

INSPECTION REPORT

RAMSDEN PRIMARY SCHOOL

Worksop, Nottinghamshire

LEA area: Nottinghamshire

Unique reference number: 122627

Headteacher: Mr T Alvey

Reporting inspector: Peter Brock
17969

Dates of inspection: 2nd – 4th May 2000

Inspection number: 191139

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	High Road Carlton-in-Lindrick Worksop Nottinghamshire
Postcode:	S81 9DY
Telephone number:	01909 730408
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Walters
Date of previous inspection:	19 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Brock	Registered inspector	Information technology Physical education Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
John Kerr	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Margaret Cooper	Team Inspector	Special educational needs English Music	
Mary Kelsey	Team Inspector	Under fives Science Design and technology Geography	How good are the curricular and other opportunities offered to pupils?
Heather Toynebee	Team Inspector	English as an additional language Mathematics Art History	How well is the school led and managed?

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The Registrar
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The Office for Standards in Education

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ramsden Primary School is situated just outside the centre of the village of Carlton in Lindrick and is smaller than the average primary school. The original building was built around 1831 with extensions added in 1986. Classroom space is varied and ranges from unsatisfactory to good. The school does not have a nursery unit. There are 189 pupils on roll – 96 boys and 93 girls. There were nine children under five in the reception class at the time of the inspection. Most of the intake of children is from three main estates including one that receives special government funding. Attainment of children on entry to the reception class is above average. Forty children are on the special educational needs register. None has a statement of special educational need. All pupils come from either a white UK heritage or white European background. This percentage is low compared with most schools. The take up of free school meals is approximately seven per cent. This is below the national average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school in providing a suitable standard of education is satisfactory. When children leave at eleven, their standard of attainment is above average in English, mathematics and science. Their attainment in religious education and other subjects of the National Curriculum is at a level expected for pupils of this age except in information technology where it is below. The quality of teaching observed during the inspection was good. The overall management of the school is satisfactory and the headteacher provides positive leadership. The overall effectiveness of the school, its position within the local environment, and the cost of educating each child, are factors that indicate that the school provides satisfactory value for money.

What the school does well

- The overall quality of teaching is good and has a positive effect on children's learning
- Teachers expect a high standard of behaviour and ensure that children's attitudes to school and their personal growth are positively developed
- The relationship with parents is very good and does much to help pupils feel secure
- Children with special educational needs make good progress

What could be improved

- The standard of information technology to a level expected for children of this age
- The effectiveness of planning for the curriculum by making greater use of the governors, headteacher and co-ordinators to check the progress being made
- The ways in which teachers plan suitable work for more able children and ensure that all children are encouraged to think for themselves and make their own decisions
- The range and experiences of what is taught to children under five years of age.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November, 1996. Since then it has made satisfactory progress in responding to the main points of that inspection overall. It has made some progress with the review of medium and short term planning in order to focus on what teachers expect children to learn in most subjects but not in information technology. Teachers have started to use day-to-day assessment more effectively but the match between the work set and pupils' ability is still not close enough to make sure that all make sufficient progress. The school has successfully reviewed resources and, in particular, the quality and range of fiction and non-fiction books although it recognises that the junior fiction books

now need to be updated and replaced.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	C	B	B	C
Mathematics	B	B	B	C
Science	B	A	B	C

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The information in the above chart shows that, in the 1999 national tests for eleven-year olds, the school achieved above average in English, mathematics and science. Results were close to those reached in similar schools. The school does not place sufficient emphasis on developing the skills of more able children and this lessens the progress that they make. However, over time, the school has steadily increased the standards that children achieve in English, mathematics and science and this is broadly in line with the national trend. The school sets realistic targets for improvement overall. These are appropriate for the level of ability of most children but not high enough for the more able, particularly in the second key stage. Standards seen during the inspection in English, mathematics and science were above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Children show enthusiasm for their work and participate well in class.
Behaviour, in and out of classrooms	Children are polite and friendly and respond quickly to requests and instructions. At play they are lively and energetic and get on well with each other in the playground.
Personal development and relationships	The good relationships between children, and between children and adults, are a strong point of this school. Older children are not as confident as they could be because they have insufficient opportunities to think for themselves and make their own decisions.
Attendance	This is good and above the average for similar schools. Children arrive at school and for lessons on time.

The overall quality of relationships and behaviour of children throughout the school is one of its strengths. Children are good at understanding how their actions affect others around them and form strong relationships with each other as a result.

TEACHING AND LEARNING

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

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 is good overall, including English and mathematics, but with a weakness in aspects of planning particularly where it affects the progress of more able children. However, the quality of teaching has improved since the last inspection. In lessons seen, teaching was satisfactory or better in ninety-eight per cent of lessons. In fifty-two per cent it was good or better and in eighteen per cent it was very good. Teaching was unsatisfactory in two per cent of lessons. Teachers have a good knowledge of their subjects, except in information technology and they teach numeracy and literacy skills successfully. They use a good range of teaching methods to help children learn and their management of children is strong. Two aspects of teachers' planning are weak. They do not always make clear to children what they expect them to learn by the end of the lesson and planning for more able children is not sufficiently developed. Teachers make good use of time, other adults and the resources available to them to ensure that children learn effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is adequately broad, balanced and relevant in all areas of the school except for information technology where it does not meet statutory requirements and for the curriculum for children under five.
Provision for pupils with special educational needs	The help for children with special educational needs is good. They are supported effectively and older children are encouraged to take part in the development of their own individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. Particular strengths are the provision for children's moral and social development. They are encouraged to think carefully about how their actions and responses affect the well-being of others around them.
How well the school cares for its pupils	The school provides a satisfactory level of support overall. It monitors attendance, behaviour and children's progress well but is not so successful in monitoring of children's personal development.

The school works in partnership with parents very successfully. It creates good links with them and their contribution to their children's learning is also good overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides positive leadership particularly with his concern for the welfare of pupils. The deputy head and teaching staff are united in working towards common goals. However, teachers with specific subject responsibilities do not do enough to ensure that the curriculum and teaching and learning is always suitable for all children.
How well the governors fulfil their responsibilities	A very experienced and supportive chairman leads the governing body. Governors have a reasonable knowledge of the strengths of the school but an unsatisfactory understanding of its weaknesses.
The school's evaluation of its performance	Unsatisfactory mainly because of the weaknesses in the curriculum for children under five, the curriculum development for pupils of higher ability and the insufficient development of information technology.
The strategic use of resources	The school makes sound use of its resources except for those connected with information technology. It uses them sensibly and links decisions on spending to educational priorities.

The school has a satisfactory number of suitably qualified and experienced teaching and support staff. The accommodation is broadly satisfactory but it could be organised more effectively to make better use of the internal space available. The range and quality of the learning resources are also satisfactory except in information technology where there are insufficient computers and programs, and in the under-fives where there is insufficient large equipment for play to meet the needs of the curriculum. The school's procedures for ensuring that it gets best value for money are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The leadership of the headteacher • The quality of the teaching • The level of expectation of what children can do. • Attainment, progress and confidence of children • The attitudes and values that the school promotes in their children • The quality of behaviour in the school 	<ul style="list-style-type: none"> • Better methods of giving information to parents • More flexible approach by the headteacher to requests to change policy

The inspection team agrees with the positive views of parents except for the view on expectations. Here the team is of the opinion that the more able pupils could be given more demanding work. The current arrangements for giving information to parents are satisfactory. The headteacher is reviewing ways in which to improve parental requests for changes in policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. The school's assessment of children's standards on entry show that it admits children from across the full range of attainment. However, the standard of the majority is above average on entry to full time education. Standards are above average in literacy and personal and social skills. Standards are average in terms of pupils' knowledge and understanding of the world although aspects of science are strong. In numeracy, creative, and physical education, standards are average. There are no significant differences overall in the attainment of boys and girls.
2. The standard of attainment is above average in speaking and listening, reading and writing, mathematics and science by the time that pupils are seven years of age. Teacher assessments and test results for the 1999 Year 2 pupils show that the attainment of pupils in that year in reading and mathematics was below average but average in writing. These results indicate that attainment is also below average for writing and well below average for reading and mathematics when compared with the levels reached by pupils in similar schools. The main reason for the drop in standards for this particular year is the lower ability overall of this group of pupils.
3. The standard of attainment is above average in English, mathematics and science by the time that pupils are eleven years of age. Teacher assessments and test results for the 1999 Year 6 pupils are the same. These results indicated that attainment is average for these subjects when compared with levels reached by pupils in similar schools.
4. Pupils' attainment in religious education is at a level expected for pupils of this age by the time that they leave the school but their level of attainment in information technology is below that expected when they are seven and eleven years of age. There are four main reasons for the unsatisfactory level of attainment in information technology. Insufficient planning for direct teaching of the subject means that specific skills are not introduced or built upon. Teachers' knowledge and understanding of the subject is not at a high enough level to ensure that pupils increase their knowledge and skills. Pupils do not have regular experience on computers to enable them to develop their skills and to use this ability to support their work in other areas of the curriculum. Finally, computer hardware, software programs and other information about a variety of systems for communicating information, are insufficient in quantity.
5. Trends in standards of attainment since the last inspection have been consistently higher than the national average for seven-year olds in reading, writing and mathematics except for the 1999 group in reading and mathematics when they dropped. Trends in standards of attainment have been consistently higher than the national average for eleven-year olds in English, mathematics and science and they follow the national pattern of improvement in these subjects.
6. Pupils' knowledge, understanding and use of information technology have not kept up with the pace of change since the last inspection and have become worse by comparison. The quality of pupils' knowledge and understanding of religious education has remained similar to that at the last inspection. The school has set realistic targets for improvement overall. These are appropriate for the level of ability of most pupils but not high enough for more able pupils.
7. Progress of children under five is satisfactory overall. Children develop their self-confidence as they begin to take part in school events where they learn quickly to take turns with others and

to become fully involved in class activities. They make good progress in developing their language and literacy skills as they listen enthusiastically to stories. Progress with the development of mathematical skills is satisfactory as children learn to count and describe what they see. They make satisfactory progress with their knowledge and understanding of the world particularly as they look for similarities and differences in various sorts of materials. They make satisfactory progress with the creative aspects of their learning as they experiment with various types of texture, colour and shape. In physical development, their progress is also satisfactory particularly with finer movements like cutting and writing but their opportunities to develop larger actions of physical control and balance, for example, are restricted by the lack of suitable large equipment especially designed for children of this age.

8. In both key stages, pupils make good progress in English, mathematics and science and satisfactory progress in all other subjects except information technology where the progress is unsatisfactory.
9. In English, pupils develop confidence in speaking and express their ideas and opinions clearly by the time they leave the school. They are fluent readers and make use of fiction and non-fiction books with confidence. Pupils know how to find information to support their work and the standard of their writing is good. They write in a variety of forms and punctuate their work correctly.
10. By the time they are eleven, pupils know how to use a number of strategies to solve problems in mathematics. They understand the principles behind angles and use mathematical language correctly. They understand lines of symmetry, fractions and percentages but more able pupils are not always sufficiently challenged in their mathematical thinking.
11. In science pupils are clear about the meaning of fair tests by the time they leave the school. They develop very good problem solving skills and understand the basic principles of cause and effect. Pupils are good at applying their scientific knowledge to everyday situations and have a good basic knowledge and understanding of scientific concepts.
12. The school places appropriate emphasis upon the development of pupils' literacy and numeracy skills across the curriculum. Good examples are seen in science in Year 2/3 where specific biological terms are learned, and in music in Years 5/6 where pupils develop their knowledge and understanding of chord patterns and timing effectively.
13. Pupils with special educational needs make good progress towards the targets in their individual education plans, particularly those with a significant level of need. This is because classroom support is secure and teachers work closely and sympathetically with them.
14. There are no significant differences in attainment of boys and girls overall and all pupils have equal opportunities to participate in all subjects of the curriculum.

Pupils' attitudes, values and personal development

15. Pupils are keen to take part in the work of the school. They form good relationships with their teachers and amongst themselves and enjoy the friendly atmosphere of the school community. They are enthusiastic in their approach to learning. This continues through both key stages. From the early years onwards, they are keen to ask questions to help them develop their understanding and so increase their learning. Pupils are conscientious and have high levels of concentration. When they are interested in their work, they persevere with difficult tasks for considerable periods of time. In mixed age classes, all pupils are involved and are equally eager to participate and succeed.

16. Pupils respect their teachers. This results in very good relationships and well-motivated learning. Pupils of all ages respond well to a challenge and, with the encouragement of staff, they are well able to meet and to explore new ideas further. However, older pupils are not as confident as they could be because their teachers do not provide them with sufficient opportunities to think for themselves, take responsibility for their actions and make their own decisions.
17. Behaviour in class and about the school is very good. From the early years onwards, pupils understand and respect the routines of good classroom behaviour. As a result, teachers gain pupils' attention quickly when required. Pupils are cheerful and respond well to staff who teach with a sense of humour. Pupils work well with each other. Behaviour in the playground is good and older pupils look after the younger ones. Pupils of all ages get on well together. They are trustworthy and polite to staff and to each other, and treat school property with respect. Parents are very happy with the quality of behaviour in and around the school and appreciate the fact that any form of bullying is not tolerated. There have been no exclusions in the past year.
18. Pupils mature quickly as they become involved in the school routines. However, they lack the opportunities to take responsibility, both for their own learning and as members of the whole school community. This was noted in the last report, as was the lack of individual targets to enable pupils to check on their own progress and so make improvements in their learning. Teachers complete a number of tasks that could be dealt with by pupils. As a result, opportunities are missed that would develop pupils' initiative. For example, in a music lesson seen, older pupils were handed instruments one by one instead of taking responsibility for the distribution themselves. However, overall, pupils interact very well with teachers and this leads to sensible discussions that extend pupils' vocabulary and imaginative ideas. For instance, in a Year 2/3 lesson on science, pupils discussed life cycles sensibly. In the upper school, pupils are encouraged to note differences that have arisen in discussion.
19. Attendance is good and is above the average of similar schools. There are very few absences that are not authorised. Pupils arrive at school and for lessons on time.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall but with a weakness in planning. Teaching was satisfactory or better in ninety-eight per cent of lessons seen. In fifty-two per cent it was good or better and in eighteen per cent it was very good. Teaching was unsatisfactory in two per cent of lessons seen. This quality has improved since the last inspection when six per cent was very good or better.
21. The quality of teaching for the under- fives is satisfactory overall. Where it is better, as in literacy and mathematics, children are grouped according to age and the needs of younger children are more closely met. However, in other areas of learning, such as knowledge and understanding and physical education, the content of lessons is not appropriate for this age of child.
22. In both key stages, teachers' knowledge and understanding of the National Curriculum subjects is good except in information technology where there are significant gaps in teachers' understanding of how this subject should be developed. The main weakness is in the unsatisfactory planning for both the regular teaching of specific skills and for the use of information technology in other subjects. All teachers reach a good standard in their teaching of numeracy and literacy aspects of the curriculum. As a direct result, pupils make good progress with their learning of these aspects of language and number. Teachers have a secure knowledge

and understanding of the technical aspects of their subjects. A good example of this was seen in a Year 4/5 science lesson where pupils were involved with learning about the reflection of light. The teacher gave a good scientific explanation of how a rainbow is formed and so helped pupils to increase effectively their understanding of scientific facts.

23. Although some aspects of teachers' planning for lessons are secure, this is an area of weakness for two main reasons. The first is that a number of teachers are not clear about what they expect pupils to achieve by the end of their lessons. Where teachers have objectives precisely defined and make these clear to pupils at the beginning of the lesson, this helps pupils to develop a clear insight into how their own learning is progressing. A good example of this approach was seen in an English lesson in Year 2 where the focus was on fiction and non-fiction and linked to a science topic on mini-beasts. The second aspect of planning that is not satisfactory is directly connected to the levels of pupils' abilities. Teachers do not fully understand the concept of differentiated work. This means that when they set work for pupils of different levels of ability, this work is not always challenging enough for some pupils – particularly those who have a higher level of expertise in a particular subject.
24. The quality of teachers' expectations of how pupils should behave and work is satisfactory overall. Where this aspect of teaching is good as in a Year 4/5 science lesson on electrical circuits, the pace of the lesson is fast, presents a challenge to pupils and helps them to achieve positive results with enthusiasm and interest in their learning.
25. Most teachers make good use of a range of methods of organisation to ensure that pupils make steady progress. They use a mixture of teaching approaches that include whole class, group and individual teaching. When teachers use good questioning techniques, as in a mathematics lesson with Year 3 on basic equations, pupils are stimulated into action and become keen to learn. The majority of teachers work quietly and encouragingly with pupils and create a pleasant working atmosphere within their classes. This enhances the quality of work achieved.
26. All teachers manage pupils in a confident way. They expect pupils to pay attention to direct instructions. Clear rules of behaviour are established in all classes and pupils are expected to treat each other with consideration and respect. Teachers are firm and fair in their dealings with pupils and develop good relationships with them. This is a strong aspect of their teaching. Most teachers listen carefully to what pupils have to say and respond to their comments in a positive and receptive manner. This encourages the development of pupils' self-confidence. Teachers are patient with pupils and quietly insist on prompt starts to lessons as seen in a mathematics lesson with Year 6 on a timed test. This encourages pupils to give of their best intellectual effort.
27. Teachers' use of support staff and the resources of the school is also effective. A good example of this was seen in a science lesson with Year 3. Very good use was made of the woodland to support the development of pupils' ability to observe closely the similarities and differences in nature. Teachers deploy support staff appropriately in order to support pupils with particular difficulties and make sound use of the resources available for this purpose. A positive example of this is seen in the work carried out on computers with pupils with special educational needs. This combination of secure use of adult helpers and technology equipment helps to ensure that such pupils make good progress with their learning.
28. The quality of teachers' daily assessment of pupils' work is satisfactory when they are speaking to pupils. Most teachers make positive and constructive comments to pupils during

lessons that help them to increase their learning. However, the quality of teachers' marking is variable. All teachers mark work regularly but not all use marking strategies that inform pupils clearly what they need to do next to improve. Where such marking is effective, as in Years 2/3, pupils are made aware of their own level of understanding and know how to take the next step in their learning.

29. The quality of teachers' ongoing assessment of pupils' work is satisfactory but variable to the degree in which pupils' progress is recorded. The school has a standard approach to recording the results of assessment, but this is not used in a consistent way by all teachers on a regular basis. Where recording is up to date and detailed within the boundaries of the system used, teachers have a clearer understanding of what individual pupils know and understand at any particular point of the year. Teachers set homework that is appropriate for pupils of this age.
30. Teachers provide good support for pupils with special educational needs because they make sound use of special educational plans and individual targets in their planning. Special needs support assistants are used well and have a positive impact on the progress pupils make.

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

31. The curricular provision for the under-fives is unsatisfactory overall. The curriculum is not planned according to the recognised areas of learning for children of this age. In addition, the balance of the day's programme is too heavily weighted towards language and literacy and mathematics and the range of learning opportunities is unsatisfactory. There is no secure outdoor play area, or play equipment for the sole use of the reception class. This prohibits the implementation of a full outdoor curriculum. The ratio of adults to children does not meet the recommended levels for children of this age. The school has not formulated an early years policy, and there is no member of staff with responsibility for overseeing the provision, or the planning of the curriculum for these young children.
32. The curriculum provided for Key Stages 1 and 2 is generally broad and balanced, except in information technology where there is inadequate provision and the statutory requirements of the National Curriculum are not met. Except in the case of information technology, an appropriate amount of time is allocated to all subjects of the National Curriculum and religious education. National strategies for literacy and numeracy have been successfully implemented, and ensure that the basic skills are taught effectively.
33. The last inspection identified two areas where improvements were needed to the curriculum. Firstly, the short term planning was too broad and did not have clear learning objectives related to the National Curriculum programmes of study. The school has made satisfactory progress in addressing this concern and most short-term plans now have clearer learning objectives. However sometimes these are still not sufficiently focused as in some physical education lessons, for example. Secondly, the last report indicated that work was not being closely matched to pupils' abilities, particularly for the more able pupils. Not enough progress has been made in differentiating pupils' tasks. In almost every lesson, apart from pupils with special educational needs, pupils are given the same level of work. This still limits the progress of the more able pupils. The school's provision for pupils with special educational needs is good because the planning is clear.
34. There is satisfactory provision for personal, social and health education, throughout the school, which includes attention to drugs. This is supported by the Drugs Abuse Resistance Education

project (DARE), which enables pupils in Year 6 to consider the implications of substance misuse and the pressures they will face. The scheme enables them to examine how to make informed decisions about their actions. The school has an appropriate sex education policy as set out in the prospectus.

35. The curriculum is enriched by the residential visit available for Year 5 and 6 pupils, by field trips to support work in science, history and geography, and by visitors who come into school to share their expertise with the children. For example a former bomber pilot shared his experiences of the Second World War with pupils as part of their history topic. The school provides a suitable range of extra-curricular activities including sport, music, French and an environmental club. Pupils generally have good equality of access to the curriculum.
36. There are good constructive relationships with partner institutions such as playgroups and the local comprehensive school. A good example of the close liaison was seen during inspection week, when one of the secondary students visited the primary school as part of her programme of work experience. Links with the community are also good. As part of the twinning of the village with the French town of Aurillac, the school hosts the visit of the French children for the day, and continues to communicate with them, and to learn about French life and culture. This gives a real purpose to the activities of the French club, where Year 5 and 6 pupils are making a good start to their study of the French language.
37. The school makes good provision for pupils overall with their personal, spiritual, moral, social and cultural development. Provision for pupils' spiritual development is satisfactory. Teachers ensure that pupils have time to reflect on stories being read. They help pupils to appreciate the wonders of natural events as with pupils' delight as they discover signs of spring emerging as part of their lessons in science. School assemblies and religious education provide time to think about wider issues. Some teachers create special moments of awe and wonder, particularly in science lessons. For example, pupils expressed great delight as their teacher dimmed the lights and demonstrated how a rainbow can be created with a prism. However, pupils do not have sufficient opportunities to reflect upon their understanding of deeper meanings of spiritual experiences. Local clergy visit the school regularly and assemblies follow spiritual and moral themes.
38. Provision for pupils' moral development is good. Pupils develop a strong moral conscience. They benefit from the firmly developed social interaction within the school community. They help one another in class and older children help younger ones or those who are unhappy. Pupils are encouraged to recognise and respect the differences in others. They do this well. The drugs awareness programme supports the development of pupils' moral and social awareness and values. The good examples set by teachers reinforce these values. Provision for pupils' social development is good. Activities beyond the school, such as sports fixtures and the community millennium event, develop pupils' self-esteem as members of the community as does the residential trip arranged each year.
39. Provision for pupils' cultural development is satisfactory. There is an extensive programme of visits to museums, galleries and environmental study centres, which develops pupils' awareness of their own culture. Although pupils do develop an awareness of the culture of France through their exchange programmes, links made with the cultures of other countries are not well developed overall and this situation has not improved since the last inspection. However, in religious education, pupils do gain a reasonable insight into a range of religious beliefs and customs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school looks after pupils effectively and educational and personal support and guidance for them is secure. Procedures to ensure that pupils are protected are sound. The head teacher is the child protection officer and teachers ensure that they conform to the locally recommended procedures. The policy for health and safety is followed sensibly in classes. Regular safety checks around the school include assessment of possible risks. However, the school pond is in a position that presents a potential danger for pupils. Suitable provision is made for first aid and pupils are well cared for if they are ill or injured.
41. Teachers and other adults are successful in working together to ensure that pupils are very well behaved. In all classes, very good relationships develop between teachers and most pupils. Teachers are fair. They encourage pupils to complete good work and to be helpful to each other. As a result, teachers rarely have to resort to any forms of punishment. Bullying is not tolerated and, as a result, very little oppressive behaviour occurs. There have been no exclusions in recent years and procedures for monitoring and improving attendance are good.
42. There are good procedures for assessing and recording pupils' attainment and progress in both key stages. These include the use of tests, individual pupil profiles and samples of pupils' work collected over time. Specific tasks are completed and assessed each term in English, mathematics and science, and samples of marked work that have been agreed by teachers, are available to guide them with their marking. There are no systematic procedures for monitoring and supporting pupils' personal development, except where this is linked to special educational needs. Assessment arrangements do not take sufficient account of progress in the areas of learning for children in the reception year. There are no individual learning targets set for the majority of pupils in the school although, in some cases, teachers' marking comments give helpful guidance to pupils on how to improve.
43. There has been some improvement in the use of assessment information to guide teachers' planning, but the weakness identified in the previous report has not been fully addressed. Assessment information is used well to identify pupils with special educational needs, and to group pupils for work in lessons and for extra support. It is used to provide appropriate activities for pupils with special educational needs and for less able pupils in most classes. However, assessment information is not used effectively to meet the needs of the more able pupils. Tasks do not challenge them in many lessons, particularly in the core subjects of English, mathematics and science.
44. The school has effective arrangements in place for identifying pupils with special educational needs, and for monitoring and supporting their progress. A strong feature is the involvement of older pupils with special needs in planning their own targets for their individual education plans. Good use is made of the support and advice of external specialist agencies including an educational psychologist, speech and language therapist, and local education authority support services.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents have a very good view of the school overall. The school's links with parents are good because there is a close relationship between parents and staff. Parents are very satisfied with the way the school is run and with the learning that their children achieve. Parents' views are mostly positive and letters to inspectors voiced few complaints. A minority thought the range of activities outside lessons was limited but inspectors do not agree with this view. Provision for extra-curricular activities is secure.

46. Parents' involvement in the work of the school is good. The school benefits from regular voluntary help from parents and members of the community. Teachers plan with voluntary help in mind so that extra helpers make a valuable contribution to the quality of reading, the development of art and craft work and to the computer work of pupils with special educational needs in particular. The Parent Teachers Association is active in raising funds and promoting school events such as summer and Christmas fairs. Parents are encouraged to make their views known to staff and the school works closely with parents of pupils with special educational needs and those who have difficulty with their work.
47. The quality of information provided for parents is satisfactory although some parents are not happy with the level of information that the school provides about their children's progress. However, most parents like the progress review meetings arranged by the school three times a year. At these meetings, academic standards and progress are discussed, but the formal annual report sent to parents does not include an assessment of their child's personal development. The school prospectus contains sufficient detail and letters home are friendly and informative. Information on the curriculum is issued as appropriate.
48. The quality of parents' help for their children's learning both at home and at school is good. Most parents encourage their children to read at home and help with spelling but the homework policy is not entirely clear. A minority of parents are unsatisfied with the amount of homework set. Homework is set fairly regularly and includes, reading, spelling and mental maths. The amount set is variable across the school.
49. The school works in close co-operation with the parents of pupils with special educational needs and keeps them well informed of their children's progress. The parents of pupils at stage 2 and above of the Code of Practice register are closely involved in reviewing their children's learning. Many provide valuable support at home to help their children achieve the targets on their individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school is satisfactory overall and this ensures that, in many areas, the school is heading in the right educational direction. The positive lead provided by the headteacher, as recorded in the last inspection, has been maintained in several aspects of school life, particularly in his concern for the welfare of pupils and staff. However, he does not ensure that more able pupils achieve the highest standards of which they are capable or that an appropriate curriculum is provided for children under five. The staff, most of whom have worked together for a considerable number of years, are a close-knit team and are very supportive of each other. Good relationships and communication between staff and pupils ensure that the school has the happy, relaxed atmosphere mentioned in its aims.
51. All teaching staff work together to ensure that they are united in working towards common goals. However, the role of the subject and key stage co-ordinators is under-developed. As a result, they do not make sure that curriculum development, and teaching and learning, is always suitable for the age and ability of all pupils in the school. All co-ordinators look at their colleagues' planning in their subjects and give helpful advice when asked. Numeracy and literacy co-ordinators have been on related courses and have introduced these new national strategies appropriately but there have been few opportunities recently for other co-ordinators to extend and up-date their management and subject expertise and to take a lead in sharing their knowledge with other staff. The co-ordinators for English, mathematics and science have observed teaching and learning in colleagues' classrooms and have suitably fed back comments

about what they have seen. However, a structured system of evaluation through classroom observation by the headteacher and co-ordinators is insufficiently developed. Weaknesses in the curriculum for information technology and the under fives have not been identified quickly and, therefore, no effective action has been taken to remedy these shortcomings.

52. The school has established procedures that take good account of the special educational needs Code of Practice, and these are managed effectively by the part-time special educational needs co-ordinator. The headteacher currently acts as the governor responsible for oversight of the school's provision for special educational needs, and this is inappropriate because it limits the governing body's overview of this provision. The school has developed a policy document for this area and reports on its provision in the governors' annual report to parents. The indicators of success, mentioned in the policy, require further development to ensure that rigorous evaluation and monitoring of the school's provision is carried out.
53. The governing body meets its statutory requirements satisfactorily and is led by an experienced and supportive chairman. Members have a considerable range of personal experience and local knowledge to share with the school. Governors participate in a variety of courses to improve the understanding of their work. In addition, their knowledge of the school is increased by attendance at various sub-committee meetings. However, few members are able to visit classrooms during school-time and this makes it difficult for them to gain first-hand information about what is actually happening. Governors have a reasonable knowledge of the strengths of the school, but they have not identified the weaknesses in provision for more able pupils, information technology and the under fives in particular. They have recognised that they need to improve their monitoring and evaluating role and a local course is to be provided in the near future to help them fill this need.
54. The school development plan appropriately puts firm emphasis on the introduction of new national developments such as the implementation of the national literacy and numeracy strategies. It identifies the school's plans for September 2000 and beyond when the revised national curriculum comes into effect. It indicates in which order, and when, other subjects are to be reviewed ready for this deadline. Although care is taken in setting realistic targets for pupils' achievements in future national tests, there is limited evidence of the staff looking back and evaluating the work of the school at the end of each year. As a result, their shared commitment to improve, including some of the issues raised in the last report, is lessened
55. Financial procedures are efficient and effective in supporting the educational opportunities provided for pupils. Care is taken to achieve good value when purchasing resources and services, in linking decisions on spending to educational priorities, and in ensuring that specific grants are used appropriately for their designated purposes. The school makes sound use of new technology.
56. The school is well provided with a sufficient number of suitably qualified and experienced teaching staff to meet the demands of its pupils and curriculum, with the exception of weak expertise in providing for children aged under five and for pupils in information technology. Two teachers, in particular, make good use of their strengths in music to teach this subject in other classes and the newly qualified teacher receives a good level of support. Two support assistants make a positive impact on the progress children make, particularly those with special educational needs, although insufficient classroom help is provided for children in the reception class. In the past, teachers have been regularly appraised, but this initiative is currently on hold waiting for the new appraisal arrangements to be introduced later in the year.

57. The accommodation is broadly satisfactory. Adequate space is provided for the number of pupils, although it could be organised more effectively. Classroom space is very varied and ranges from unsatisfactory to good. The area designated for dinner arrangements impinges too much on the space available for the younger classes. As a result, there is insufficient space in the reception classroom to provide the distinct learning areas required for the curriculum for the early years. The school does not provide an appropriate outdoor area for children under five. Again, this restricts their curricular opportunities and the progress they make in aspects of social and physical development. There are separate library areas for each key stage, but the current location of the Key Stage 2 library severely limits opportunities for pupils to use it as a resource base for personal study. Teachers make good use of display areas in classrooms and around the school to celebrate and stimulate pupils' learning. The grounds provide appropriate hard surface and grassed areas. Pupils benefit from access to a large and attractive woodland area and pond. Both are used effectively to support learning.
58. Overall, the school has a satisfactory quantity and range of learning resources. However, there are shortcomings in both hardware and software for information technology and in outdoor equipment for children in the early years. Resources are good in English, science, design and technology, geography and history. The quantity and range of books have been improved considerably since the previous inspection and are now good. Many are of high quality, including the big books and sets of guided readers used for daily literacy lessons. The range of junior fiction library books includes many that are out-dated and now in poor condition, but this situation has been recognised already by the school and plans are in hand for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the governors, headteacher and staff with management responsibilities should:

1. Improve the leadership and management of the school by:
 - Increasing the level of monitoring and evaluation of the effectiveness of curriculum planning for the under-fives and more able pupils by the governing body, headteacher and senior teachers.
 - Develop the role of the co-ordinator in all subjects and phases with particular reference to:
 - the monitoring and evaluation of teaching and learning,
 - regular subject audits,
 - planning development as a direct part of the school development plan process.
(Paragraphs 6, 20, 21, 22, 23, 31, 33, 43, 50, 51, 53, 54, 59,60, 62 and 87)
2. Raise the standards of attainment in information technology by ensuring that:
 - all statutory aspects of the subject are taught in sufficient depth
 - the expertise of teachers is improved through well focused in-service training
 - ensuring that a greater emphasis is put on planning to ensure that information technology is used regularly to support subjects of the curriculum.
 - increasing the quantity of hardware and software available as soon as possible
 - regular monitoring and evaluation of this approach is done by the governors, headteacher and appropriate adviser.
(Paragraphs 4, 6, 8, 22, 32, 56, 58, 84, 94, 108,114 and116-120)
3. Further improve the quality of teaching by ensuring that all teachers:
 - make much greater use of assessment information to plan differentiated work particularly for more able pupils.
 - increase the opportunities that they give to pupils to think for themselves and make their own decisions
 - increase the opportunities they give to pupils to set their own targets for improvement
(Paragraphs 6, 16, 18, 20, 23, 28, 29, 42, 74, 78, 81, 82, 83, 84, 85, 91, 109, 112, 113, 127 and 134)
4. Improve the curriculum provision for children under five by ensuring that:
 - far more attention is paid to planning for the development of aspects of learning that are specific to pupils of this age
 - improved provision is made for children to experience a wider range of appropriate activities - in particular, with regard to large outdoor play equipment.
(Paragraphs 20, 21, 31, 56, 57, 59, 60, 62, 63, 64, 65, 66, 67, 68 and 107)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- *Consistency of use of assessment recording system in some classes: para 29, 129,*
- *Ratio of adults to children who are under five: para 31*
- *Reflection on deeper meanings of spiritual awareness: para 38*
- *Links made with other cultures other than that of France: para 39*
- *Potential danger of the school pond situated where it is without protective fencing: para 40*
- *Aspects of procedures for monitoring and supporting pupils' personal development: para 42*
- *Consistency of amount of homework set across the school: para 48*
- *The role of the head-teacher as the governor responsible for special educational needs: para 52*
- *Organisation of classroom space: para 57*
- *Library area effectiveness of position for Key Stage 2 pupils: para 57*
- *Range and quality of junior fiction library books: para 58*
- *Limited knowledge of authors and poets in English: para 72*
- *Writing for a range of readers in English: para76*
- *Clarity of marking in mathematics: para 86*
- *Limited use of three-dimensional skills and techniques in art: para 98*
- *Development of art as a subject in its own right: para 98*
- *Quality of singing by the majority of pupils: para 121*

- *Knowledge of range of stories from other religions: para 13*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	34	46	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	181
Number of full-time pupils eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	39

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	9	9	9
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	86(92)	86 (84)	89 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	9	8	10
	Total	24	23	27
Percentage of pupils at NC level 2 or above	School	86 (88)	82 (88)	96 (92)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	12	11	13
	Total	23	21	25
Percentage of pupils at NC level 4 or above	School	85 (79)	78 (67)	93 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	12	10	11
	Total	23	21	23
Percentage of pupils at NC level 4 or above	School	85 (88)	78 (72)	85 (92)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	21.8
Average class size	30.2

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	45.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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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	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1998/99
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	£
Total income	307652
Total expenditure	304495
Expenditure per pupil	1740
Balance brought forward from previous year	17122
Balance carried forward to next year	20279

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	47	1	2	0
My child is making good progress in school.	54	42	2	0	0
Behaviour in the school is good.	66	33	0	0	1
My child gets the right amount of work to do at home.	33	49	11	2	1
The teaching is good.	60	38	1	0	0
I am kept well informed about how my child is getting on.	53	36	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	28	4	2	0
The school expects my child to work hard and achieve his or her best.	71	28	0	0	1
The school works closely with parents.	40	48	11	1	0
The school is well led and managed.	61	38	0	0	1
The school is helping my child become mature and responsible.	60	36	1	2	0
The school provides an interesting range of activities outside lessons.	28	45	19	4	4

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

59. Children enter the reception and Year 1 class at the beginning of the term in which they become five. Attainment on entry into school is above average. This is reflected in the scores obtained in the tests taken shortly after a child's entry into reception. At the time of the inspection there were nine children under statutory school age in the class. The provision for children of this age is unsatisfactory. The classroom is cramped and small. Occasionally, use is made of the adjoining space, which is used partly as a dining area, but for the majority of the time children work in very cramped conditions that prevents much movement and results in a very inactive day for them. There is no special outside play area, and no outdoor play equipment for the sole use of the class. This prevents the implementation of a full outdoor curriculum. The ratio of adults to children does not meet the recommended levels for four-year olds.
60. The curriculum for the under fives is unsatisfactory. It is not planned according to the nationally recognised areas of learning for children of this age, and does not take account of the desirable learning outcomes, which are the national benchmarks for all areas of learning. The school does not have an early years policy statement, and there is no designated member of staff who has the overall responsibility for early years education.
61. The school has a good system in place for making sure that children settle into school routines easily. A preliminary meeting is arranged for parents and carers to set the scene and give useful information about starting school. Parents receive leaflets that provide advice for those who wish to help their children at home, especially with reading and writing. Children are welcomed to this meeting and also visit and take part in classroom activities for two afternoons a week in the preceding half-term before starting school. They take part in playtimes and by the time they start school, they are familiar with daily routines and their teachers know them well. Parents are encouraged to bring their children into the classroom in the morning to help them adjust and they appreciate this opportunity. Children settle into school well.
62. The quality of teaching for the under fives is satisfactory overall. It is sometimes good, particularly in literacy and mathematics, where the class is grouped according to age and the needs of the younger children are more closely met. The teacher has recently become aware of the requirements for planning work for this age group and is taking steps to develop her knowledge and understanding of the needs of children under five. However, at the time of the inspection, some of the activities, particularly in geography and physical education lessons were inappropriate for the youngest members of the class. There are high expectations of attainment, but the children are missing out on aspects of the early-years programme.
63. Almost all the children have had some pre-school experience and this helps them to come into school well prepared for many aspects of their personal and social development. Through the school's religious education programme they participate in celebrations such as Christmas and learn to respect other people. They develop their ability to be independent as, for example, they manage undressing and dressing for physical education and learn to maintain their personal hygiene. They quickly learn to get out their own pencils and crayons and help to tidy up at the end of sessions. Children learn classroom conventions such as taking turns, and not interrupting others. They are fully involved in whole class activities, but become restless if these go on too long. They move around the school with growing confidence and take part in whole school events such as the daily assembly and the lunchtime meal. Children's learning in this area is satisfactory, although the present imbalance between teacher directed and self chosen activities

results in children having insufficient opportunities to learn to make choices for themselves. Additionally, the present lack of ride-on and push-pull toys prevents social development associated with their use. Key Stage 1 teachers arrange for children to use the larger space on Fridays, which allows them to use additional resources and provides an opportunity for sharing and participating in more active and practical activities. However, there are not enough opportunities for purposeful play during the week.

64. The reception class teacher builds on children's early literacy skills and works within the structure of the literacy hour. Books are stimulating and capture children's imagination. They enjoy listening to stories that their teacher reads to them with enthusiasm and good expression. They are familiar with many characters, such as Postman Pat and the Cat from Japan, and talk about them accurately. They begin to associate the shape of a letter with its sound, and to identify initial sounds in words. All children under five recognise their names. They make a good start with reading and most recognise familiar words. A few are confident in reading simple text. All children are aware of the purpose of writing, and attempt to form their letters correctly and some attempt to write in short sentences. By the time they are five, almost all achieve the level expected for language and literacy. Their progress in this area of learning is good
65. Mathematical skills are developed through the daily numeracy lessons. Children join in well with the number counting activities and concentrate for most of the whole class sessions, although they find it difficult to maintain this towards the end of the first half-hour and during group tasks. Almost all the children count accurately to ten. More able under-fives count well beyond this and some write corresponding figures correctly. They practise using mathematical language such as 'shortest' and 'tallest' to describe the flowers in their pictures. They count the letters received at home as part of their ongoing post office topic, but do not have enough regular opportunities to develop mathematical skills and understanding through purposeful play in the classroom post office. This is partly because the present arrangement of the classroom prohibits the role-play post office to be used effectively. Overall, children make satisfactory progress with their learning, and most will achieve the expected national outcomes by the time they are five.
66. Children under five make satisfactory progress with their knowledge and understanding of the world but this progress is good in science. They make good observations as they examine objects made from different materials. They are encouraged to look for similarities and differences and begin to describe the materials accurately. For example, they know that metal is hard and heavy. Their early historical and geographical learning is through the class houses and homes topic. They are introduced to the work of Alexander Graham Bell, and although the level is more geared to the Year 1 pupils, the under fives enjoy simpler aspects of the topic such as looking at the telephone. Similarly, the work seen in geography on maps and countries of the United Kingdom was at a level that was too high for the youngest children. This results in restless behaviour and poor quality of learning. In their technological development, children have opportunities to use a range of construction kits and they learn to cut and join materials such as paper, card and textiles. They also have opportunities to cook.
67. Children engage in picture making activities and use a reasonable range of media such as paint, crayons and collage. They are encouraged to make choices from the range available, and to explore texture, colour and shape. They respond well and enjoy expressing their thoughts creatively. They also have music lessons where they learn to play percussion instruments and they treat these with care. The present layout of furniture and use of space prohibits children from participating regularly in role-play, for example, in the home corner

and post office. This restricts opportunities to develop their imagination through the creative aspects of role-play by learning to express and understand characters other than themselves. Overall, they make satisfactory progress, and achieve most aspects of this area of learning by the time they are five.

68. Children make satisfactory progress in their physical development overall and they are on course to reach the levels expected for children of this age when they are five. Through their work in using scissors, pencils and brushes, they show a growing control and ability to manage smaller items. The current lack of outdoor provision restricts opportunities for developing physical skills such as balance. There are no ride-on toys such as bikes, tricycles or scooters and no large equipment such as a climbing frame or slide. However, the children have physical education lessons where they make use of the larger space to run, jump and climb. They greatly enjoy these experiences, although the complex arrangement of the equipment and the tasks planned, are more suitable for the Year 1 children than the under fives.

ENGLISH

69. Pupils achieve above average standards by the time they are seven although the test results for the 1999 group of pupils are below average in reading and average for writing. Results for that year also compare unfavourably with those from similar schools. However, the main reason for this was that pupils in that year group had a lower level of attainment overall on entry to the school. Standards in the previous two years were considerably higher and showed improvement consistent with the national trend.
70. Pupils achieve above average standards by the time they are eleven. Test results for pupils in 1999 shows similar results. These results are equal to those obtained by pupils in similar schools. Although there was a dip in the results in 1997, improvement since then has been consistent with the national trend. There is no significant difference in the achievement of boys and girls. Pupils with special educational needs make good progress towards literacy targets on their individual education plans.
71. The progress that pupils make with their learning is good. By the age of seven, pupils speak clearly and use a growing vocabulary when making comments and answering questions. They listen very attentively and effectively to teachers' explanations and instructions, and to each other. Pupils read stories and information texts with sound levels of accuracy and understanding. They write stories, poems and their own news, using appropriate and interesting vocabulary and developing their ideas in a sequence of sentences. Most make sound use of capital letters and full stops, and standards in spelling are good, with familiar and simple words generally spelt accurately. Handwriting is mostly in a joined style that is neat and easy to read. A minority produce writing of high quality that is lively, interesting and well organised.
72. By the age of 11, pupils have sound skills of speaking and listening, and express their ideas and opinions clearly. They read junior fiction and information books fluently and accurately, and with deepening levels of understanding, although show limited knowledge of authors and poets. Their information skills are well developed. Standards in writing are above average. Pupils convey meaning clearly in, for example, stories and letters, and use well-chosen vocabulary. Most words are spelt accurately, and a range of punctuation is usually used correctly.
73. There has been sound improvement since the previous inspection. High standards have been maintained and the National Literacy Strategy has been effectively implemented. There has been substantial improvement in the quantity, quality and range of books available, including big books and sets of guided readers.
74. The quality of both teaching and learning is good. Teachers have good subject expertise, and

manage the pupils well so they work productively in lessons. Introductions to literacy lessons are usually lively and hold the pupils' attention. As a result they approach their tasks with confidence and interest, and maintain their concentration well. Work is planned carefully to take account of the recommendations of the National Literacy Framework, and adapted appropriately to meet the needs of less able pupils and pupils with special needs, so that most pupils achieve well for their abilities. A significant weakness, however, is the failure to match tasks closely to the needs of more able pupils. This means that these pupils spend too much time on activities that do not challenge them sufficiently and this limits the progress they can make.

75. Characteristic features of very good teaching were seen in a lesson for Year 2 pupils in which they compared fiction and non-fiction texts, grasped the idea of key words and practised making notes from an information text about insects. Pupils were aware of what they were to learn, and eager to demonstrate their new knowledge. The teacher had skilful questioning skills, using well-paced questions to stimulate pupils' interest but also allowed time for them to think and reflect. They answered enthusiastically and, in some cases, began to use the new words the teacher had just explained. She had high expectations of pupils' standards of both work and behaviour, and very good strategies for maintaining the good behaviour. The use of a game to reinforce the spelling focus meant the children listened carefully and enjoyed the activity. Progress in this lesson was very good.
76. Pupils respond well to their work in English. They try hard to carry out their tasks as instructed, and take care with the presentation of written work. The subject meets statutory requirements for English and is managed satisfactorily by the co-ordinator. The quality of teaching has been monitored during the introduction of the National Literacy Strategy, and shortcomings in the Junior fiction section of the library have been identified and plans made for improvement. Although provision for writing is good overall, there are limited opportunities for pupils to write for a range of readers. The school makes good use of English to support work in other subjects including, for example, geography and religious education.

MATHEMATICS

77. Standards in mathematics are above average by the time pupils are seven and eleven but they are below those attained at the time of the last inspection. These levels are similar to those obtained by the 1999 group of eleven-year olds in the national tests. In comparison with similar schools, these results were average. The national test results for last year's seven year old pupils were below the national average. In comparison with those in similar schools, they were well below average. The variation between the attainment of last year's seven-year old pupils, and that observed during the inspection, is due to the difference in the overall ability of the two groups. In addition, the introduction of the national numeracy strategy shows signs of improving performance.
78. Test results over the past three years indicate that, by the age of seven, pupils' standards have been variable, but close to the national average while eleven year old pupils have maintained above average levels of achievement. The school sets clear and realistic targets for improvement in mathematics, but teachers' planning does not ensure that more able pupils reach their maximum levels of achievement.
79. The progress that less able and average pupils make with their learning is good overall. Those with special educational needs are well supported by classroom assistants, or through appropriate work tailored to their ability, and they make good progress.

80. Younger pupils count reliably to at least 20 and recognise the difference between odd and even numbers. After the teacher claps a certain amount of times, pupils respond by holding up cards showing the number counted. As well as keeping all involved, this activity reinforces pupils' understanding of the place value of two-digit numbers and has a positive effect on the quality of their learning. They begin to develop a correct mathematical vocabulary as with the use of odd and even when describing numbers.
81. By the age of seven, pupils cover a wide range of work in all the areas of mathematics. This includes the use of standard measurements, reading the time on a clock, pictograms and block graphs, simple fractions and symmetry. In addition pupils widen their use of addition and subtraction to sums which include multiplication and division. They build on and extend their mathematical vocabulary and use the correct symbols for greater than and less than. Previous work shows all pupils cover aspects at very much the same level. There is little evidence that more able pupils are sufficiently extended. Often, all pupils have to first complete the same worksheets and then extension activities are provided. In the one lesson seen, pupils were revising for the national tests the following week and many demonstrated a quick mental recall of number facts.
82. By the age of eleven, most pupils have greatly increased their mental agility and use a number of strategies to solve problems in their heads. Their mathematical knowledge has widened considerably. This now includes an understanding of lines of symmetry and nets of 3D solid shapes as well as the equivalence of fractions and percentages. Pupils draw accurate angles and use a calculator correctly. They use a good range of subject terminology, such as numerators and denominators. A booster group receives appropriate extra tuition to enable them to achieve at an enhanced level in the national tests. However, there is rarely any match of work to pupils' different abilities and the more able are not sufficiently challenged. During the one lesson seen in Year 6, all pupils were given the same mental arithmetic sums and all carried out the same follow-up work. A voluntary helper usefully helped the less able with this.
83. The quality of teaching of mathematics seen during the week of the inspection was good overall and this is in line with that observed during the last inspection. This term, the school is using an extra teacher to enable mathematics to be taught by year group rather than in mixed age groups. This strategy is having a beneficial effect upon standards in teaching and learning throughout the school because it takes account of the wide range of ability between the two age groups. Teachers have a secure basic knowledge of the subject and make regular use of the correct subject specific words. As a result, pupils' knowledge and understanding of mathematical vocabulary is enhanced. Where the teaching is particularly good, as in one Year 1 and one Year 5 lesson observed, interesting strategies are used to motivate pupils and ensure that all respond to questions, instead of just a few volunteers. Good touches of humour and a lively teaching style in both cases led to very good relationships and attitudes to work. In both these lessons work was matched to the ability of groups of pupils. In Year 5, a really interesting discussion grew out of work involving weather data from different parts of the world and there were good links with the geography curriculum. Teachers make secure use of the numeracy strategy to plan their work. They emphasise the development of pupils' mental recall skills, but do not sufficiently understand how to plan for the needs of pupils of different levels of ability.
84. Most teachers use an effective range of teaching methods to ensure that pupils maintain interest and concentrate on their work. In some classes there is still a heavy reliance on worksheets, an unsatisfactory situation that was noted during the last inspection. In the majority of lessons, activities are very teacher-directed and there are few opportunities for pupils to work independently and show initiative. However, in one good geography lesson in Year 6, pupils

were encouraged to go out into the school grounds and used compasses. The use of information technology to support pupils' learning in mathematics is very limited. Other subjects, such as science and geography, make a satisfactory contribution to pupils' competency in numeracy. For example, in their study of mini-beasts, younger pupils in the first key stage learn about symmetry, weather charts are kept in several classrooms and angles of refraction are measured by older pupils in their work about rays of light.

85. All teachers manage their pupils well and lessons are carried out at a brisk pace. They have good questioning skills, speak to pupils pleasantly and make supportive responses to their suggestions and comments. This creates a calm working atmosphere in which every member of the class feels valued and behaves well. Pupils get on with their work and are not easily distracted. When not the focus of their teachers' attention, they are good at working on their own. Little collaborative work was seen during the inspection and the opportunity to discuss problems sensibly together as a group was only evident in the data-handling lesson in Year 5.
86. Most teachers mark pupils' work regularly, although this is usually just an acknowledgement of it being right or wrong. There are few comments that make it clear to pupils what the teacher thinks about their work. This detracts from their understanding of how well their performance in mathematics is developing. Appropriate on-going records are kept that indicate what pupils can do in each aspect of the subject but few alterations are made to future planning to meet their various needs and stages in learning. The progress pupils make in published and national tests is carefully tracked throughout their time in school. This allows the school to choose pupils for extra help in Year 6 and also to make secure predictions as to pupils' attainment in the national tests. Teacher assessment at the end of both key stages shows some under-estimation compared with later test results. Whole staff sessions, in which the level of representative pieces of pupils' work is agreed, are improving this situation.
87. The experienced co-ordinator makes a positive contribution to the development of the subject and has suitably introduced the national numeracy strategy. While he has had opportunities to see how this is being implemented in other classes, there is no on-going structured system for monitoring and evaluating teaching and learning in this subject. This leads to a lack of information about what is actually happening in classrooms and to aspects of teaching and learning which need improvement going unchecked.

SCIENCE

88. Standards in science are above average by the time pupils are seven and eleven and the attainments of boys and girls are similar. In the 1999 tests, the standards of pupils aged seven and eleven were above average and this standard has been maintained over the past three years. They were average in comparison with pupils from similar schools.
89. The progress that pupils make with their learning is good. By the age of seven, pupils develop good observational skills. For instance, in Year 1, they identify similarities and differences when examining a collection of objects made from different materials. They describe them accurately using terms such as smooth and shiny, and they understand that different materials are used for different purposes. In Year 2, pupils continue to make comparisons based on careful and detailed observations. Their work in experimental science is particularly good, as seen in their investigations with magnets, and in their experiment to find which kind of sugar dissolves best. They make sensible predictions, and provide explanations for the outcomes of their investigations. A good example of this was noted in their work on the effect that different surfaces had on their toy vehicles. They explain this in terms of friction at a level of understanding that is above the normal for this age.
90. By the age of eleven, pupils appreciate the need for a fair test and identify variables in

experiments and agree procedures that will be consistent. Year 5 pupils demonstrate very good problem solving skills as they use their knowledge of electric circuitry to make a rain detector. They offer cause and effect explanations about how things work, and work out how to find faults in their circuits. They have an above average ability to apply their scientific knowledge to everyday life and quickly suggest new and imaginative uses for their inventions, such as warning of a leak in a fridge or freezer, or detecting damp conditions in a building. Pupils in Year 6 have a good basic knowledge and understanding of scientific concepts. They discuss how to plan and conduct a science experiment and suggest appropriate ways of recording their results. They are less confident when interpreting information and drawing conclusions, and do not allow for repeated readings.

91. Teaching is good overall, and often very good with many strengths. Teachers build on existing knowledge and use questions skilfully to check and extend pupils' understanding. There is a high level of practical work and an appropriate balance across all the attainment targets. The tasks that are selected encourage discussion and involve pupils. For example, in a Year 4/5 class, the teacher provided a range of practical tasks that would illustrate the effects of light. Pupils were able to see for themselves that light travels in straight lines and that light is reflected from surfaces such as a mirror. The lessons are well presented and well organised with resources always to hand. Teachers are confident and their level of subject expertise is good. All teachers emphasise the importance of learning accurate scientific terminology, and the English co-ordinator is making good use of the literacy hour to help promote pupils' understanding of scientific texts, as was seen in a lesson on mini-beasts. Teachers and non-teaching staff support pupils with special educational needs well, and they make good progress in relation to their ability. However, teachers seldom match the learning task to the different levels of ability in the class. This limits the progress made by pupils, particularly the more able. They are not always sufficiently challenged and this affects the quality of their learning.
92. There is a sense of excitement and fun in science lessons. Pupils show interest and behave well. They enjoy the many opportunities they have for practical work and experimentation. Science makes a very good contribution to pupils' spiritual development. A very good example was seen in a Year 2/3 lesson on life cycles. The teacher took the opportunity to explain not only the biological detail of metamorphosis, but also drew the pupils' attention to the miracle of life. Pupils were able to appreciate that there is often more to things than just a scientific sequence, and they were able to develop their awareness of the wonder of the natural world.
93. The science curriculum relates well to science in everyday life. For example, good links are made to health education, and the school makes very good use of its own woodland for teaching science. For example, a group of Year 3 pupils was encouraged to think about the colours found in a woodland in spring. By collecting a palette of natural colours they discovered that there were a great many shades and tones of green, and this gave them a good insight into the importance of camouflage. Pupils also learn about the work of famous scientists, for example, Year 5/6 pupils have studied the work of Galileo and Newton as part of their work on forces.
94. There has been satisfactory improvement since the last inspection, which identified the need to provide more opportunities for younger pupils to perform simple experiments. This has now been achieved, and pupils' performance in this area is good. The use of a prompt sheet to guide pupils' planning and recording of investigations is also having a positive effect in both key stages. Information technology is not used sufficiently to collect, store, retrieve and present scientific information. The science co-ordinator has been able to undertake some monitoring of teaching and standards.

ART

95. Pupils of all abilities make satisfactory progress in art in by the time they are seven and eleven. By the time they leave the school, the quality of their art is at a level expected for pupils of this age. This quality has been maintained since the last inspection.
96. Younger pupils use an adequate range of two-dimensional materials to draw and paint. They learn simple stitches and produce paper collages of houses. Pupils in the Year 1/2 class were given an excellent opportunity, while working in the woodland area, to make their own paint palettes using coloured leaves and other found material. This consolidated work on colour matching and mixing undertaken in the classroom.
97. Much of the current work being done by younger pupils in the second key stage is based upon the historical topic being studied. This gives pupils a good opportunity to get to know the work of a wide variety of artists and craftspeople who lived in other cultures. At the time of the inspection, the work observed included carefully decorated Greek urns. In addition, there is a great emphasis on the work of a wide range of Western artists and designers, including Lowry, Van Gogh, Charles Renee Mackintosh, Henry Moore and Tiffany. Pupils gain a good knowledge and understanding of different styles and approaches and, through a time-line, the era in which these people worked. In Year 6, pupils produce satisfactory observational drawings of hands and make appropriate use of graphic art for advertising purposes. In both key stages there is limited use of three-dimensional skills and techniques and little evidence of information technology being used to draw and create images.
98. As no actual teaching and learning were observed during the inspection, it is not possible to comment on pupils' response in lessons or to make a judgement on the quality of teaching. However, the work on display indicates that a reasonable range of skills and techniques are used in producing the pictures that provide a colourful environment in the school. An experienced co-ordinator supports teachers with help and advice but planning is largely left to individual teachers. As reported at the last inspection, art work is still primarily used in support of topics, rather than developed as a subject in its own right.

DESIGN AND TECHNOLOGY

99. It was not possible to observe any lessons during the inspection. Judgements are based on examination of planning and previous work, photographic evidence and discussions with staff and pupils. This indicates that pupils make satisfactory progress in design and technology by the time they are seven and eleven. When they leave the school at the end of Year 6, the quality of the designing and making is at a level expected for pupils of this age. This is similar to that achieved at the last inspection.
100. By the age of seven, pupils plan their design tasks well and create good working drawings. These identify the materials and tools that they will need. For example, they design birthday cards for seven year-olds. They generate good ideas in their designs and think carefully about the sort of themes and colours that would appeal to a child of this age. The designs have been followed accurately and bear a good resemblance to the original idea. From the beginning, pupils evaluate their work, and suggest improvements and refinements. Pupils have made bread in food technology. They also have additional opportunities to cook and the skills they learn, such as mixing and combining ingredients when making Pizza or Easter buns, make a good contribution to their work in food technology.
101. As they move through the second key stage, pupils in Year 3 achieve a high level in their

work with textiles. They use creative ideas to create pictures with a variety of threads and fabrics, and learn unusual techniques such as drawn thread work. In Year 4/5, pupils design and make torches and small portable lamps. They use their knowledge of electric circuits to complete detailed designs, and incorporate switches. They understand the importance and function of reflectors from their product analysis, as when they were given the opportunity to examine a range of different torches and generate their own ideas. In evaluating their finished torches, they think through a range of modifications, such as adding a buzzer to make a personal alarm. As part of their topic on Ancient Greece, Years 5/6 pupils design and make a game for two or more players. They work within the design brief to use natural materials and ensure that the game fits inside a bag or pocket. The games are very interesting and the pupils devise clear sets of rules or instructions. Pupils enjoy the work they are doing, and speak enthusiastically about their plans and what they have made in the past.

102. Throughout the school, there were few examples of completed work as these had been taken home, but from those seen, it is evident that pupils pay careful attention to the quality of their final products and to the decorative finish.
103. This subject is supported effectively by a published scheme of work that has been adapted to suit the school, particularly in providing continuous and progressive learning for the mixed age classes. The co-ordinator has worked with the staff to ensure that pupils experience a balanced coverage of all aspects of design and technology. There were no areas of concern raised by the last inspection report.

GEOGRAPHY

104. Very few lessons were observed during the inspection because of the way in which the timetable is planned. Judgements are largely based on examination of planning and previous work, photographic evidence and discussions with staff and pupils. This indicates that pupils make satisfactory progress in all aspects of the subject by the time they are seven and eleven. When they leave the school at the end of Year 6, their work in all aspects of the subject is at a level expected for pupils of this age. This is similar to that achieved at the last inspection.
105. As pupils move through the first key stage, they complete a study of their own village and learn to identify landmarks on a large map of the area. They know how to give directions appropriately to describe the route they take to get to school. They compare their small inland village to the contrasting seaside town of Cleethorpes. They compare the types of jobs people do, including some of the people who work in their school, such as the cook and the caretaker. They discuss and record the weather regularly and begin to have an understanding of different climates around the world. They make satisfactory progress in learning to describe the world through specialist vocabulary, maps, writing and drawing.
106. Pupils in the lower end of the second key stage build on their early studies of the weather. They keep systematic records over a period of a month and analyse them to make comparisons with the previous month. They learn to use different techniques to record their findings, for example, by recording daily temperatures on a chart and using this information to make a graph. Older pupils learn to record more detailed weather observations, including the type of cloud, maximum and minimum temperatures, wind speed and direction.
107. Not enough teaching was observed to make a judgement about overall quality. The strengths

noted included good explanations based on secure subject expertise in teaching fieldwork techniques with older pupils in the second key stage such as using a Silva compass to find a bearing. This allowed Year 6 pupils to tackle the task confidently and experience a high level of success at their first attempt. Activities for younger pupils are sometimes too teacher directed with content that is not always at the right level for pupils of this age. This results in the pupils becoming restless and losing interest. Overall, pupils demonstrate positive attitudes to geography.

108. The strengths of the curriculum are the use of fieldwork in the visits, particularly the annual residential visit to Cloughton for Years 5/6 pupils. These and the environmental elements make a good contribution to pupils' personal development. There are good cross-curricular links, particularly with mathematics, science and history. A weakness is the insufficient use of information technology to support the development of the subject as, for example, with map work and programs that provide relevant information.
109. The co-ordinator is knowledgeable and enthusiastic and, since the last report, has ensured that there are now more opportunities for pupils to undertake research tasks. She is also testing out some of the units from the new national scheme of work with a view to adapting some to suit the needs of the school. Where this has been done, as with the continuous work on Barnaby Bear, it has been very successful. However, not enough progress has been made on the short term planning, and the greater proportion of work set is the same for all abilities. This results in higher attaining pupils not being set work that makes them work hard at a higher level.

HISTORY

110. Pupils make satisfactory progress in history by the time they are seven and eleven. When they leave school, the quality and breadth of their historical understanding is at a level expected for pupils of this age. Due to the introduction of national initiatives in literacy and numeracy, history has taken a lower profile in the school's programme for development than in the past. This has contributed towards the fall in the quality from the good standards observed during the last inspection.
111. By the age of seven, pupils have a good knowledge and understanding about famous people from the past, including Guy Fawkes, Joan of Arc and Alexander Graham Bell. They look closely at similarities and differences between life today and in the past. For example, in one topic they study how school life has altered and, in another, the changes in washing facilities over time. Older pupils find out about life in ancient civilisations and why the people living then acted as they did.
112. By the age of eleven, pupils have an appropriate factual knowledge and understanding of some of the similarities and differences between our culture and those of Ancient Egypt and Greece. Their study covers a wide range of aspects of life, including wars, trading, belief in Gods, art and counting systems. Year 6 pupils discuss the importance of water to peoples living near to the River Nile and comment on the effect this has on travel, farming and family life. They have a suitable awareness of time and dates and put in order important historical events such as the birth of Christ, the Romans coming to Britain and the First and Second World Wars. There is little evidence of the pupils carrying out their own research, including the selection and combination of information from different sources, and this detracts from the quality of their work, especially for pupils of higher ability.
113. All teachers have appropriate subject knowledge and, overall, the teaching in the subject is

satisfactory. It was very good in a Year 3/4 lesson when a teacher related her experiences of a holiday in Egypt. This held the attention of the pupils as a result of her first-hand knowledge of the country and by her use of artefacts to reinforce pupils' learning. Throughout both key stages, lessons are appropriately planned as to subject content. However, the work in the second key stage is very teacher-directed and does not take into account the need for pupils to carry out their own historical enquiries. Teachers use a wide variety of good resources to stimulate pupils' interest including videos, pictures, books, topic boxes and artefacts. Educational visits both in the locality and further afield enrich this area of learning. In particular, the Year 6 residential trip to Cloughton contains historical studies, including a visit to Captain Cook's museum.

114. Pupils' attitudes to their history studies are good. They listen attentively to their teacher and make sensible responses and comments. In a Year 3/4 lesson on Ancient Egypt they were particularly inspired by the enthusiasm of the teacher. Pupils behave well and concentrate well on completing illustrative and written tasks. In some lessons pupils use their literacy skills effectively when writing and talking about historical subjects and there are strong links with art and geography. Pupils do not have sufficient opportunities to use technology either to obtain information or to carry out research.
115. An appropriate four-year cycle of topics has been devised to ensure that pupils in mixed-age classes do not cover the same ground twice. The co-ordinator monitors the work in other classes by looking at medium-term planning and the pupils' work on the wall, but does not evaluate what takes place in classrooms. A review of the subject ready for implementation in September 2000 has still to be achieved.

INFORMATION TECHNOLOGY

116. Attainment in information technology is below the level expected for pupils both at seven and eleven years of age. The quality of pupils' use, knowledge and understanding of the subject has decreased since the last inspection. There are four main reasons for this. There is a lack of careful planning to ensure that specific skills are introduced and built upon. Teachers' knowledge and understanding of the subject is not at a high enough level to ensure that pupils increase their knowledge and skills. Pupils do not have regular experience on computers to enable them to develop their skills and to use this ability to support their work in other areas of the curriculum. Finally, computer hardware, software programs and other information about a variety of systems for communicating information, are insufficient in quantity.
117. Younger pupils have a limited knowledge of the basic methods of using a computer. They know how to use the keyboard correctly to write words and draw simple pictures but they are not confident in saving and storing their work. Their experiences of computer based studies in school are restricted to the occasional use of computers to write simple words and phrases, draw pictures and play games. Although they have had some limited experience with support work on mini-beasts in science, and on the Egyptians in history, their regular use of information technology to support their work is not developed. Pupils do not know how to use computers to help them sort and classify their work in mathematics and science, for example.
118. Older pupils also have a very limited knowledge and understanding of how computer based programs may be used to support their learning in other subjects. They understand the basis of word processing and simple art programs but they do not have the skills necessary to develop more detailed writing such as 'cut and paste' work for newspaper articles. Pupils have no knowledge and understanding of how they could use computers to store information. They do not know how to retrieve certain parts of this information to give them answers to specific

questions. Pupils remember the programmable robot work covered when they were younger but they have no knowledge of how to create a series of instructions on the screen that will allow them to control events or movements. However, they have had some recent experience of researching information from CD ROMs to help them with their work in other subjects but this is insufficient. They lack confidence as a result of limited experience and practice with the technology available. The lack of sufficient updated equipment means that pupils do not have experience of downloading information from discs or the internet on a regular basis. However, a small group of pupils did receive their first e-mail from a school in France during the inspection. Pupils' understanding of the wider use of information technology in the modern world is also very limited. They are unable to say how computers affect their everyday lives or to make reasonable comment about the reliability of the facts that information systems provide. However, when pupils do work on computer based programs together, they react to each other sensibly and treat equipment with care. Their response to the subject is satisfactory overall.

119. No direct class teaching of information technology was seen during the inspection. However, discussions with teachers and pupils about their work, observations of documentation and the very limited available work of pupils, shows that information technology is not taught well throughout the school. There are significant gaps in teachers' knowledge and understanding of how this subject should be developed. As a result, the level of progress that pupils make with their learning is unsatisfactory. The main areas of weakness are caused by the unsatisfactory level of direct planning to ensure that specific skills are taught on a regular basis so that pupils' learning is continuous and progressive. Teachers do not identify information technology experiences regularly in their planning to ensure that they support the quality of learning in other subjects of the curriculum. The exception is with the work developed with pupils with special educational needs. Good use of computer based programs helps these pupils to develop their learning of spelling and writing in particular.
120. The curriculum co-ordinator does not exercise sufficient influence on the development of this subject to ensure that it is successful. The main reason for this is that there is a lack of understanding of what pupils should know, understand and do in order to become proficient in this aspect of their learning. The time-table for review in the school development plan was for Spring, 2000. This has not happened and a clear scheme of work is not in place.

MUSIC

121. Pupils make satisfactory progress in music as they move through the school. By the age of seven pupils clap rhythms accurately and are able to link words and phrases with crotchet and quaver rhythms. By the time they leave, the quality of their playing, composing and listening is at a level expected for pupils of this age. They show extensive knowledge of standard notation, and create their own compositions using the pentatonic scale. They use tuned and non-tuned percussion instruments well as seen, for example, when they play chords to accompany the singing of Little Brown Jug. Singing was weak in lessons and assemblies seen during the inspection. In contrast, the choir's singing was of high quality, and they show the capacity to learn and perform new songs very quickly.
122. The satisfactory progress made by pupils has been maintained since the last inspection. The development of the music policy and the increase in the quality and range of musical resources, has supported this level of progress.
123. It was not possible to see sufficient lessons in music to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work, and observations of

teachers' documentation and pupils' music, indicate that teaching in music is satisfactory. In the two lessons seen, the quality of both teaching and learning was satisfactory. The teachers have high expectations of pupils' ability to understand and use standard notation that results in pupils making good progress in this aspect of the subject. Two teachers with expertise in music are used effectively to teach other classes as well as their own. They plan lessons carefully and manage the pupils well so that a good pace of learning is maintained throughout each lesson.

124. Pupils respond positively to their work in music, behave well, and treat instruments with care. They are keen to share answers and ideas in a large group, and enjoy using instruments, although a significant number show little enthusiasm for singing. The subject is managed effectively by the co-ordinator, and the curriculum is enriched by the opportunities provided for pupils to join the choir, learn the recorder, and to perform in concerts. Woodwind instrument tuition is also available for pupils in Years 5 and 6.

PHYSICAL EDUCATION

125. Pupils of all abilities make satisfactory progress in physical education. By the time they leave the school, the standard of their physical skills is at a level expected for pupils of this age. This standard has been maintained since the last inspection.
126. The quality of teaching of physical education is satisfactory overall. Teachers have a suitable knowledge and understanding of the subject and apply this appropriately during lessons. Younger pupils learn to use large apparatus carefully and safely as they develop their skills of balancing, sharing and working together individually or in small groups. They make steady progress with the development of their ball handling skills particularly when they are working as a team. When teachers make clear to pupils what they expect them to learn, and give them time to experiment, as in a gymnastics lesson in Year 4/5, the quality of pupils' learning is increased.
127. Teachers plan their lessons so that they run smoothly and at a reasonable pace. However, although most teachers are clear about what they expect pupils to learn, they do not define clearly what they expect pupils of different levels of ability to achieve by the end of their lessons. As a result, pupils with higher levels of physical skills do not always progress as quickly as they should.
128. Where teachers are well organised, as in a Year 2/3 ball handling and skills development lesson, pupils move from one activity to another quickly and efficiently and so make the most of the time available to improve their learning of team work skills in particular. Pupils work comfortably and sensibly together as in a Year 5/6 dance lesson and make steady progress in the growth of their confidence as the lesson progresses. Part of the reason for this is because the lesson proceeded at a fast pace so ensuring that pupils' interest and enthusiasm was maintained.
129. All teachers maintain good control of pupils during lessons and expect them to respond quickly and efficiently. When teachers regularly remind pupils of the purpose of their activity and of the progress that they are making, the level of achievement is increased as in gymnastics lessons with older pupils. The basis of a secure system for recording the progress that pupils make with their individual skills is in place but it is not used consistently throughout the school. This lack of detail about what pupils can actually do detracts from the value of the records in terms of helping teachers to plan effectively for maximum learning for every pupil.
130. Although not all aspects of physical education were seen during the inspection, discussions with pupils, teachers and the co-ordinator show that a suitable range of activities are taught. These include the development of particular skills for sports day challenges, swimming tuition

in concentrated half term blocks and outdoor and adventurous activities as part of a residential week for older pupils.

RELIGIOUS EDUCATION

131. Pupils of all abilities make satisfactory progress in religious education. By the time they leave the school, the standards achieved are similar to the expectations laid down in the locally agreed syllabus. These standards have been maintained since the last inspection.
132. At seven years of age, pupils know a number of stories connected with the life of Jesus. They understand the connection between Christmas and Christianity and are aware of the connection with God. Pupils respond positively and with enthusiasm when asked to comment on other religions that they have encountered in their learning. For example, they are aware of the way in which Muslims pray and know some simple facts about Hinduism. Pupils know that the Egyptians had more than one god and talk sensibly about the differences between right and wrong. They identify positive aspects of being a Christian and debate various social and moral issues willingly when given the opportunity to do so.
133. At eleven years of age, pupils have a broad understanding of some of the similarities and differences between major faiths such as Buddhism, Hinduism, Islam and Christianity. They know about the main features and patterns of acts of worship and discuss trust, faith, their own beliefs and what it means to stand firm for what they believe. Pupils are aware of a variety of stories, customs and activities associated with Christianity but they are not so clear about particular stories from other religions. Pupils demonstrate a reasonable awareness of ways in which good personal relationships may be developed and maintained. They show an awareness of a variety of patterns of family life and the roles that people play within the family. Pupils respond well to discussions on real life experiences such as being the victims of a burglary and make sensible and considered comments about how they would respond to difficult situations.
134. It was not possible to see sufficient lessons in religious education to make a judgement on the quality of teaching. However, discussions with pupils and teachers about their work and observations of teachers' documentation show that this subject is appropriately taught throughout the school year. There is no clear indication in the planning seen of how teachers prepare work for pupils of different levels of ability and understanding. This detracts from the level of progress made by individual pupils because the objectives of the lesson are not always made clear. However, assembly themes and weekly plans are carefully thought through and secure use is made of both published and local authority schemes to support the teaching of religious education.