
92. A detailed scrutiny of pupils' completed work shows that achievement in the Key Stage 1 classes is good, and it is satisfactory in the Key Stage 2 classes. The level of control and management of inattention or disruptive behaviour is generally not handled as well in some of the Key Stage 2 classes, and so some lessons are not as effective as they could be. The progress pupils make is mainly because of the good level of subject knowledge and enthusiasm for the subject shown by all teachers, and the clear subject policy document which incorporates the latest Curriculum 2000 guidelines. Many opportunities are provided for pupils to investigate and carry out experiments for themselves in groups, and as a result their interest, concentration and levels of independence are very good. For example, in Year 6 pupils work in

small groups to find out how much salt will dissolve in cold water. All pupils were encouraged to predict the outcome and appreciated the need for accuracy when conducting the investigation or recording their results. Pupils showed very good progress in their knowledge of materials. In Year 5, pupils examine different solutions and discuss ways of separating the liquid from the dissolved solids. By the end of the key stage pupils are familiar with the parts of plants and flowers, the properties of magnets and most can construct an electrical circuit, incorporating a switch. All know the importance of conducting experiments accurately and the need to record their results carefully. However, there was little evidence of pupils using a computer to help them in the recording process.

93. The acquisition of knowledge, skills and understanding of pupils in Year 2 is generally good. Most competently conduct experiments to find the effect of forces on toy cars rolling down a ramp, or identify the characteristics of minibeasts such as worms, snails, butterflies or woodlice. By the end of Key Stage 1, pupils confidently name the external parts of the body, classify materials by their properties and describe the best growing conditions for plants or seeds. All know about a healthy diet and have a satisfactory knowledge about electrical circuits and 'push or pull' forces. Pupils complete appropriate worksheets neatly to record their findings. However, the amount of written work is minimal and computers are rarely used.
94. The quality of teaching seen in lessons at both key stages during the inspection was mostly good and sometimes very good. Taking into account teachers' good subject knowledge and lesson planning, the quality of work produced in all classes and the standards achieved, the quality of teaching overall in science at both key stages is good. Teachers' high expectations and the good pace of lessons help pupils' rate of progress. Worksheets produced to support pupils' learning in lessons are effective, with a good balance between those obtained from commercially produced material and those created by class teachers. Pupils approach their tasks conscientiously and try their best to keep within the time targets set by class teachers. All pupils, including those with special educational needs, enjoy the challenges set, particularly in practical sessions and respond extremely well. For example, in the excellent lesson on electrical circuits in Year 2, all pupils concentrated well on the task of getting a bulb to light, and the teacher used classroom support assistants and a computer very effectively to give additional support to lower attaining pupils. Pupils' co-operation with each other and their behaviour as they worked independently was very good. All teachers confidently teach science and their detailed lesson plans clearly set out what pupils are to learn by the end of each lesson. Although there are very few pupils of exceptional ability, there is a strong element of challenge built into all lessons to extend higher attaining pupils. A strong emphasis is also placed on learning scientific skills and how experiments should be carried out. Work completed by pupils on electrical circuits separating mixtures of materials, or growing plants in different conditions, show a good attention to detail when recording results following a practical approach to their learning. Pupils' command of English however is below average, and skills gained during literacy lessons are generally not used well in science lessons.
95. The school's guidelines for the effective teaching of the science curriculum are good, enabling all pupils to develop their skills, knowledge and understanding well. In a few lessons, good links are made with other subjects as pupils use numbers to measure sound and write the answers to their predictions in their books, for example. In the Year 2 lesson on electricity, pupils' learning was effectively linked to skills in design and technology and information and communication technology, as pupils disassembled a torch and used the computer to identify uses of electricity. However, many teachers miss valuable opportunities to link other subjects when planning

science topics. Teachers carefully and regularly assess pupils' progress and use the results effectively to ensure all pupils, including those with special educational needs, are given work which is sufficiently challenging, but within their capability. When all pupils are given worksheets to complete, most of these are made easier or harder so that all pupils can successfully complete them. Additional work is always provided for those who finish early so that no time is wasted in lessons. By successfully developing a detailed teaching programme and ensuring all teachers are fully aware of its contents, the school is steadily improving standards.

96. Management of the subject is good overall and statutory requirements in respect of the science curriculum are met. The knowledgeable co-ordinator provides good leadership and there is a very good commitment by all staff to improve standards. The evaluation of performance in the subject is effective as the headteacher and co-ordinator regularly monitor teachers' planning and examine pupils' work to identify any perceived weaknesses. In addition, the quality of teaching is closely monitored and evaluated by visiting classrooms during science lessons. Teachers' use of computers to support pupils' learning in the classroom is unsatisfactory mainly because there are few modern computers or suitable programs available for pupils to use in science lessons. Resources generally have been improved and are good for all aspects of the science curriculum, enabling pupils to carry out investigative work independently. The curriculum is enhanced by trips to places of interest to study the habitat of different creatures, and good use is made of the school grounds to enhance environmental science. Overall, the accommodation is good, with plenty of space for conducting experiments.

ART AND DESIGN

97. Standards of attainment meet the national expectation by the end of Key Stage 1. Although little evidence was available for inspection, the standard of work seen was broadly in line with those expected by the end of Key Stage 2. Pupils make satisfactory progress in all classes.
98. By the end of Key Stage 1, pupils participate in creating collaborative wall displays, using three-dimensional art. They model in clay, for example designing their own Buddha's. They learn about fabrics and textures and design, and make finger puppets, weave and develop wool-winding skills. They mix paint to obtain flesh colours and paint well-proportioned faces. Pupils create interesting patterns, pictures, and designs using information and communication technology.
99. By the end of Key Stage 2 pupils are adept at using papier-mâché to create masks, using reference materials to provide ideas, and finishing them well with paint and paper curling. They experiment with shading effects, using smudging and crosshatching. Some particularly good skill development was seen in Year 4 sketchbooks. Pupils model miniatures in pre-coloured moldable materials or use 'modrock' to create their designs. No evidence of the study of famous artists was seen, but some was incorporated in planning.
100. Only one lesson was observed. This was satisfactory. Pupils with special educational needs took a full and active part in the lesson. It involved the development of simple printing techniques. No overall judgement can be made on the quality of teaching. Teachers' planning indicates that a suitable range of experiences is provided. Opportunities are missed to link subjects together and develop artistic skills alongside other subjects. For example, when pupils are asked to draw a picture of an event using HB pencils, or create a picture storyboard, and

colour with coloured pencils, they could easily be drawing with oil pastel or chalk, and learning smudging techniques.

101. Management of the subject is satisfactory, overall. Art is one of the latest subjects to be monitored and developed in the whole-school plan, so the role of the co-ordinator is a developing one. Auditing of the very good range and quantity of practical resources has taken place, and overall planning is monitored by the headteacher. There is no formal monitoring of teaching, but the standards pupils achieve are assessed at the end of each year and reported to parents. A portfolio of pupils' work from which to more accurately assess standards is being developed.

DESIGN AND TECHNOLOGY

102. Standards are above the national expectations at the end of both key stages and pupils make good progress throughout the school. This is an improvement since the time of the last inspection when standards were reported to be sound but pupils were not given sufficient opportunities to work on their own. Design and technology has been the focus for improvement since then, and as a result of much work the co-ordinator and staff have successfully improved standards. The school makes good use of national subject guidelines to ensure that all the skills and aspects are developed effectively. Teachers use the school's policy very effectively to provide confident, good quality teaching. This encourages pupils, including those with special educational needs, to adopt a consistently positive and enthusiastic attitude, and promotes high standards.
103. Pupils in Year 1 build on the skills they have learnt in the nursery and reception classes. Using their cutting and sticking skills they design cards for Easter. They are able to follow instructions accurately to make a card with a moving section introducing them to mechanisms. In Year 2 the pupils design a box with an opening lid, a syringe forces air into the box and opens the lid. In the same year group pupils design and build a playground using a broad range of different materials including wood, card and different fabrics and adhesive. For example, some draw a good design for a swing and then construct it using wood and fabric. They use their practical skills successfully in designing, measuring, cutting out and then assembling the various parts. Pupils evaluate aspects of their completed models effectively, in discussion with the teacher or supporting adult, to look at ways in which they could improve the quality.
104. Key Stage 2 pupils extend their skills very well in a good range of different design and make tasks. Year 3 pupils measure and saw the materials they need to make a wooden framed vehicle that will move under its own power. Balloons are skilfully integrated into the design to provide wind power to propel the vehicle. Pupils throughout the key stage learn new skills such as sewing and embroidery to create fabric pictures and glove puppets. They learn how to follow an ingredients list in order to make biscuits or a new filling for a jacket potato. In Year 5 pupils learn how the right kind of fold or roll can make structures such as bridges stronger and by the time they are in Year 6 they can draw on their many skills to design and construct a gear driven roundabout. When working on their plans they make good use of their numeracy skills in measuring and estimating. They identify the purpose their model will serve, the tools and materials they will need and how they are going to construct it. With the help of the teacher they carry out evaluations and indicate ways in which the model could have been improved. Many of the high quality finished models clearly reflected the interest, concentration and attention to detail which pupils had given to their task.

105. The quality of teaching is good at both key stages. Teachers prepare in detail and provide a good range of practical design tasks at both key stages to which pupils respond very enthusiastically. Teachers make very effective use of support staff to ensure that all pupils, including those with special educational needs, receive good individual guidance. Very good use is made of computers when pupils are designing cards or recording the steps taken to make their models.
106. The co-ordinator provides positive, enthusiastic support to all her colleagues. The policy and guidelines are of high quality and there are good procedures in place for monitoring the progress of pupils. Positive action taken to meet the school's targets for improvement has directly led to an improvement in standards.

GEOGRAPHY

107. While it was only possible to observe two lessons, one in Year 1 and the other in Year 5, teachers' planning documents, and a scrutiny of work indicate that all pupils, including those with special educational needs, make satisfactory progress. Most achieve standards close to those expected nationally at both key stages. This was also found to be the case in the very brief report about geography in the previous inspection report.
108. Pupils in Year 1 have a simple understanding of mapping skills and are able to locate their home on a street map of Willington. In the lesson seen, pupils were able to name animals found in South Africa and describe their habitat, linking this to the climate of the region. All could find South Africa on a map of the world and make comparisons between the way of life near the River Zambezi and River Wear. By the end of the key stage they have a sound knowledge of features in their local area, can identify them on a map and describe how they would like things to change for the better. All are able to draw pictures of different types of homes, accompanied by a short statement about each. They make weather recordings and understand the cause of rainfall. All can locate the countries which make up the British Isles, and know the names of major rivers and towns.
109. In a lesson on India, Year 5 pupils could describe the physical and human features of a village called Chemkakolli, comparing life there with that in their own area. Their interest in this lesson was aided by the teacher's good planning. Effective links were made with religious education, for example as pupils learnt about Hinduism. In the lesson pupils quickly settled down to their tasks and worked with enthusiasm. By the end of the key stage, pupils describe accurately the main features of a river system and know the location of the major rivers of the British Isles. The Year 6 class teacher used the recent national flood warnings very effectively. Good links were made in some classes with other subjects of the curriculum. Year 6 pupils, for example, used numeracy skills well when finding out the time in capital cities all over the world. However, literacy skills are generally not well promoted. Pupils of all ages are not provided with sufficient opportunities to write at length in their geography books.
110. The detailed programme of work, which includes the latest Curriculum 2000 guidelines, gives pupils the opportunity to study all areas of learning required in the National Curriculum. A scrutiny of pupils' work reveals that they are all covered in a satisfactory way. In most classes, teachers prepare worksheets for pupils to complete in order for them to further develop their geographical skills. A scrutiny of these revealed that in the large majority of cases, pupils had very little to write to complete them. Pupils rarely use computers in geography as there are not enough

for every classroom. When they are used, pupils show a keen interest and produce some interesting work. In Year 3, for example, pupils designed a simple map of Wellington, adding significant features such as the river, school and their own home. In Year 1, with help, pupils inserted photographs taken by the headteacher on a visit to South Africa and added a few sentences about each.

111. The quality of teaching, on the basis of the lessons observation and a scrutiny of teachers' planning and pupils' finished work, is satisfactory at both key stages. The lessons observed were well planned and organised, and the teachers had a satisfactory knowledge and understanding of the subject. However, few opportunities for pupils to use computers as part of their lessons are included in teachers' planning. All teachers make good use of the local environment for visits and the school also organises residential trips further afield.
112. The subject is managed in a satisfactory way. There is a clear policy with the school using the latest Curriculum 2000 guidelines effectively. There are satisfactory procedures for monitoring teachers' planning and the effectiveness of their teaching. Geography has not featured in the school development plan in the past two years, but all staff show a strong commitment to improve standards. Resource levels, for example, are checked annually and improved where necessary. However, the school does not have a very wide range of computer programs available for pupils to use in lessons. Overall, resources for geography are satisfactory. The subject makes a useful contribution to pupils' cultural development as they study the lifestyle of people in other countries such as India.

HISTORY

113. Pupils attain expected levels in history by the end of both key stages as they did in the previous inspection. Their progress is satisfactory overall. Pupils who have special educational needs also make satisfactory progress because of the good level of support they receive in lessons from their teachers, non-teaching assistants and parent-helpers. Observation of history was not extensive but the overall inspection judgement was made following an analysis of completed work on display, teachers' planning and discussion with teachers. However, the amount of work produced is minimal, as little time has been devoted to the subject in the past two years whilst the National Literacy and Numeracy Strategies were implemented.
114. By the end of Key Stage 1, pupils have a satisfactory understanding of everyday life in the past gained through a study of historical household objects such as kettles and clothes washing equipment like dolly-pegs, books and posters. They understand changes in the past by comparing aspects of their own kitchen with those from a kitchen in the 1920's. Most remember facts about famous people like Samuel Pepys or Queen Victoria.
115. By the end of Key Stage 2, pupils understand more clearly what life in the past was like for people in Greek, Roman or Tudor periods in history. In Year 4, for example, pupils compare the lifestyle of rich and poor people living in Tudor times. Good links are made with skills in art and design, and design and technology as pupils design and make papier-mâché models of cooking pots and masks of Roman gods' faces. However, literacy skills are not well promoted as pupils write very little in their books. In the Year 4 class, pupils did not have access to a computer so they had to rely on reference books for their information. There was little evidence of work being produced using modern technology in most classes, except in Year 6 where pupils used the computer CD-Rom well to research their information about the different decades of this century.

116. Teachers have a satisfactory knowledge of their subject and present this to pupils in a variety of ways. Some make effective links with other subjects such as geography, art and design. In the Tudor topic, for example, pupils study old maps of London and identify features of towns or Tudor houses. This raises pupils' interest in the subject and makes them want to know more. It increases pupils' knowledge in several aspects of the period they are studying, and encourages pupils to ask questions and find explanations for the way in which people lived and behaved in the past. Assessment of pupils' progress is undertaken at the end of each year and the procedure is satisfactory overall.
117. Co-ordination of history is satisfactory. A good up-to-date programme of work guides teachers well in their planning. Resources are satisfactory overall and used effectively. The quality and range of books for history in the library and in topic boxes borrowed from the local education authority's library service help to raise the interest of pupils in the subject. These are often well displayed in classrooms and make a good contribution to the provision of history. There are relatively few computer programs for pupils to use and the woefully inadequate number of computers in school restricts opportunities for pupils to use modern technology to help them in their studies. Poor access to the Internet, for example, means pupils are often unable to research facts for their topics.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Attainment is below national expectations at the end of both key stages. In the last report standards were deemed to be sound but since that report, requirements within the curriculum have changed considerably, and to compare the two would not be appropriate. The reason why attainment is low is very clear. Although the school has spent money on new computers, the number it has in comparison to the number of pupils is woefully low. This means that there are few opportunities for pupils to use computers in their lessons. This is frustrating for the teachers who have spent considerable personal time becoming confident in using computers, and gaining the expertise they need in order to teach the children effectively. As a direct result, pupils' achievements are generally unsatisfactory throughout the school. It is a school priority to acquire substantially more computers in order to increase the range and number of opportunities for pupils. This should help to improve pupils' skills, and allow computers to be used to support work more consistently in a broader range of subjects.
119. Only one lesson was seen in information and communication technology in each of the key stages, but pupils were observed using the computer in a variety of situations in the school. The teachers in Key Stage 1 build effectively on the work done in the Foundation Stage, helping pupils to develop their mouse skills and begin to use word processing skills to support their language and literacy work. Year 2 pupils had a whole-class lesson on how to change the font size and the colour of the print when setting up the title of a story. This related directly to the story work they had done earlier in the day during their literacy session. It was also an excellent example of the frustrations that lack of computers can cause. By the end of the session, pupils were keenly interested and wanted to 'have a go', but many of them had to be very patient and wait until some time after the lesson to put what they had learned into action. Pupils at Key Stage 1 are introduced to control technology using the floor robot and they also experience use of the tape recorder both in taping things and using it to listen to pre-recorded tapes. The school has a digital camera and this was being used very effectively in Year 1 to support work on Africa. A group of six pupils were learning how to load the picture from disk and add text to the photograph.

120. Pupils at Key Stage 2, including those with special educational needs, continue to make unsatisfactory progress due to lack of opportunity. They do have some opportunities to use their word processing skills by copying out different types of writing or writing directly onto the screen. In mathematics, pupils use the computer to do work in such areas as multiplication, tables revision and addition. Pupils in Year 5 use the school laptops in their literacy work and to support other areas of learning, they also provide the school with a troubleshooting force who deal with any problems with the computers. Again progress is slowed by lack of opportunity to use the computers on a regular basis.
121. The quality of teaching in the small number of observations was satisfactory overall, and on a few occasions, good. In the whole-class sessions, teachers were continually drawing on the pupils' own knowledge gained in earlier lessons by effectively encouraging pupils to contribute their ideas. For example, the teachers would use such questions as, 'How do I?' and 'What do you have to do.....?'. Teachers have very good relationships with the pupils and control them very effectively to ensure that they sustain concentration and interest. The school makes good use of support staff to promote pupils' skills either individually or when working in small groups. Many of the teachers have bought their own computers to use at home and thereby improve their own skills. The quality of learning is unsatisfactory in most respects and this is wholly due to the shortage of computers and lack of opportunities for pupils to use them as an integral part of their learning in all subjects.
122. Management of the subject is satisfactory overall. The co-ordinator is very enthusiastic and is proud of the effort other teachers have made to become confident in using computers. The school has a clear policy covering what is to be taught at both key stages. The headteacher and co-ordinator carefully monitor teachers' termly planning, and regularly arrange training for staff when any areas of weakness are identified. Guidelines set out what is to be taught in each term from the Foundation Stage to Year 6. The co-ordinator is fully aware of the grave shortfall in equipment and also the need to extend the use of pupils' skills with computers to other areas of the curriculum.

MUSIC

123. Standards of attainment by the end of Key Stage 1 are in line with the most recent curriculum requirements with pupils making satisfactory progress. By the end of Key Stage 2 standards are below those expected. As a result, pupils' achievements and progress are also unsatisfactory. In the previous inspection standards were judged to be satisfactory at both key stages. The necessary focus on English and mathematics has meant that less time has been given to music, and directly effected standards in Key Stage 2. Additional instrumental lessons are provided in woodwind and strings for pupils who wish to learn, and contribute well to standards achieved by these pupils.
124. By the end of Key Stage 1 the pupils sing well for their age. They have a well-developed sense of rhythm and enjoy performing actions to songs. They recognise well-known nursery rhymes from a rhythm. They sing in tune and have suitable voice control, using expression in some familiar songs. They handle untuned percussion sensibly and with enjoyment. All pupils play some notes on a treble recorder.
125. By the end of Key Stage 2 pupils are beginning to record rhythm patterns using formal notation. They experiment with glockenspiels to create short phrases of music, record rhythm patterns using formal notation, and a few record their work on a

treble stave. They sing with enthusiasm, and maintain a simple round well. A small number benefit from additional recorder lessons, and read and play simple tunes. They know the names of some composers, for example Beethoven and Copland, and describe examples of their music.

126. The teaching of music in Key Stage 2 is satisfactory, in Key Stage 1 it is good. All teachers approach the subject enthusiastically and pupil management is generally good. This encourages good attitudes of pupils towards learning. A strength of the teaching in Key Stage 1 is the teachers' knowledge and understanding of the skills to be taught, supported by their ability to play instruments themselves and demonstrate effectively. In Key Stage 2 teachers try hard to compensate for their lack of musical expertise and to make lessons fun, to stimulate interest. Their lack of knowledge sometimes affects the structure of the lesson, in that potential difficulties are not foreseen so the pace of learning is slow. There are not always enough instruments provided for pupils to complete the task set. Thus in one lesson, pupils were bored and wasted time waiting for their turn. There are no consistent assessment procedures. However, in a Year 6 lesson, those with higher attainment were challenged by the activity, and those with special educational needs could work at their own level. Plenty of opportunity is provided for pupils with all levels of attainment to develop their confidence through performance in lessons, assemblies, or concerts. Extra-curricular recorder tuition is very good and makes a considerable contribution to standards achieved by those who attend. Musical activities make a good contribution to moral, social and cultural development. For example, the good outcomes of working together as a team to create music was emphasised in a singing lesson for Key Stage 2 pupils.
127. Management of the subject is satisfactory overall. The music co-ordinator has good vision and suitable expertise to manage the subject. Monitoring and evaluation of provision and teaching, and the modification of the curriculum documentation have not begun, due to school prioritisation of subjects. However all the required elements of the curriculum have been incorporated in teachers' planning since the successful implementation of new Curriculum 2000 guidelines. There is a good range of tuned and untuned instruments available and resource books for teachers. There is a shortage of reference books for pupils. Although there is a good range of European and American music, there is little of Asia and Africa for pupils to listen to.

PHYSICAL EDUCATION

128. Standards of attainment are in line with those expected nationally at the end of Key Stage 2. This is the same as in the previous inspection in July 1996, when pupils of all ages were reported to be making progress appropriate to their abilities. Due to inspectors' timetabling arrangements, no lessons were observed at Key Stage 1. However, all teachers have attended training sessions and been involved in a review of the policy statement for the subject. The latest Curriculum 2000 guidelines have successfully been incorporated into the programmes of work. It is likely therefore, that standards are at least as good as they were four years ago at the end of Key Stage 1. Certainly there was no evidence that standards had declined.
129. In the dance lesson observed in Year 6, boys and girls were enthusiastic and keen to take part. At the same time, they were considerate of others and worked well individually, in pairs and in small groups. All responded well to the music 'Dream Catcher' on a compact disc, following closely the mood and tempo with their movements. All, including those with special educational needs, showed good levels of control and effectively built up their dance sequence, showing fluency and control. Pupils know the effects of exercise on their bodies and all work hard to refine and

improve their performance. Standards of attainment in this lesson were in line with those normally expected for pupils of this age.

130. An analysis of teachers' detailed planning files shows that pupils throughout the school are being taught skills in dance, games and gymnastic. In a Year 3 gymnastics lesson for example, pupils were able to hold a balance position using different parts of their bodies. They readily evaluate one another's performance, with suggestions on how to improve. All sustain energetic activity well during warm-up sessions. Most pupils display satisfactory standards when running, dodging or competing during playground activities at break-times.
131. The provision for swimming is satisfactory with pupils in Year 4 getting a weekly lesson during the Autumn and first half of the Spring term at a local indoor pool. Children in Year 3 have a weekly lesson in the second half of the Spring term and during the whole of the Summer term. Any pupils in Year 4 who still need more practice to achieve the end of key stage targets are included again in the swimming sessions with the younger pupils. The school reports that every year about 70 per cent of all pupils achieve the expected standards in swimming by the end of Key Stage 2. A scrutiny of teachers' planning shows that statutory requirements for all elements of the National Curriculum for swimming are met throughout the year.
132. The quality of teaching in physical education is good at both key stages. It is evident from teachers' planning that all have a good knowledge of the curriculum and plan their lessons well to include a degree of challenge for pupils. In the lessons seen, clear objectives were set and the teachers motivated all pupils exceptionally well by joining in enthusiastically in their warm-up sessions or demonstrating balance positions in gymnastics. The level of control was good and as a result pupils always performed in safety.
133. The subject is managed satisfactorily by the physical education co-ordinator. The breadth and balance of the curriculum provides a satisfactory range of activities for all pupils. The detailed policy statement helps teachers in their planning each year and the latest 'Curriculum 2000' guidelines have recently been incorporated. This effectively provides all teachers with clear guidance to plan work that builds progressively on pupils' previous learning. The headteacher and co-ordinator monitor teachers' planning termly, and a satisfactory system is in place to monitor the quality of teaching in lessons systematically. Good procedures for assessing pupils' attainment and progress are in place, and teachers use the results well to plan future learning for their pupils.
134. Overall, the accommodation is good for physical education. The internal accommodation for physical education is very good with a large hall which is well equipped, and outdoors there is a good-sized playground. However, the playing field is too narrow to successfully accommodate a full-sized football pitch. Plans are well advanced to widen it. No evidence was found of teachers using modern technology such as video cameras or computers to support pupils' work in physical education and therefore this aspect is currently unsatisfactory. The level of resources has been increased each year and is good for most aspects of the physical education curriculum.
135. An analysis of the few questionnaires returned by parents showed some dissatisfaction about the range of extra-curricular activities. However, evidence shows that the school does provide a good range of activities outside of normal lessons with football and basketball training, a computer and art clubs.

RELIGIOUS EDUCATION

136. Standards of attainment are broadly in line with the requirements of the current locally agreed syllabus by the end of Key Stage 1, but it is below those expected by the end of Key Stage 2. In the previous inspection standards were judged to be in line with those required. Although all teachers adhere to the scheme of work which covers the curriculum, the very low amount of time allocated to the subject each week means that little is covered in-depth. Along with the generally unsatisfactory level of teachers' knowledge and the way disruptive behaviour is controlled in some classes at Key Stage 2, it means that pupils' achievements are below those expected. At Key Stage 1 pupils' achievements are satisfactory. Pupils with special educational needs make good progress in relation to their level of ability because of the close support they receive from teachers and non-teaching assistants at Key Stage 1. However at Key Stage 2 their progress is unsatisfactory, as it is for most other pupils.
137. By the end of Key Stage 1, pupils have some knowledge of famous people such as Florence Nightingale and appreciate the example of caring for others that she showed. They know and can retell some bible stories, and relate to the people in the stories. They have some knowledge of religions such as Buddhism. Those with the lowest attainment can retell some stories, for example that of Jesus calming the storm, and explain that the disciples were frightened. By the end of Key Stage 2, pupils have extended their experiences of different religions, but even those with high attainment confuse facts and religions. They retain few facts correctly and express themselves using limited vocabulary.
138. The quality of teaching is good in Key Stage 1. Overall, teaching is unsatisfactory at Key Stage 2, with two of the three lessons seen being unsatisfactory. The best lesson successfully combined factual information delivered through story, opportunities for speaking and listening, and drama activity, enjoyed by all, which reinforced the story being taught. Feelings and emotions of characters in the story were discussed and made the pupils think. Pupils with the most severe learning difficulties were able to learn by example and be successfully involved in the lesson. The key weakness in the unsatisfactory teaching at Key Stage 2 was classroom and behaviour management, linked to tasks that were not sufficiently stimulating. Some teachers lack sufficient subject expertise, in both factual information and in delivering the attainment target related to reflection on religion. This impedes pupils' progress. Insufficient opportunity is provided for all pupils to develop their literacy skills through religious education, for example in debate, extended writing or discussions with representatives of the religions being studied, and little use is made of computers during lessons. This serves to limit pupils' progress in linguistic and computing skills.
139. Management of the subject is satisfactory overall. The recently appointed co-ordinator has made a successful start auditing resources and planning training sessions for teachers, prior to modifying the scheme of work when the new locally agreed syllabus is available. Other areas of learning, such as provision for children in the Foundation Stage where guidelines are available, have rightly taken priority. There are no consistent assessment procedures at present. However, all teachers do assess pupils' progress at the end of each year and report their findings to parents. Although there is a suitable range of reference books for teachers, resources are unsatisfactory as there are insufficient practical materials associated with different religions for pupils to look at and handle, to help them understand about beliefs and customs. Good use is made of the local church, but the costs of travel arrangements make it difficult for pupils to visit other places of worship. Religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.