

INSPECTION REPORT

**ST. AUGUSTINE'S CATHOLIC PRIMARY
SCHOOL**

Hythe

LEA area: Kent

Unique reference number: 118761

Headteacher: Mrs. P. M. Parnell

Reporting inspector: Natalie Moss
22685

Dates of inspection: 29 January – 1 February 2001

Inspection number: 191393

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	55, Seabrook Road Hythe Kent
Postcode:	CT21 5QE
Telephone number:	01303 266578
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. A. McEvoy
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
(Ofsted No. 22685)	Natalie Moss	Registered inspector	English History Music	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
(Ofsted No. 13807)	Christine Haggerty	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
(Ofsted No. 21372)	Ken Hobday	Team inspector	Mathematics Information and communication technology Design and technology Areas of learning for children in the foundation stage	Quality and range of opportunities for learning
(Ofsted No. 23658)	Stephen Parker	Team inspector	Science Art Geography Physical education Special educational needs Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Augustine's Catholic Primary School is an average sized primary school, situated in Hythe, in Kent. There are currently 212 pupils on roll, between 4 and 11 years of age. There were 23 children in the reception class at the time of the inspection. The number of children on intake has fallen since the last inspection. The school serves a mixed and very wide catchment, with many children travelling from as far afield as Romney Marsh. The pupils' attainment on entry covers a wide range, but is average overall. Nearly 20 per cent of the pupils are entitled to free school meals, which is just above the national average. Twenty-nine per cent of pupils are identified as having special educational needs, a larger proportion than the national average, and one and a half per cent have a statement of special educational need, broadly in line with the national average. There are very few pupils from minority ethnic groups, of whom only three speak English as an additional language.

HOW GOOD THE SCHOOL IS

St. Augustine's Catholic Primary School provides a satisfactory quality of education for its pupils. Despite some fall in standards since the last inspection, caused by a rapid turnover of teachers in Key Stage 2 which has now been resolved and a higher proportion of pupils with special educational needs, it is an improving school with several good features. Pupils approach learning positively, with interest and enthusiasm. The quality of teaching is good in the Foundation Stage and in Key Stage 1 and satisfactory in Key Stage 2. At the age of eleven, pupils achieve below average standards in English, mathematics and science but attainment is now rising. In the important reading element of English, pupils are above average for seven-year-olds and average for eleven-year-olds. The headteacher, staff and governors are clear about much of what needs to be done if the school is to build upon recent improvements, but some areas of management require further development before the school can improve as quickly as it should. The school gives satisfactory value for money.

What the school does well

- The quality of teaching in the Foundation Stage and in Key Stage 1 is good overall.
- Pupils behave well in lessons, attitudes to learning are very good and relationships in the school are good.
- The school provides a secure and enjoyable learning environment in which pupils are happy and confident, within a warm Christian atmosphere.
- Overall, the school's provision for pupils' spiritual, moral, social and cultural development is good.
- The school's use of the local community and the contribution made by parents to pupils' learning are good.

What could be improved

- The quality, amount and pace of pupils' writing.
- The application of numeracy skills, description and analysis in science and the designing and recording of investigative work in mathematics and science.
- The provision of suitable and challenging work for higher attaining pupils.
- The assessment of pupils' work to improve future planning and to inform pupils of ways in which they could improve their work.
- The monitoring of pupils' work and the quality of their learning by senior managers and subject co-ordinators.
- The quality of behaviour in the playground.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in 1997. The quality of teaching has improved; it is now good in the Foundation Stage and in Key Stage 1, where it was previously unsatisfactory and is now satisfactory in Key Stage 2, after a very unsettled period of staff

changes in recent years. Teachers' understanding of the requirements of the National Curriculum and their subject knowledge are now much stronger, though not all lessons challenge the higher attainers. Basic assessment systems now target pupils' progress consistently, though they are not yet wholly effective in helping to plan future work to meet the needs of all pupils. The National Literacy and Numeracy Strategies are raising pupils' standards of attainment at Key Stage 1. Teachers have recently undertaken much professional training, there are now coherent schemes of work for most curriculum subjects and parents have been notified that teaching time throughout the school is being extended. Much work has been done recently on the monitoring of teaching, though there is still insufficient monitoring of pupils' progress and of curriculum development. The school development plan is now effective and thorough. The roles of subject co-ordinators are not yet fully developed, but the governors' overview of the school is slowly developing. Statutory requirements which were not met at the time of the previous inspection have been implemented. The school is moving along the right lines and has a satisfactory capacity for further improvement.

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
	1998	1999	2000	2000
English	A	C	D	E
Mathematics	B	B	D	D
Science	B	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that when compared with all schools, pupils' standards at the age of 11 in last year's tests were below average in English and mathematics, and well below average in science. When compared with schools with pupils from similar backgrounds, pupils' results were below average in mathematics and well below average in English and science. The number of higher grades achieved in the tests was also below the national average in all three subjects. Over the last four years, the trend in the school's results has been below the national trend in English, just below the trend in mathematics and below it in science. The school failed to meet its targets in 2000 in English, but came close to meeting them in mathematics. Inspection findings show that the current Year 6 pupils' standards are below what is expected in English, particularly in the writing element. These pupils' standards are also below those expected in mathematics and science. Pupils' levels of attainment are at the nationally expected levels in history and physical education. In information and communication technology, geography, art, music and design and technology pupils attain below the expected level. Seven-year-olds attain standards that are above nationally expected levels in reading, and in line with national expectations in writing, mathematics, science, and all other curriculum subjects, except for music. Overall attainment on entry to the school is average. Pupils settle in well and make satisfactory progress across the Foundation Stage, attaining the nationally required learning goals for children by the end of the reception year. Pupils achieve satisfactorily in Key Stage 1, but unsatisfactorily in Key Stage 2, though this is likely to improve with stability of teaching, the growing impact of the literacy and Numeracy Strategies and the introduction of a stronger curriculum. The achievement of pupils with special educational needs is satisfactory, though higher attaining pupils do not always achieve as well as they should. There is no significant difference in the attainment of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' positive approach to their work contributes significantly to the quality of their learning.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons. They are courteous, helpful and friendly towards one another, staff and visitors. There is, however, an element of more boisterous behaviour in the playground.
Personal development and relationships	Good. Pupils take initiative, care for one another and behave responsibly. Relationships in the school community are good.
Attendance	Satisfactory. Unauthorised absence is rare. Pupils are punctual.

TEACHING AND LEARNING

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

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

The quality of teaching seen during the inspection was satisfactory overall. In all lessons observed the quality of teaching was at least satisfactory, in 39 per cent of those lessons it was good, being very good or excellent in a further 24 per cent. Teaching was always good or very good in the Foundation Stage, generally good or very good in Key Stage 1 and it is now satisfactory overall in Key Stage 2. The high proportion of good teaching in Key Stage 1 is an important factor in the raised standards in this key stage, as is the high proportion of new teachers in Key Stage 2 in improving progress there. The National Numeracy and Literacy Strategies have been firmly placed at the heart of the school curriculum, though there are weaknesses in the teaching of writing and in the use of numeracy skills. Teachers' planning for lessons is satisfactory overall and pupils are involved and interested by varied methods used by most teachers, especially in Key Stage 1, so that they behave well and work productively. The contribution of classroom support staff has a positive effect on standards. Clear lesson objectives motivate pupils to learn what is intended. The management of pupils is a strength, ensuring good concentration by all but a few pupils. Teachers have good subject knowledge at Key Stage 1 and satisfactory knowledge at Key Stage 2. Teachers in Key Stage 1 have high expectations for most pupils, especially those with special educational needs, though pupils of higher ability at both key stages are not always fully challenged by the range of work, especially in writing. Teachers' feedback and advice to pupils during lessons is good, though marking of written work does not always give pupils a clear understanding of how they could improve. Homework is used regularly to support work done in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A more cohesive curriculum now meets requirements at Key Stage 1, though not yet at Key Stage 2. Much is done to enrich the curriculum through visits and the school makes good use of the local community.

Provision for pupils with special educational needs	Satisfactory provision is made for pupils with special educational needs. Overall, teachers and classroom assistants provide detailed plans and give pupils good support, but the co-ordinator has insufficient time for monitoring the provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual and moral development is very good and a strength in the school and social development is good.
How well the school cares for its pupils	Satisfactory. Pupils generally feel secure in the warm and trusting environment, though there is insufficient monitoring of playground activities. The assessment of pupils' academic performance is insufficiently developed.
Partnership with parents and carers	School and home maintain satisfactory and informative links and parents are encouraged to become involved. The school benefits from their good support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a good understanding of its aims and values. The roles and responsibilities of senior managers are not fully defined and co-ordinators do not have the opportunity to monitor and evaluate their subjects.
How well the governors fulfil their responsibilities	Governors give of their time willingly, are very supportive, are active in supporting the school practically and are helpful in shaping the direction of the school.
The school's evaluation of its performance	Satisfactory. Monitoring and evaluating its performance, particularly in teaching and learning, could be improved.
The strategic use of resources	The school makes good use of its staffing, accommodation and learning resources and manages its finances well. It applies the principles of best value in making financial decisions.
Sufficiency of staffing, accommodation and resources	Satisfactory, overall, except for a shortage of computers and research books in the library and cramped accommodation in some areas which hinders the delivery of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • The progress that pupils make. • The quality of teaching their children receive. • The school has high expectations of children. • The help pupils receive to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of information they receive about how their children are getting on. • The amount of homework set. • The school is not approachable over complaints. • The school working more closely with them. • The range of activities outside lessons. • Behaviour, particularly the incidence of bullying.

Inspectors agree with all the positive views expressed by parents, but believe that the amount of information sent out to parents about their children's progress is satisfactory. Written reports provide good information, and the regular meetings for parents provide good opportunities to discuss their children's progress. The school is at present addressing the issue of bullying in the school playground by more rigorous monitoring of behaviour. The new homework policy is to be reviewed shortly, in consultation with parents. Inspectors agree that there is a need for the school to reassure parents that they wish to work closely with them and that their complaints will be heard and addressed. The school provides a satisfactory range of good quality extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous inspection report found that pupils' attainment at the age of 11 was in line with national levels in English, mathematics, science, art, history, geography, music and physical education. Standards were below national expectations in design and technology and information and communication technology. Since that time, teachers' expectations have been raised and a number of initiatives have been adopted to improve standards. These include an analysis of National Curriculum results, target setting and pupil tracking, the revision of many schemes of work and the implementation of the National Literacy and Numeracy Strategies. These are now affecting and raising pupils' standards and the amount of progress they make in their learning, but a series of temporary staff has, until now, prevented this from making a full impact in Key Stage 2 .
2. In last year's National Curriculum tests the school's results for eleven-year-olds were below average in mathematics and English and well below average in science. Compared with similar schools, they were below average in mathematics and well below average in English and science. The teachers' own assessments largely confirm these findings. Results have fallen in English, mathematics and science since 1996.
3. Results for 2000 were lower than for 1999. This overall fall in standards was significantly influenced by a much higher proportion of pupils with special educational needs in the 2000 cohort. Inspection findings show that the current Year 6, though improving in standards, is unlikely to attain national standards in English, mathematics and science, because of inconsistency in teaching in the last two years. Within the overall picture there are variations, notably in English. Whilst standards in speaking, listening and reading are similar to national standards, pupils' performance in writing is below average. The school has recognised this and identified it as a major issue in its strategic plan. The need for more writing opportunities in other subjects has been identified, as has the need to continue and extend the use of assessment and moderation in the subject.
4. Standards observed during the inspection in mathematics and science are beginning to rise, due to permanent teachers, improved teaching techniques, in-service training for teachers, the setting of achievable targets for pupils and, in the case of mathematics, the successful implementation of the National Numeracy Strategy.
5. In the National Curriculum test results in 2000, seven-year-olds were above average in reading, average in writing and below average in mathematics. Teacher assessments show that pupils' standards in science are similar to national standards. The proportion of pupils who exceeded national standards was above average in reading, average in science and below average in writing and mathematics. When this school's results are compared with schools with pupils from similar backgrounds, they are above average in reading, but below average in writing and mathematics. Since 1996 the overall trend in pupils' standards has been upwards in reading and writing and, after a fall in 1999, they are now rising again in mathematics.
6. Inspection findings show that the standards of the current Year 2 pupils are above national standards in reading, writing, mathematics and science. Reading has improved since the previous inspection. The improvement noted in mathematics in this year's Year 2 pupils compared with results in mathematics in 2000 is attributable to the focus which the school has placed on the teaching of the subject, the careful analysis of pupils' performance and the setting of attainable targets for them.
7. The attainment of children on entry to the school is broadly average but within that there is clear evidence of a very broad spread of ability. During their time in the reception class, children in their Foundation Stage of education make satisfactory progress in their learning in

all the areas of the curriculum they study. Many, by the end of their reception year, have attained the early learning goals outlined nationally for pupils of that age and are ready for the National Curriculum programmes of study for Year 1. Good teaching, together with a good working environment, ensure that these young children settle quickly into school life and make satisfactory progress in all areas of learning and good progress in some.

8. In English, most pupils in Key Stage 1 listen well and follow instructions, gaining confidence in oral work and in learning to express their thoughts and ideas. This satisfactory progress is similarly built upon during Key Stage 2, so that by the time pupils are eleven, their speaking and listening skills are appropriately developed. They are confident when asking questions and also when speaking in class. Progress in reading is good in both key stages. Pupils throughout the school enjoy books and by eleven most are keen to talk about their favourite authors and the characters in a book. They can read with a satisfactory degree of fluency, accuracy and expression. In Key Stage 2, pupils are offered insufficient challenge in their use of reference books and research skills. In writing, pupils' progress is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2, so that by the age of eleven, many pupils' writing has a lack of variety and is limited in amount and pace. In addition, spelling is often unsatisfactory and the standard of many pupils' presentation skills is too low. Standards observed in Year 2 are higher than those at the time of the last tests in 2000 because of greater concentration on phonic skills and the quality of writing.
9. In mathematics, pupils' standards at the age of seven are broadly in line with national standards. They can count and order numbers to 100, solve simple mathematical problems and identify simple fractions. They correctly identify basic shapes and use an increasingly wide vocabulary of mathematical terms in the correct context. They do not always check their number work accurately and there is some over-reliance on the use of worksheets. In Key Stage 2 standards are below those nationally and progress is much slower. Pupils are unsure of basic skills in number work and therefore work slowly. Their use of different methods to solve problems is not developed and they have insufficient practise in problem-solving and investigation. Higher attaining pupils are not always given tasks that are challenging enough to enlarge their mathematical understanding.
10. In science, pupils' attainment by the time they are seven is in line with national standards but by the time they are eleven their attainment falls below these standards. In Key Stage 1, pupils acquire sound skills of classification, both of the properties of materials and of the human body. They make clear progress in their knowledge and understanding of living and non-living things, plants and animals in their habitats, and they use numeracy and computer skills to aid their studies. They do not, however, write fully when describing and explaining their findings. In Key Stage 2, pupils develop investigative skills, study electricity and light and increase their understanding of physical processes and life forms. They are, however, limited in attainment, largely because they are given too little practise in explaining, describing and recording their investigations in a written form. They are unable to present their findings in full and with accurate illustrations.
11. In the other subjects pupils study they make satisfactory progress in their learning through Key Stage 1 in history, geography, art, design and technology, physical education and information and communication technology, so that by the age of seven pupils' levels of attainment match the levels expected nationally for pupils of that age. It was not possible to judge standards of music at the age of seven during the inspection. Standards in most subjects at seven are higher than standards at eleven and pupils generally make better progress. In these other subjects at Key Stage 2, standards are satisfactory only in history and physical education. In geography, art, design and technology, music and information and communication technology pupils fall below the levels expected nationally for eleven-year-olds. These low standards in non-core subjects, as in English, mathematics and science can, to a large extent, be accounted for by the lack of coherent schemes of work in the past, which has recently been rectified, and by the high turnover of teaching staff in this key stage in the last two years.
12. Higher attaining pupils are insufficiently challenged by the school and the amount of progress made by this group is less than that of other pupils, given their prior attainment levels. There are variations, however, in the provision for this group of pupils. The progress they make is

directly related to the quality of teaching they receive. In some classes, teachers plan work specifically for this group that is geared to their high prior attainment levels. However, this is not the case in the majority of classes, where such pupils are expected to complete work that is similar to the rest of the pupils in the class. In these classes their progress is unsatisfactory. The few pupils who have English as an additional language have good provision made for them and, as a result, their progress is often better than that made by their peers. Pupils with special educational needs make good progress. Their needs are identified through formal testing and the information is used in the design of their individual education plans. Regular monitoring of their progress and adjustment of targets by teachers means that pupils sustain a sound quality of learning.

13. The school has begun to analyse national test results and to monitor pupils' overall attainment and progress. In response to this analysis, targets for improvement have been appropriately set in English, mathematics and science. There is every indication to suggest that the school will be more successful in meeting the challenging performance targets it has set in 2001 than it was in meeting its 2000 targets. There is no significant difference in the amount of progress made by boys and girls. A survey of parents showed that 82 per cent of parents are satisfied with the amount of progress their children make, whilst only 11 per cent were dissatisfied.

Pupils' attitudes, values and personal development

14. Overall, pupils' attitudes to learning are very good, an improvement since the last inspection. Pupils' attitudes to learning, however, vary between the key stages. Pupils in Key Stage 1 often have very good and sometimes excellent attitudes towards learning. For example, during a history lesson, one group of pupils was extracting and recording information about the Bayeux Tapestry, whilst another group was making a model of a Motte Bailey Castle. All pupils were totally engrossed in their activities, which were stimulating and challenging. Pupils in Key Stage 2 generally have good attitudes to learning. They are keen to participate, eager and anxious to respond to well-targeted open questions, and this allows for very good interaction between pupils and the teacher. When lessons are well planned with a clear structure, pupils listen attentively, follow instructions and concentrate well. However, on occasion, the introduction to a lesson takes too long, pupils lose interest and their attention wanders. Overall, pupils enjoy school and are eager to attend.
15. Pupils' behaviour is good overall. There has been only one fixed period exclusion in the last year. The behaviour of pupils during assembly is often very good and sometimes excellent. Pupils' behaviour in lessons is usually good and sometimes very good. There were many instances of pupils working well in pairs and in small groups, collaborating with each other. This has a positive effect on pupils' learning. Whilst there are individuals who find it difficult to attain the standards of self control expected, they are generally well managed and their behaviour is not a distraction to others. Pupils move around the school in an orderly manner. At lunchtime, pupils line up quietly for lunch and there is a sociable atmosphere in the hall. However, the behaviour of some pupils deteriorates in the playground and becomes too boisterous. Parents at the parents' meeting raised concerns about bullying. Pupils said that midday assistants and sometimes teachers do not always listen to their complaints and that not all incidents are reported to the headteacher. The school is currently reviewing its procedures to ensure that there is rigorous recording and monitoring of any incidents. The playground is small for the number of pupils using it and there are no structured play activities at lunchtime. There are no outside quiet areas for pupils to sit undisturbed. Midday assistants do not always have sufficiently high expectations of pupils' behaviour. Boys and girls usually play well together in the playground. In school, the teachers generally have high expectations of behaviour and pupils respond to them. The majority of parents are happy with the behaviour of the pupils. Pupils with special educational needs display the same good standards of behaviour, attitudes to learning and personal development as other pupils in the school. Within the small groups where they are given additional learning support they want to succeed, try hard and are pleased with what they are achieving. In a whole class setting, a few pupils became noisy and inattentive in a few of the lessons seen, but they were dealt with sensitively and appropriately.

16. Pupils respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. Pupils with special educational needs are fully integrated into the life of the school and pupils of all cultures mix and play well together. The school has maintained the good relationships and personal development of pupils since the previous inspection. Relationships between pupils and between adults and pupils are very good. Pupils are polite and welcoming to visitors. The personal development shows attention to responsibility, as seen during a Key Stage 2 assembly, when three pupils read aloud from a biblical text, with clear projection and accurate reading and two pupils operated a cassette player, which provided the music for assembly. Pupils regularly support a number of national and international charities; this increases their awareness of the outside world and contributes positively to their personal development. Each class elects two school council members and the council meets monthly.
17. The attendance of pupils is satisfactory. The school has slightly improved the attendance of pupils since the previous inspection. The attendance of pupils is broadly in line with national averages and the level of unauthorised absence is below the national average. This has a positive effect on the progress and attainment of those pupils who attend school. However, forty-eight weeks of schooling were lost last term because of pupils taking holidays in term time. This is unsatisfactory and has a negative effect on the attainment and progress of those pupils who miss school. There is no evidence of truancy. Pupils were generally punctual during the inspection. Pupils are marked as late in registers, but their time of arrival is not recorded.

HOW WELL ARE PUPILS TAUGHT?

18. Across the school, the quality of teaching, including that of children in the Foundation Stage, was at least satisfactory in all the lessons seen. Of these the quality of teaching was good in 39 per cent and very good or excellent in a further 24 per cent. No unsatisfactory teaching was observed during the inspection. Within this overall pattern, though, there are noticeable variations. The quality of teaching in the Foundation Stage is never less than good and sometimes very good, leading to satisfactory and sometimes good progress. This high proportion of good and often very good teaching continues throughout Key Stage 1. In Key Stage 2, where there has been a significantly high turnover of teachers in the last two years, a higher proportion of satisfactory rather than good teaching is found compared with elsewhere in the school, as teachers strive to improve on past quality of learning. This variation in teaching quality has a direct impact on pupils' learning. Pupils in the Foundation Stage and in Years 1 and 2 make satisfactory progress in learning. Progress in Years 3 to 6 is still unsatisfactory overall, since new teachers have had insufficient time as yet to ensure that progress in learning over time is as good as that made by pupils elsewhere in the school. Progress in lessons, however, is now satisfactory in these years.
19. The quality of teaching has improved considerably since the previous inspection. At that time 80 per cent was considered to be satisfactory or better. This has now risen to 100 per cent. The quality of teaching in the Foundation Stage has improved upon previous high standards, with all lessons observed being good or very good. Of particular note is the improvement in teaching in Key Stage 1 where, in 1997, the quality of teaching was satisfactory or better in 60 per cent of lessons only. This has now risen to 100 per cent of lessons. In addition, the proportion of good and very good teaching has also increased throughout the school. This increase in the quality of teaching is partly as a result of an increased awareness of the need to monitor teachers' practice within their classroom. The headteacher visits classrooms to both monitor the teaching and to work alongside teachers in order to develop their skills. The discussion that follows identifies areas for improvement. Whilst this process is relatively new and is not followed up by monitoring by co-ordinators for subject content, it nevertheless is having a positive impact on teaching quality. The introduction of the National Literacy and Numeracy Strategies in recent years has also given teachers a good framework for planning and more precise direction in the delivery of lessons. These factors have made a contribution to the improvement in the quality of teaching and this in turn has had a favourable impact on the amount of progress pupils make in their learning, particularly in Key Stage 1. The quality of teaching has declined at Key Stage 2, but is improving as new teachers settle in to their classes.

20. The teaching of literacy is variable and ranges from satisfactory on most occasions to a few good lessons. Particularly good practice was observed in Years 1 and 2. The National Literacy Strategy has been soundly implemented, apart from writing in Key Stage 2, but pupils in this Key Stage have had less experience of it and attainment is consequently lower than in Key Stage 1. One or two other areas require further development. For example, time is not well managed in some classes and teachers do not always plan work to challenge pupils of all abilities to their full potential, particularly the higher attainers. At its best, teaching is lively and exciting, with good use being made of texts to stimulate pupils and set them thinking. This ensures that pupils in these lessons make good progress.
21. The teaching of numeracy is good in both key stages, but pupils in Key Stage 2 have had less experience of the National Numeracy Strategy than those in Key Stage 1 and therefore attain less well. There is an effective focus on the planning of lessons in line with the National Numeracy Strategy, teachers have good subject knowledge and develop mental arithmetic with regular, challenging questioning at the start of most lessons. Teachers expect pupils to behave well and manage classes skilfully, using methods which motivate pupils and encourage them to achieve. The final session of numeracy lessons is not always used as productively as it might be to reinforce skills learned during the lesson.
22. The high proportions of good teaching, especially that in Key Stage 1, are characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask clear, concise questions which challenge pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeable in a very good Key Stage 1 literacy lesson where pupils were required to use their alphabetical knowledge to create a glossary. Pupils worked with a high level of effort and were clearly stimulated by the text used, 'What babies used to wear', and the teacher's exposition of it at the start of the lesson. The teacher's methods were challenging in their variety, which kept pupils fully concentrated, and her use of humour made management seem almost effortless. Her questions ensured consistent assessment of knowledge and understanding. The pupils really enjoyed the lesson and were keen to answer and, even though some answers were incorrect, the teacher through skilful questioning helped her pupils find the correct answers. Group work followed based on similar tasks of increasing difficulty, the level of difficulty being dependent on the pupils' prior attainment levels. Some pupils found the process difficult at first but, as a result of the teacher's high expectations and her persistent challenging of her pupils, all of them made very good progress in their learning during the course of the lesson.
23. Such good lessons are well structured and proceed at a brisk pace. This was particularly noticeable in a good Key Stage 1 physical education lesson. The lesson opened with a brisk warm up activity, during which pupils listened attentively and responded with enjoyment. The lesson quickly moved on to provide an increased degree of challenge and the teacher clearly had very high expectations of pupils, taking care to promote their understanding of what they were doing, as well as promoting good progress for all abilities of pupils. Individual children were asked to show the others their particular sequence of movements. This they did with skill and pride. The children worked hard, with enthusiasm and at a good pace, being well motivated by both the task and the teacher. The teacher ensured that they remained working briskly by moving the lesson on at the appropriate time, with targets being set for children to achieve. As a result of this good teaching, all pupils made good progress in the development of their physical skills. An additional feature of this and many other lessons, particularly in Key Stage 1, was the good support that both pupils and teachers receive from the support assistants. They were seen making most effective contributions in many lessons and, as a result, the quality of pupils' learning was greatly enhanced.
24. Other characteristics of good lessons are effective management, expecting and getting good behaviour and managing and using resources well to enhance their pupils' learning. This was evident in a good Key Stage 2 history lesson. Pupils responded well to their teacher's opening remarks which made clear to the pupils what they were expected to learn during the course of the lesson. The focus of the lesson, building on the previous lessons about World War 2, was carefully and clearly explained. In groups, pupils were required to examine contemporary newspapers and other source material. They were asked to piece together a picture of how life was changing in Britain in wartime and how employment patterns had changed, particularly for

women. High quality open-ended questioning by the teacher ensured that her pupils' historical skills of chronology and deduction were developed. Pupils become totally involved in the lesson and many were excited by it. The skill shown by the teacher in challenging her pupils ensured that they remained engrossed in their work and that good standards of behaviour were maintained. As a result, good progress was made in pupils' learning.

25. Where teaching is less successful, such a high standard of concentration and interest is not always achieved. In addition, the pace of the lesson is slow and pupils are unclear as to what they are required to learn. This was most evident in a Key Stage 2 geography lesson, when pupils in their group work session in particular, were unclear about what was required in their work on identifying the characteristics of climatic zones. As a result, some pupils did very little and began to disrupt the work of others and the pace of the lesson fell.
26. Teachers generally have a good knowledge and understanding of the subjects they teach. This is most noticeable in mathematics and science.
27. Teachers' planning of pupils' work is good in Key Stage 1 and clearly identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required to be used during the lesson. These are used well by teachers to enhance pupils' learning and the amount of progress they make. In Key Stage 2, however, planning is becoming satisfactory, and has, in the past, suffered from a lack of provision of work appropriately graded to the full range of abilities in the class, particularly the higher attainers. This is also true of teachers' expectations in Key Stage 2, where the level of challenge offered to the higher attainers does not yet always extend them to their full potential.
28. The quality and use of day-to-day assessment are sound in Key Stage 1, but often unsatisfactory in Key Stage 2. Most teachers are skilled in using questions to check and challenge pupils' thinking and understanding and most are adept at asking good follow-up questions to pupils' initial responses. Good use is made of plenary sessions at the end of many lessons to assess what pupils have learned in that lesson and to further reinforce their subject knowledge and understanding. At Key Stage 2, however, teachers' recording of their pupils' attainments and the subsequent use of that to plan the next pieces of work for them, is still limited, as a result of past teaching and as a result is unsatisfactory, though is rapidly moving towards being satisfactory. The marking of pupils' work is variable, ranging from unsatisfactory to good, where pupils are given a clear indication of how well they have done and what they now need to do to continue to improve.
29. Pupils with special educational needs, as well as those who have English as an additional language, are fully integrated into the school's curriculum and into classroom activities. They are given tasks appropriate to their learning needs. Where relevant, these relate directly to the pupils' individual education plans. Teachers give good support to the pupils. Pupils with special needs are withdrawn for intensive instruction by learning support assistants. Planning for these sessions is clearly guided by the targets in each pupil's individual education plan and supported by resources from a range of well-structured materials. Learning support assistants know these pupils well and build on their very good relationships by giving well-informed intensive instruction coupled with good-humoured encouragement. As a result, these sessions are productive and happy because pupils realise for themselves that they are making progress. When learning support assistants are available, they continue to support these pupils during lessons. Teachers effectively monitor the progress made by special educational needs pupils. They are well supported in this by a good special educational needs co-ordinator. Overall, these pupils make satisfactory progress in lessons at a level commensurate with their prior attainment levels. The few pupils for whom English is an additional language make good progress through the good provision made for them.

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

30. The curriculum for children in the Foundation Stage is satisfactory. It gives prominence to personal, social and emotional development and to communication, language and literacy, but it also provides appropriately for the other areas of learning. As there is no outdoor play area for this age group, the school has worked hard to ensure there is sufficient opportunity for physical development. There is a good balance between elements of the curriculum. This is achieved by concentrating on language and literacy and on mathematics for two lessons in each day and arranging a rotation of activities at other times. Activities in which children are directed by an adult balance well those in which they exercise a greater degree of choice. This ensures that children have appropriate opportunities to experience each area of learning, as well as gaining some independence. However, assessment procedures are not extensive enough to identify the precise stage each child has reached in working towards each early learning goal.
31. In Key Stages 1 and 2, the broad curriculum covers all National Curriculum subjects and religious education. In addition, conversational French is taught to some classes in Key Stage 2. Most statutory requirements are met, but the school fails to teach swimming to pupils in Key Stage 2, though arrangements for swimming lessons next term have now been made. The implementation of the National Literacy and Numeracy Strategies has ensured that a consistent programme is provided in English and mathematics, although some weaknesses remain in the provision for each subject. Provision for reading has improved significantly since the previous inspection, but not enough opportunities are taken to use pupils' writing skills in other areas of the curriculum. Pupils' ability to use and apply the mathematics they learn is too limited, as insufficient attention is given to this aspect of the subject and pupils have too limited an opportunity to design and record their own investigations in science.
32. Some subjects have not been taught in sufficient depth in the past. As a result, pupils in Key Stage 2 have too low a level of skill, particularly in information and communication technology (ICT), design and technology, art and music. The previous inspection report noted that the breadth and balance of the curriculum was inadequate and that the total teaching time was below the recommended minimum in Key Stage 2. Some time is lost as classes move around the three-storey building, although teachers are successful in keeping this loss to an absolute minimum. Plans are in hand to increase the teaching time in the near future. It will then exceed the nationally recommended minimum. The school is strongly committed to maintaining a broad curriculum and it plans to spend the extra time in developing pupils' skills to a greater depth in all curriculum areas.
33. In many subjects the school has begun to use national guidance documents to provide a balanced programme of work. It has begun to evaluate these programmes and to adapt them more closely to the school's particular needs. In ICT, good new resources have been put in place and teachers will soon undergo further training. Currently, however, the computers in Key Stage 2 are not in use often enough to enable pupils to master new skills securely. The school is aware of the need to raise the profile of design and technology. There is no co-ordinator for this subject and only a sparse programme of study has been provided in recent years. Many teachers lack sufficient expertise to develop skills, techniques and processes. Some of the activities undertaken relate more to the art and design programme of study than to that of design and technology. At the time of the previous inspection, a visiting specialist teacher taught most of the music. Visits are now confined to a small amount of brass, wind and string tuition. There is no assurance of the progressive development of skills, knowledge and understanding in all required aspects of the subject.
34. Pupils with special needs have full access to the curriculum. Individual education programmes are designed to meet each pupil's needs, taking account of their background, personality and learning style. Targets in these plans are clear, specific and suitably challenging for academic and personal development. Class teachers plan appropriate work following the guidance given in educational plans, so that continuity is assured. The school has recently developed a policy for the able child. There is some evidence of specific provision in English and mathematics to

challenge such pupils, but little in other subjects where tasks are more generally targeted at pupils with lower attainment.

35. The curriculum is enriched effectively in a number of ways. There are regular visits to places of interest for all pupils. Good links have been established with two French schools, so that Year 6 pupils are able to experience life in France in an extended visit and French pupils are able to visit the school. Many other visitors broaden the pupils' experience. For example, Year 12 and Year 13 pupils from a local school who are studying for a leisure and sports qualification have provided a weekly sports afternoon for Key Stage 1 pupils. Good co-operation with an adjacent special school benefits both institutions. The school also benefits from close liaison with the Catholic community it serves.
36. Many elements of personal, social and health education are taught. A co-ordinator for this important area has been appointed and it is intended to implement a full programme from September 2001. The governors have taken the decision not to provide a programme of sex education, but pupils will be taught about the dangers of drugs. A strong feature of pupils' social education is their support for charities. For example, there is an annual Charity Week, in which many events are organised by pupils.
37. Some parents were critical of the amount of homework the school provides for its pupils. Following consultation with parents last term, the school has introduced a well-planned new policy for homework, providing for a progressive increase from reception to Year 6. There is inadequate monitoring as yet to ensure that the policy is being consistently implemented. Similarly, there was some concern from parents about the level of extra-curricular activities provided for pupils, but these are satisfactory. The school has chosen to provide all activities on a single day, after school. Most teaching and non-teaching staff, together with some parents, provide a good range of activities. These attract most of the Key Stage 2 pupils, but there are none for younger pupils.
38. The school is committed to providing equal opportunities for all pupils. It ensures all have the opportunity to participate in after-school activities by limiting the period of attendance if an activity is popular. Many pupils travel a great distance to the school. By arranging all the activities on one day, it ensures that no pupil is denied the opportunity of participating. There is no significant difference in attainment of boys and girls. Teachers' planning does not take enough account of the needs of pupils at different levels of attainment. The group most significantly affected is pupils with potentially higher attainment, for whom work is insufficiently challenging in most subjects in Key Stage 2.
39. Provision for pupils' personal development is good overall, and has been maintained since the last inspection. Provision for spiritual development remains very good. Assemblies are at the heart of the school's ethos and set the tone for learning. Acts of worship observed during the inspection were inspirational in their commitment. Pupils are actively involved in prayers and hymns and encouraged to reflect on their own experiences and to explore their meaning and purpose. Assemblies are also used well as a platform to celebrate pupils' achievements in their moral, social and academic development. Teachers value pupils' ideas during informal interactions in class. Focused discussions in 'Circle Time' are used well to develop knowledge and insight into values and beliefs. In lessons in art, literature and science, pupils are encouraged to appreciate the beauty of the world and their place in it.
40. Provision for pupils' moral development is very good. Concern for the physical and emotional well-being of others is clearly evident in life within the school, though less evident in the playground. Talks in assemblies illustrate moral principles through anecdotes, readings and stories, followed by questions that ensure pupils are actively involved. In lessons, teachers control behaviour through positive encouragement, stressing principles of fairness and self-respect. The values of honesty and fairness are promoted through caring relationships with pupils. Teachers and support staff give a clear lead in showing consistent care and concern for all pupils, and in encouraging them to reflect on the consequences of their actions. Each class has 'Golden Rules', and positive values are reinforced through rewards and celebrated in assemblies.

41. Provision for pupils' social development is good. Classrooms are happy places and lessons are productive. Pupils respond well to consistent encouragement to co-operate in their learning, and there is a positive working atmosphere in most lessons. Pupils with higher attainment help others with practical work. Teachers make sure that pupils on the special needs register are included in all activities and support staff help these pupils to play a full part in school life. All pupils take turns in helping with routine classroom tasks. As they grow older, they take on increasingly responsible roles around the school, for instance, in monitoring behaviour on the stairs, though they could be more involved in preventing rough play in the playground. They develop wider understanding of citizenship through opportunities for charitable fund-raising and through hearing of the experiences of visiting adults.
42. Provision for pupils' cultural development is satisfactory, with significant experiences in some parts of the curriculum. For instance, pupils gain a good insight into British culture through history and associated visits to places of historical interest. In geography, they study cultural features of Africa, India and the Caribbean through photographs, paintings and works of art such as African wood-carvings. Pupils take part in arts festivals in the area, making costumes and learning dances of other cultures. There are elements of cross-cultural experience in music and art, but the music played on entry into assembly and the work of famous artists used as a stimulus in art are not planned systematically in order to widen pupils' understanding of other cultures. Good use is made of the school's proximity to France, with the notable experience of a residential visit for older pupils, which is used in part to motivate their desire to learn spoken French.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. This is a caring school with very committed staff, who know pupils well and use this knowledge to provide good day-to-day support for all. The school has satisfactory procedures for child protection and pupils' welfare and guidance. The headteacher is the named person for child protection and has had the appropriate training, but there has been no recent staff training on the awareness of child protection issues. This was identified in the last report. There is no qualified first aider on site and the one-day first aid certificates are out of date. First aid incidents are dealt with appropriately, all incidents within the school are recorded and parents are kept informed. The school liaises regularly with a number of outside agencies to ensure that appropriate support is available to pupils and parents report that staff are very helpful and supportive when there are concerns about a child. Pupils' files contain a good range of academic and pastoral information.
44. Legal requirements are met with all electrical and fire regulations. There are regular risk assessments of the school building and an independent Risk Survey is carried out every two years, which ensures high standards are maintained. This is a significant improvement since the last inspection. Staff promote healthy eating and reinforce safe practice when pupils take part in physical education and science lessons.
45. The school's procedures for monitoring and promoting attendance are very good. The school contacts parents on the first day of absence, if they do not know the reason for a child's non-attendance. There is no central late book but pupils are recorded centrally when going on or off site during the school day. Registers are well kept and meet legal requirements. The school recognises and rewards pupils with one hundred per cent attendance.
46. Procedures for monitoring and promoting good behaviour are good. Pupils are well aware of what is acceptable behaviour and what is not. Class teachers have high expectations of behaviour and act as good role models. Pupils at Key Stage 1 and Key Stage 2 are rewarded for good behaviour. However, pupils in Year Six said they are given 'verbal praise but seldom get golden time'. The whole school policy of golden time and the golden book as a means of reward is very popular. Sanctions include verbal reprimands, loss of golden time and involving parents at an early stage.

47. Procedures for monitoring and eliminating oppressive behaviour are unsatisfactory. This was identified in the last inspection. There is no recent history of behaviour management training for midday assistants. Midday assistants have stickers to recognise good behaviour, but their use is haphazard. There are no procedures in place to record and monitor lunchtime incidents. The school is aware of parents' concerns about behaviour outside the classroom and is currently reviewing its procedures.
48. Procedures for monitoring pupils' personal development are good. Personal development is monitored through the information gained from parents during parent teacher consultations. Staff know pupils very well and use this knowledge to provide support on a daily basis. Staff also monitor pupils' personal development through the rewards and sanctions policy. The golden book is used to monitor pupils' academic and pastoral development. The personal development of pupils with special needs is monitored through the progress they make towards the targets in the individual education plans. However, the standard of marking is inconsistent and does not always provide pupils with information to move them on to the next step.
49. The school provides a sound standard of care for pupils who have special educational needs. Teachers and other adults give these pupils positive encouragement to promote their self-esteem, so that they play a full part in all aspects of school life. Formal assessment procedures are used to identify and monitor their needs, though this could be extended further to enable teaching assistants to make more specific measurements of pupils' progress. Satisfactory use is made of assessment information available at present to adjust the targets in individual education plans so that future lessons meet pupils' needs.
50. The school now has systems in place for the formal assessment of pupils' attainment but has yet to implement in full the recommendation of the previous report that the school should implement effective and consistent whole school assessment and recording procedures and ensure that assessment is used effectively to inform both teachers' planning and the pupils' progress.
51. The school is now making use of standardised test data, such as baseline assessment and Key Stage 1 national test results to identify differences in attainment between different groups of pupils and to plan how these differences might be overcome. In addition to statutory testing, the school also makes good use of optional test material to set individual attainment targets in core subjects. The school is now able to track pupils' progress and address weaknesses or concerns as they become apparent. All standardised test data and targets are shared with staff so that, as pupils move through the school, their progress can be effectively monitored. Additionally, this information is also used to set annual school targets for improvement in the core subjects. This enables the school to evaluate its effectiveness and identify areas for improvement.
52. Procedures for assessing pupils' progress in all subjects are still an area for further development. Since the last report, measures to assess on a day-to-day basis have been started, enabling teachers to assess the impact of learning. This is in its early stages and is not yet helping with future planning, but the school has made it an immediate priority.
53. The school recognises that assessment procedures need to be more focused, particularly in non-core subjects of the National Curriculum. At the moment, assessment does not figure strongly enough in reviews of progress and in future planning, so that information on pupils' progress is not sufficiently used to concentrate on raising standards of work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school enjoys a good measure of support from the parent body and maintains productive links both with parents and with individuals and organisations from the wider local community. Many of the parents who attended the parents' meeting and of those who completed and returned the parents' questionnaires are generally happy with what the school provides. Of concern to a very significant number of parents, however, were perceptions about an element of bullying, the amount of work their children were expected to do at home, the amount of

information received about how their child is getting on, the school's response to questions or problems, whether it worked closely enough with parents and the range of activities provided by the school outside lessons. The inspection team found the homework policy to be appropriate. It is a new policy and the school will review it in the summer term in the light of parents' concerns. Some parents would, however, like more homework to be set for Year 6 pupils to help prepare them for secondary school. This was also identified in the last report. The perceived bullying takes place only in the playground and is the result of over-boisterous play in cramped conditions, rather than being personal or malicious. The range of activities provided outside lessons is adequate, especially in the light of the wide area of catchment of the school, and the school works hard at enriching the curriculum in as many ways as possible.

55. The amount of written information given to parents, both about day-to-day events and the progress that individual pupils are making, is sufficient and of satisfactory quality. There are parent teacher consultation evenings in the autumn and spring terms and a written report at the end of the summer term. These written reports provide good information on the core subjects and non-core subjects, showing what pupils know, understand and can do. They clearly identify strengths and weaknesses and give targets for both social and academic improvement. The prospectus and the governors' annual report to parents, however, compare the school's 2000 national test results with the 1999 national averages, thus showing inaccurate figures for improvement. The school does not publish results for the last three years or the teacher assessment figures; an omission which was identified in the last report. The school has organised meetings to explain to parents about new initiatives, such as the numeracy hour and the new homework policy, but reports that few parents attended. There are regular letters home to keep parents well informed about forthcoming events, including a newsletter compiled by Year 6 pupils. Reports and advice about pupils with special educational needs, however, are not sent to parents in advance of the annual review and not all annual reviews are held on time. The school reports that parents are invited to a minimum of two masses per term, but there is a very limited uptake. Teachers are always available to discuss pupils' progress with parents and the school explores complaints carefully.
56. Parents are given information about the school's special needs policy and practice. They are kept informed of their children's progress and are invited to annual reviews. However, the parent of one pupil with a statement of special need felt that she was not fully involved in the review process and did not understand the targets set for her child. Whenever they have concerns, parents are able to contact the class teacher and co-ordinator for special needs. The governor for special needs takes an active role in liaising between parents and the school.
57. The school benefits from a good measure of help from parents. Parental involvement in their children's learning is good. Eleven parents help in the classroom on a regular basis and others help with after-school clubs, computers, cricket and drama. One parent has put up a very effective display in the reception class. Homework is well supported by parents and home/school diaries are used to transfer information between home and school. Parent governors are supportive of the school and some help in the classroom. Parents always respond positively to requests for help with trips or visits. The hard working parents' association is well organised and raises a substantial amount of money each year, through a range of social and fund-raising activities which parents support generously. The association has contributed money towards the purchase of computers and software, including a scanner and digital camera. However, parents do not always take advantage of the opportunities which the school offers to enable them to become more effective in supporting their children at home, for example, by attending the curriculum evenings which the school arranges.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher is, as at the time of the previous inspection, providing satisfactory leadership to the school. She has a clear understanding of the strengths and weaknesses of the school and is ably supported by the deputy headteacher and the co-ordinator for special needs. Together, they give the school a clear purpose and direction. The headteacher works closely with her governors and members of staff to continue to initiate ways of improving standards and improve the quality of teaching. She is focusing on several key strategies, such as the need to

improve standards in numeracy by the implementation of the National Numeracy Strategy. She also recognises the need to raise pupils' standards of writing, which was identified as an area of concern in the school's strategic development plan, and has succeeded in raising standards in science in Key Stage 2. The strategic plan also accurately identifies other areas for development, related to raising standards, improving teaching quality and information and communication technology. It is an appropriate plan, in which costs and success criteria are clearly identified. The staff are well supported by a headteacher who recognises the importance of developing a strong team identity, despite many staffing problems since the previous inspection. Under her leadership, teachers and support staff work together effectively.

59. The aims of the school are good and clearly defined. They underpin much of the school's work and life. On occasions, not all policies are reflected in the practice of the school. For example, the school has an appropriate marking policy, but this is not always adhered to by all members of staff. Within school, all pupils are valued and cared for and are encouraged to develop into well-motivated and self-disciplined pupils, in a warm, Christian ethos. However, behaviour in the playground is not monitored rigorously enough. The school is successful in its aim of creating a clear educational direction for the school, focused on raising standards and improving the quality of education provided. It is aware of the importance of meeting the needs of pupils of all attainment levels and is successful in this with lower attaining pupils. Its success with higher attaining pupils is more reliant on the skills and abilities of individual teachers and challenge for these pupils is not sufficiently consistent.
60. The school has responded positively, if slowly, to the previous inspection report and has made satisfactory progress in improving some areas of the school that were deemed to have weaknesses. The school has implemented national initiatives, such as the National Literacy and Numeracy Strategies, and has, to some extent, improved the level of work in information and control technology, especially in Key Stage 1, though it is still unsatisfactory in Key Stage 2. This steady development in the school's work has led to a trend of improving standards in Key Stage 1, which had many weaknesses at the time of the previous inspection. The school is becoming far more evaluative and is now using data analysis well. For instance, its use has resulted in the introduction of booster classes to raise the level of under-attaining pupils in literacy. Plans for the present academic year are continuing to address these issues. Work has begun on improving the ongoing assessment of pupils' work, in order to improve the provision for work graded for different abilities and to aid future planning, though this is still in its infancy. The headteacher also monitors teaching, both formally and informally, to ensure good practice.
61. Curriculum co-ordinators have no opportunity to monitor teaching and learning by direct observation in classrooms. In non-core subjects, co-ordinators rarely monitor progress by scrutinising pupils' completed work or by monitoring teachers' planning. Many have yet to observe teaching directly through classroom observation and support for their colleagues. Staff meet to discuss the effectiveness of curricular provision and to examine results of statutory tests in order to evaluate pupils' attainment and progress.
62. The governors show a high level of interest in, and support for, the school. An effective committee structure deals efficiently with a wide range of practical issues. They are involved in formulating the school improvement plan. Governors are appropriately involved in budget and planning processes and are active in contributing to the development of teaching and learning. All statutory requirements are met. Too little priority, however, has been given to the structuring of schemes of work until recently and not all governors are secure in their knowledge of what is required in terms of National Curriculum standards.
63. The school achieves a good match between its stated aims and values and its everyday work. The school administration is efficient and makes good use of technology. Management has recently taken appropriate action to meet the school's targets. There is satisfactory provision for the induction of new staff. There is a strong commitment in the school to improvement and a good capacity to succeed, because of the dedication of the staff and the governors.
64. Special needs provision is soundly managed, but the co-ordinator has a full-time commitment as a class teacher and so has little release time for the heavy administrative duties involved in the role. The co-ordinator for special educational needs is well organised and has very good

relationships with outside agencies and fellow teachers. Close working with form teachers ensures that pupils' individual needs are satisfactorily met. The school fulfils its statutory responsibilities for special educational needs and generally complies with the official Code of Practice. However, one instance was noted where the required annual review for a pupil with a statement of need was overdue. The school development plan identifies targets for improvement, and allocates appropriate resources to meet them. There is a named governor for special needs, who makes formal reports to the governing body on all relevant matters.

65. The school has sufficient teachers and a good number of classroom assistants, an investment which makes a positive contribution to the quality of teaching and learning. The support staff concentrate on helping pupils with special educational needs and those for whom English is an additional language and this has a good impact in helping these pupils to participate in all elements of the curriculum. Specialist staff who support pupils with special needs are experienced and committed, and have a good effect on the behaviour, learning and personal development of these pupils. The school has coped well with a high turnover of teaching staff in Key Stage 2 since the previous inspection. It has clear and appropriate procedures to enable new staff to settle in quickly and become effective class teachers. It is, however, less successful in developing the whole school role of each teacher and giving them the opportunity to become part of key stage teams, rather than working independently. There is a co-ordinator in charge of each subject except design and technology and, within the terms of their job descriptions, they work well. However, their role as subject co-ordinators is under-developed and many lack the confidence, skills or time to monitor pupils' learning and the delivery of their subject effectively. In particular, the teacher responsible for pupils with special educational needs has no non-teaching time in which to monitor the implementation of individual learning plans. Appraisal is appropriately carried out, as is induction of teachers new to the school. Subject co-ordinators are not trained in the monitoring and evaluation of their subjects.
66. Although the school's accommodation has some good features, such as its spacious hall, it is unsatisfactory overall. Most classrooms are spacious enough to enable all National Curriculum subjects to be taught effectively, but there is a shortage of space outside the classrooms in which support assistants can work with small groups of pupils. The necessity to use the school's three floors for teaching has some disadvantages which impact upon pupils' learning. Although teachers and other staff supervise pupils well as they use the stairways, the time taken for several classes to come in after a playtime reduces the time available for lessons. The school library is situated in a temporary classroom in the playground, is in a poor condition and is under-used. It is not feasible for pupils in Year 5 and 6 classes situated on the top floor of the building to use the library to undertake independent research. This has a negative impact on their acquisition of library and research skills. Outside space is restricted, especially in winter, when the field above the school cannot be used. The playground contains few features to encourage a wide variety of activities. On occasions, games become boisterous and this, in a cramped area, leads to an unacceptably high level of minor injuries. Children under five in the reception class have no outdoor area of their own, limiting severely their opportunities for physical development. During playtime there is inadequate provision for children who wish to be quiet. The school is greatly enhanced by a high standard of display, creating a very attractive environment for pupils to work in.
67. Resources are satisfactory overall to ensure effective teaching of the curriculum, but there is very limited space to store them where they are accessible to pupils and teachers. Not all resources are used as well as they might be. For example, whilst there are five under-used computers in the library, most classrooms contain only a single machine. As at the previous inspection, children under five have insufficient large toys such as wheeled vehicles, mainly because there is nowhere to store them. There are insufficient reference books to support pupils' research and wider reading fully. There is a sound range of resources for pupils with special needs, though more use could be made of computer programmes in giving them precise instruction.
68. The quality of financial planning is good. The headteacher and governors monitor the school's expenditure closely against the planned budget. The governing body is fully involved in planning, setting and monitoring the school's budget. Financial decisions are taken to address priorities, such as levels of staffing. Financial administration is detailed and thorough, through

the careful management of the headteacher, governors and the able school administrative officer.

69. The governors' finance committee and the school's financial administrative staff keep careful records of spending. The school is careful to ensure that it purchases goods and services at competitive rates and applies the principles of best value. Appropriate use is made of funds for pupils with special needs. It uses its resources of staffing, accommodation and resources to ensure that effective use is made of available money. It continues to provide satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff should:
- raise pupils' standards, as well as increasing the amount of progress they make, in Key Stage 2, by:
 - improving the quality, amount, range and pace of pupils' writing;
(Paragraph 3, 8, 31, 76, 86, 91)
 - improving pupils' use and application of numeracy skills;
(Paragraph 9, 98)
 - setting tasks in science that require more detailed and accurate description, explanation and analysis of their learning;
(Paragraph 10, 106, 107)
 - giving pupils more opportunities to design and record their own investigations in mathematics and science;
(Paragraph 10, 98, 106, 107)
 - improving the quality of provision in design and technology and music.
(Paragraph 11, 33, 32, 119)
- ensure that all pupils achieve their potential in all subjects by:
 - consistently providing work of suitable challenge and difficulty for higher attaining pupils.
(Paragraph 9, 12, 27, 34, 92, 108)
- improve the systems for the assessment and recording of pupils' attainment in all subjects of the curriculum so that:
 - accurate assessments of pupils' attainment and progress in learning are made and then used by teachers to help them plan the next stages of work;
(Paragraphs 28, 52, 53, 93, 97, 101, 124)
 - the marking of pupils' work is effective across all subjects in not only recognising pupils' efforts, but also in showing them how their work could be improved.
(Paragraphs 28, 108, 129, 145)
- review the contribution and roles of staff with management responsibilities by:
 - identifying in detail the role and responsibilities of the school's senior managers:
(Paragraphs 61, 65, 93)
 - developing a more structured approach to enable subject co-ordinators to check the rate of pupils' learning and to provide support for teachers in their particular subject area;
(Paragraph 61, 65, 114, 119, 129, 136)
 - enabling co-ordinators to share good practice in teaching.
(Paragraph 64, 65, 136)

- improve the quality of pupils' experiences in the playground by:
 - rigorously monitoring behaviour;
(*Paragraph 15, 47*)
 - providing organised activities.
(*Paragraph 37*)

- Other issues the school may wish to consider for inclusion in the action plan are to improve:
 - the special needs co-ordinator's opportunity to monitor special needs provision;
 - procedures to review progress of pupils with special educational needs;
 - the quality and use of the library;
 - the quality of presentation of pupils' work;
 - the meeting of statutory requirements in providing swimming lessons and the publication of test results.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5.0	19.0	39.0	37.0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		205
Number of full-time pupils known to be eligible for free school meals		43

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		60

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	15
	Girls	12	11	11
	Total	23	23	26
Percentage of pupils at NC level 2 or above	School	82 (86)	82 (83)	93 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	15
	Girls	12	12	11
	Total	24	27	26
Percentage of pupils at NC level 2 or above	School	86 (86)	96 (89)	93 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	17	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	11	13	12
	Total	23	25	25
Percentage of pupils at NC level 4 or above	School	66 (74)	71 (74)	71 (68)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	11
	Girls	13	12	13
	Total	24	25	24
Percentage of pupils at NC level 4 or above	School	69 (74)	71 (74)	69 (68)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	198
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	29.3
Average class size	29.3

Education support staff: YR – Y7

Total number of education support staff	8.0
Total aggregate hours worked per week	165

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	8

Total number of education support staff	8
Total aggregate hours worked per week	8

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	371827
Total expenditure	353100
Expenditure per pupil	1598
Balance brought forward from previous year	19320
Balance carried forward to next year	38047

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

205

Number of questionnaires returned

56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	7	0	0
My child is making good progress in school.	34	48	11	0	7
Behaviour in the school is good.	36	38	13	4	9
My child gets the right amount of work to do at home.	29	36	25	5	5
The teaching is good.	39	43	9	0	9
I am kept well informed about how my child is getting on.	29	32	29	11	0
I would feel comfortable about approaching the school with questions or a problem.	45	32	16	7	0
The school expects my child to work hard and achieve his or her best.	41	36	14	5	4
The school works closely with parents.	27	34	29	5	5
The school is well led and managed.	39	38	7	9	7
The school is helping my child become mature and responsible.	43	43	7	0	7
The school provides an interesting range of activities outside lessons.	9	34	25	27	5

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

70. When children are admitted to the reception class at the age of four, their standards of attainment are very varied, but are broadly in line with expectations in each area of learning. There is a suitable programme for introducing new children to the school when they arrive in the autumn term. They attend initially on a part-time basis until they settle confidently. The school works hard to make children's transition from reception into Key Stage 1 a smooth one. For example, for part of one afternoon each week, reception, Year 1 and Year 2 pupils work together in mixed age groups on a design and technology task. This has considerable social benefits for each age group. Parents are welcomed as partners in the learning process and are often to be seen assisting in the classroom.
71. Standards of attainment were good at the end of the reception year at the time of the previous inspection. They are now satisfactory, with many good features. This is largely because there is strong evidence that standards of attainment on entry are much wider and more varied than at the time of the previous inspection and that the school now has a higher percentage of children likely to have special educational needs on entry to reception class. Nevertheless, all children, including lower attainers and those for whom English is an additional language, are reaching at least satisfactory standards by the time they move into Key Stage 1. Planning for reception children is in a state of transition. Good progress is being made in moving towards a more distinctive Foundation Stage curriculum, rather than being a part of Key Stage 1. Each day, children experience an appropriately modified literacy hour and a numeracy lesson, emphasising between them the importance of communication, language and literacy and mathematical development. Other areas of learning are addressed well during the remainder of each day. Although staff are fully aware of the new early learning goals, planning and assessment do not yet relate sufficiently to the Foundation Stage guidance. Assessment is appropriately based on focused observations of children engaging in normal classroom activities, but there is no reference yet to the 'stepping stones' leading towards the early learning goals.
72. The teaching of reception children is good in all areas of learning. All lessons observed were graded good or very good. Particular strengths are the management and organisation within the classroom by both teacher and classroom assistant. These enable children to feel secure and confident as they undertake new activities. Consequently, their behaviour is very good. Both members of staff have a clear idea of what they wish the children to learn and plan accordingly. They encourage children to begin to evaluate how successful they have been in carrying out some of their activities. They use a good variety of strategies and resources to retain the interest of the children.

Personal, social and emotional development

73. There is good provision for this area of learning. The staff have created a secure environment in which all children feel valued. There are clear expectations of good behaviour and the 'Golden Rules' common to the whole school are explained carefully to the children. Activities directed by the teacher or classroom assistant are well balanced by those where children have an element of choice. Those who find it difficult to choose are directed gently by the staff into activities that will enlarge their experience. There is scope to introduce a greater degree of decision-making by children and more opportunities to collaborate in larger groups, particularly for those children with more advanced personal skills.
74. Children are on course to meet all the early learning goals in this area of learning. They play and work together well, usually in pairs. They are keen to learn and tackle most activities confidently. As a result of the staff's clear expectations and good management, children behave very well and have very positive relationships with all the adults with whom they work.

They are beginning to achieve independence in areas such as self-care and tidying away equipment they have used.

Communication, language and literacy

75. One hour each morning is devoted to activities with a literacy focus. Children begin to learn the sounds and shapes of letters and practise forming letters, using the school's handwriting scheme. They learn to write for a range of purposes. For example, they compile a shopping list, with the teacher's help, of the ingredients they will need to create a 'gingerbread house'. Speaking and listening are areas identified by the school as ones in which children's initial skills are not high. Consequently, many opportunities are created throughout the day for communication skills to be developed. All staff listen actively to children and encourage them to give more extensive responses.
76. Most children listen well and speak clearly, often in complete sentences, but usually with quiet voices. Correct grammatical structure is, in many instances, not yet well established. Children have a good understanding of how books work and know in which direction to read the print. They read and spell a few familiar words and know most initial and final sounds. Almost all write their own names but show only limited confidence in tackling other writing tasks. Most children are likely to achieve the early learning goals in this area of learning and a few will exceed them.

Mathematical development

77. A lesson with a numeracy focus takes place on most days with an appropriately practical emphasis. Each child has a set of cards bearing numbers from zero to nine. The children made these themselves, but unfortunately some have reversed the number and so are reinforcing their perceptual errors as they use the cards. They gain experience of larger numbers by looking at the numbers of their houses, displayed in numerical order. Understanding of other areas of mathematics is well promoted. For example, pupils use mirrors to create symmetrical drawings and reinforce the concept later in the week as they use paint to create symmetrical butterflies.
78. Almost all reception pupils recognise numbers up to nine. Most of them count well beyond this. Higher attaining children know which number is one more than 42, and add small numbers together using bricks or similar apparatus. They understand the principle of symmetry and are beginning to use mathematical language freely. All pupils are expected to reach the early learning goals and some will exceed them as a result of the good teaching in this area of learning.

Knowledge and understanding of the world

79. Provision for this area of learning is satisfactory. Attractive displays stimulate children's interest in the world around them. The children's own work is prominent in many of them. For example, one corner of the room is dominated by life-sized cardboard cut-outs of the human body upon which children have glued pictures of stomachs and intestines. A winter display introducing varied vocabulary incorporates icicles and snowballs painted by the children. However, there are too few interactive displays where children can explore and investigate independently. Children have the opportunity to use the computer in activities such as compiling shopping lists. There are good opportunities to use construction toys and to visit places outside the school.
80. Children are making satisfactory progress towards the early learning goals in this area of learning. They use the computer confidently when supported by an adult and many know how to delete incorrect letters. They join and assemble materials in a variety of ways. They are less adept at exploring and investigating, showing only limited curiosity about the features of materials around them. The quality of teaching enables them to attain satisfactorily in their understanding of the world around them.

Physical development

81. Because of the limitations of the school's site, the staff work hard to ensure there is satisfactory provision for this area of learning. There is no outdoor area for children of this age, although the school intends to explore ways of making suitable provision. However, there are ample opportunities to cut, glue, thread, sew and build with construction kits to develop children's co-ordination. The class uses the hall three times a week. This enables them to practise skills such as throwing, jumping and using space safely. As a result, children move with control and co-ordination, work energetically when possible and try hard to improve their performance. Children are on course to meet all the early learning goals in this area.

Creative development

82. Reception staff ensure that all children have extensive opportunities to develop creatively. Imaginative role-play is promoted as children play in the witch's house or use the dressing up clothes. However, because a large range of creative activities is available, the number engaged in role-play is sometimes insufficient to enable them to act out stories successfully. Pairs of children, supported by the classroom assistant, make 'gingerbread houses', using biscuits, icing sugar and colouring and decorating them with small sweets. Other children go for a ride, suitably clothed, on the rocking horse. They paint, print and create collage pictures. Playing in the sand or water trays provides further opportunities to use their imagination. Staff adopt a role or suggest how an activity might be extended. They also help children to begin to evaluate their own work. Opportunities for children to select their own media and resources are too infrequent and music does not play a regular enough part in the weekly programme.
83. Children readily enter the world of the imagination. A boy dispatches the teacher to find a passport, ready for his flight. A girl explains, as she loads a construction toy boat with passengers, that they are going to Scotland, by boat, then by aeroplane. Many children, however, lack this confidence to express themselves in creative ways. Paintings are carefully executed but often lack imaginative flair. Nevertheless, most children should reach the early learning goals by the end of the reception year.

ENGLISH

84. The majority of pupils enter the school with average levels of ability in all areas of language and literacy and make satisfactory progress throughout the reception class. While this standard of attainment is maintained, and sometimes exceeded, in Key Stage 1, the standard falls in Key Stage 2, largely as a result of weakness in writing. The results of the 2000 national tests at the age of eleven indicate that standards in English were below the national average for pupils at this stage and that the percentage of pupils reaching the higher level was also below the national average. Standards were well below average when compared with schools with a similar intake. Test results for 2000 show standards to be above the national average for seven-year-olds in reading and in line with them in writing. The percentage of pupils reaching the higher level was above the national average in reading and in line with it in writing. When compared with similar schools, results were above average in reading and below average in writing.
85. The national test results for the last four years indicate improved standards at the age of seven in reading and a slight rise in standards of writing over the same period. At the age of eleven, however, standards in English have fallen since 1998, though they had risen to above the national average prior to that date. There was little difference in performance between girls and boys at both key stages. Inspection findings indicate that standards vary in different year groups and classes, but currently, at the end of Key Stage 1, the majority of pupils in the Year 2 classes are likely to attain above average national standards in reading and average standards in writing. At the end of Key Stage 2, whilst reading is average, standards in writing are below the average standard for eleven-year-olds.

86. At the time of the previous inspection, standards in English were considered to be meeting national expectations, although there were weaknesses in reading and writing which could be improved, particularly in Key Stage 1. The number of pupils achieving higher levels was lower than that found nationally. Improvement was needed in pace, challenge and range of work in Key Stage 1 and in some reading skills at both key stages. Writing in Key Stage 1 lacked development in competence across the curriculum and work was too narrow in range, as well as limited in writing at length and for various purposes. Since then, the National Literacy Strategy has been implemented, resulting in a more focused approach to the teaching of English by many teachers. Some good quality resources have been purchased to support literacy, particularly for guided reading. Teachers have worked hard to address standards in reading and these have risen well in Key Stage 1 as a result. Although standards of reading in Key Stage 2 are now satisfactory, standards in writing are now unsatisfactory, largely as a result of too little attention being paid to writing. High staff turnover in this key stage recently has contributed to this, though present staff are tackling the problem as a priority. Effective use is now being made of new initiatives such as additional literacy support for under-achieving pupils, and support for pupils with special educational needs and those for whom English is an additional language. These are contributing to rising standards for these groups of pupils. The recently introduced target setting in literacy is used well by some teachers to focus on what needs to be improved, but is not yet consistent in all classes. The new co-ordinator is well equipped to teach the literacy strategy and provide good advice and support to colleagues, but has little opportunity to monitor teaching and learning in the subject.
87. Planning has been improved as a result of the National Literacy Strategy, which now provides the long-term planning, although evaluation and assessment opportunities are not consistently identified in planning. Some analysis of assessment data is undertaken to identify areas of weakness. This information is used appropriately to inform priorities for attention, such as the recent thrust on reading. Standards in writing show improvement in Key Stage 1 but remain unsatisfactory at the end of Key Stage 2. Progress across the year groups varies in writing, but the steady progress in Key Stage 1 is not sustained, because the expectations of some teachers are too low and work set is often undemanding for higher ability pupils.
88. Pupils with special educational needs are well supported and generally make satisfactory progress towards their targets in individual education plans in Key Stage 1 and in Key Stage 2. Small group support in classes is successfully helping these pupils to extend their literacy skills. Pupils for whom English is an additional language make good progress at both key stages, because of the good support they are offered and the quality of the specific individual targets identified for them.
89. The standards of speaking and listening are average by the ages of both seven and eleven. Pupils demonstrate satisfactory skills, listening carefully to their teachers and each other, following instructions without fuss and contributing positively in discussions. Speaking skills are generally well promoted, although there are missed opportunities by some teachers to engage pupils in extended conversations and to extend pupils' clarity and use of English when speaking. Most teachers and other adult support staff encourage pupils to ask and answer questions in order to develop their ideas. As a result, pupils develop confidence in speaking aloud and explaining their work. Good examples of speaking skills being well promoted were seen in a Year 2 class where the teacher encouraged pupils to share their views and used questioning effectively to extend their ideas. In a Year 4 class, focusing on the characteristics of non-fiction, the teacher made good use of opportunities to extend speaking skills, encouraging pupils, through oral comprehension, to articulate their ideas with clarity and to listen carefully to the views of others. They were able to suggest sensible ideas and to explain them thoughtfully.
90. Standards in reading are above average by the end of Key Stage 1. By the age of seven, the majority of pupils have satisfactory phonic skills and a sound understanding of what they read. Many higher attaining pupils read accurately and with good expression. Teachers work hard to develop oral skills in guided reading but do not yet extend this use of language across other subjects of the curriculum. Most pupils understand terms such as 'author', 'illustrator', 'contents' page' and 'index' and enjoy sharing texts during literacy hour. They have a satisfactory range of strategies to enable them to decipher unfamiliar words. Higher attaining

pupils confidently discuss their reading and predict what might happen. Lower attaining pupils build common high frequency words but reading is mechanical and lacks fluency. Reading diaries are maintained which contain informative comment by teachers and involve parents well in responding to pupils' reading. In Key Stage 2 standards of reading are also average, but with few higher attaining pupils being extended through the use of challenging texts to extend their reading skills. There is insufficient emphasis on the systematic development of library skills, which is compounded by the insufficiency of reference books in the inadequate library. This limited range of books, particularly to extend higher attaining pupils, affects the progress made in reading in both key stages but particularly the development of research skills for older pupils in Key Stage 2.

91. Standards in writing are average by the age of seven. Pupils write for a reasonable range of purposes as a result of the National Literacy Strategy, which is beginning to raise standards. Tasks set for higher attaining pupils are not always sufficiently demanding. Presentation of work is unsatisfactory for a significant majority of pupils because expectations are too low and marking does not place sufficient emphasis on the importance of these skills. Teaching of handwriting is being systematically developed and most pupils in Key Stage 1 now join their writing. Most average and higher attaining pupils use basic punctuation accurately. There is some emphasis on early drafting skills and teachers concentrate on improving the quality of writing by helping pupils to choose more imaginative vocabulary or extend their ideas. Pupils' writing by the age of eleven is below average and unsatisfactory for a significant majority. By the age of 11, the majority of pupils have a satisfactory knowledge of basic punctuation and grammar. Few pupils write at length and too little work is achieved in the time allocated. Pupils often work too slowly and with little sense of urgency or desire to finish a piece of writing. Apart from that of a few higher ability pupils, writing is often without accuracy in spelling. These factors prevent pupils from being well prepared for the written component of the national tests, as they have not acquired the ability to express their ideas with precision and speed. Too often, however, teaching is not as effective as it should be because teachers expect too little written work, particularly from high attainers. The expectations of teachers are directly related to the way in which pupils progress, especially in the planning of lessons to provide work graded in difficulty to suit the needs of pupils of different levels of attainment. Good support and attention is given to pupils with special educational needs, but less is given to higher attaining pupils. There is evidence of the use of different forms of writing, such as letters, instructions, story and playscripts, but there is insufficient opportunity for pupils to express opinions through persuasive writing and to extend their ideas through purposeful tasks such as newspaper reports and extended writing in other areas of the curriculum, such as geography, history and religious education. Skills such as note taking are not well developed. Too few teachers expect good standards of presentation in pupils' written work and this is reflected in other subjects across the curriculum. As a result, many pupils lack sufficient pride in their work.
92. Teaching is good overall in Key Stage 1, but in Key Stage 2 there are variations in teachers' skills, so that teaching is largely satisfactory. Most teachers have a secure understanding of the National Literacy Strategy, although not all teachers use the time appropriately to ensure that the different elements are well covered, especially writing. In the best lessons, teachers demonstrate good subject knowledge and teaching methods inspire pupils to learn successfully. Pupils are well motivated by interesting tasks, are clear about the purpose of lessons and lessons proceed at a brisk pace. For example, in a Key Stage 1 class, activities were carefully matched to the differing needs of pupils. The shared text of 'Cinderella' held pupils' interest and captured their imagination, the teacher's reading of the text adding to the excitement. The good help from support staff contributed to pupils' learning and maximised the use of time in this lesson. As a result pupils worked hard and completed a good amount of work. In the weaker teaching the work set is not always matched well to the full range of pupils' ability and this leads to under-achievement, especially by higher attainers. Most pupils enjoy their work in literacy sessions. They respond positively, are eager to answer questions and are keen to learn. Where this is not the case it is directly linked to weaker teaching and work not matched to ability. Pupils frequently fail to complete enough writing in lessons and are not encouraged to produce longer pieces of written work. Marking is sometimes inconsistent in Key Stage 2, failing to identify how pupils can improve their work.

93. Management of English is satisfactory, and is a contributory factor to the improving standards in Key Stage 1. The co-ordinator for English is new to the post, but is using her knowledge and expertise to ensure that the National Literacy Strategy has maximum effect and to decide on the next priorities for the subject. The monitoring aspect of the role is under-developed and does not support teaching and learning well. Some assessment strategies are in place, although assessment opportunities within teachers' planning are not consistently used. Analysis of data from national tests and other assessment information are just beginning to be used to plan future work and identify strengths and weaknesses in pupils' attainment. Target setting is at an early stage of development. The standard of marking is inconsistent and does not always reflect the marking policy. As a result, pupils are not always clear about what they need to do to improve. The use of literacy within other subjects varies. There is often sound focus on language, but not enough attention is given to more extended writing skills in other curriculum subjects. Satisfactory resources enhance learning but provision of books in the library is unsatisfactory.

MATHEMATICS

94. Pupils' attainment in mathematics by the end of Key Stage 1 is average. In the 2000 national tests for seven-year-olds, more than nine pupils in every ten reached the expected Level 2. However, only one in seven reached the higher Level 3, compared with the national average of one in four. Overall, these results are below the national average and below those of similar schools. Evidence from the work of pupils currently in Year 2 suggests that they are attaining average standards, as were pupils of this age at the previous inspection. However, pupils are making more progress in lessons than they were in 1997, when progress in this key stage was too slow.
95. Attainment of eleven-year-olds at the end of Key Stage 2 is below average. In the 2000 tests, about seven pupils in every ten reached the expected Level 4, but only one in seven reached the higher Level 5. This gave an overall result below the national average and below that of similar schools. The inspection confirms this below average performance at the age of eleven. Standards have declined since the last inspection, when they were average. The most likely factors contributing to this decline are the recent high level of staff turnover in Key Stage 2, coupled with some unsatisfactory teaching in the past. With more stable staffing and the present good teaching based on the National Numeracy Strategy, pupils can be expected to make better progress and to attain higher standards. However, the common practice of giving all pupils the same work, apart from those with special educational needs, does not enable higher attaining pupils to make enough progress. This leads to lower than average numbers attaining the higher levels in annual tests. Pupils with special educational needs in mathematics make satisfactory progress because of the extra support they receive. There is no significant difference between the attainment of girls and boys.
96. Pupils progress well through Key Stage 1. By the end of the key stage, most pupils know the addition bonds to 20, have begun to understand place value and successfully add two-digit numbers. However, pupils do not yet check the accuracy of their answers by using an inverse process. They round numbers to the nearest ten, know which numbers are odd or even and understand halves and quarters. More able pupils have a good understanding of place value and this enables them to add or subtract 100 from larger numbers such as 4110. Most pupils with lower attainment levels have mastered their addition bonds to ten and add three simpler two-digit numbers, such as 30, 27 and 10. Year 2 pupils have a satisfactory grasp of mathematical vocabulary. They know the names of common two- and three-dimensional shapes, have begun to measure in centimetres and to tell the time. A tendency to over-rely on worksheets does not enable pupils to begin to organise and present their work well.
97. Overall progress through Key Stage 2 is slower. This is because recording systems are insufficiently precise to indicate the exact level of each pupil's attainment, to enable teachers to provide tasks to take them forward from this point. The results of Key Stage 1 testing are not used well in Year 3 to give higher attaining pupils more challenging tasks. Standards of presentation throughout the key stage are unsatisfactory and this leads on occasion to errors in computation.

98. By the age of 11, pupils work successfully with larger numbers up to one million. In mental arithmetic, pupils answer questions correctly, but not sufficiently quickly. Many pupils do not know their multiplication tables thoroughly and so struggle with simple division sums. General levels of numeracy are not high. As a result, pupils fail to make a reasonable estimate to the answer to 51×47 and some cannot calculate a quarter of two. When presented with their mathematics in the form of a problem, pupils find it difficult to decide which method of operation to use, especially if more than one is required. This is a result of an under-emphasis on problem-solving and investigative work in which pupils regularly have to make such decisions. Higher attaining pupils in Year 6 can round amounts to two decimal places and calculate more complex percentages. Sometimes, however, they are given tasks which are not challenging enough to enlarge their mathematical understanding.
99. Pupils in Year 6 work with a wide range of measures in length, weight and capacity. They use a protractor to measure angles and calculate perimeters and areas accurately. Their level of practical experience is insufficient to enable them to solve problems such as how to measure the thickness of a piece of paper. Higher attaining pupils describe a pyramid accurately in terms of its faces, vertices and edges, but other pupils cannot describe the features of a parallelogram precisely. Work in data handling is less well advanced than that in number, space, shape and measures.
100. The teaching of mathematics is now good in both key stages. It ranges from excellent to satisfactory and there is no unsatisfactory teaching. This is a significant improvement since the last inspection, when teaching in Key Stage 1 was unsatisfactory and in Key Stage 2 was good. In the interim, Key Stage 2 pupils have suffered from a rapid turnover of teachers, particularly those in Year 6 in 2000, while Key Stage 1 teachers have undergone much training for the National Numeracy Strategy. The present good standards of teaching are having a substantial impact on pupils' learning. All teachers use the National Numeracy Strategy guidance well to plan appropriate lessons. Teachers have a good knowledge of the subject, which enables them to explain very clearly using mathematical vocabulary. The effective teaching of basic skills enables pupils to understand new concepts well. In the initial mental session, most teachers provide work that challenges pupils, either by its brisk pace or its level of difficulty. Teachers make clear the relevance of the subject. An example of this occurred in Year 6, where the teacher demonstrated the importance of being able to convert currencies in order to assess where best value is obtained. A feature of most lessons is that teachers have high expectations that pupils will behave well and organise the lesson so that these expectations are more likely to be realised. For example, a Year 4 lesson in rather cramped surroundings was very well organised to give groups of pupils in turn the opportunity to carry out practical tasks relating to the estimation of length, mass and capacity. Other pupils worked in turn on the carpeted area with the teacher or with a classroom assistant outside the classroom. Pupils' behaviour, in this as in most lessons, was very good throughout. In the best lessons, excellent class management is combined with a lively approach which interests pupils and motivates them to try their hardest. In Year 1, for example, pupils were captivated by the teacher's 'magic counting stick' with which Ollie the puppet had interfered. When Ollie was supposed to be subtracting from a number and added instead, they called out, 'You're going the wrong way, Ollie!' In this lesson, time and resources were used very well, as were the results of previous assessment, and pupils made great strides forward in their understanding.
101. Overall, insufficient use is made of assessment to identify the level of pupils' skills in carrying out particular operations, so that teachers sometimes give all pupils the same work. They do not, for example, use materials from the National Numeracy Strategy for the next age group to give to pupils who are capable of starting at a higher level. Consequently, more able pupils make less progress than they might. The marking of pupils' work is sometimes superficial and gives pupils little indication of what they have learned or what they need to do next. The final, or plenary, session is often used effectively to consolidate and sometimes to extend pupils' learning by clarifying points that have caused problems. Teachers are beginning to use this time, which is sometimes too brief, more creatively, to apply newly acquired skills to solve problems or to relate the work to other subject areas.

102. A new co-ordinator has been appointed from the beginning of the present term. She has already produced a good action plan to guide future developments. It includes a substantial effort to improve assessment and recording systems. The co-ordinator intends to continue the monitoring process that was well established by the previous post-holder. Many teachers make good use of mathematics in other subject areas, notably in science and geography. For example, pupils in Year 2 use their skills in tallying as they produce a graph showing how they get to school. However, the potential of information and communication technology to support work in mathematics, particularly to address the specific needs of lower attaining pupils, is under-developed at present. Resources for the subject are good although some of inferior quality require replacement.

SCIENCE

103. Standards at the end of Key Stage 2 have fallen significantly since the last inspection. Results in the National Curriculum tests for pupils aged eleven were above the national average between 1996 and 1998, but they fell sharply in 1999 to well below average. Although they rose in 2000, the number reaching the expected level or above was still well below the average of schools nationally and that of similar schools. There was wide variation in the performance of boys and girls in the 1999 and 2000 tests for pupils aged eleven. In 1999, girls performed better than boys, whose performance was well below the average for boys nationally. However, the position was reversed in 2000, when the performance of boys improved to just below the national average, while that of girls fell to well below average.
104. Inspection evidence indicates that standards achieved by pupils presently in Year 6 have improved, following the adoption of a nationally recognised scheme of work and a recent rapid turnover of teachers. These pupils are currently making satisfactory progress, and there is no significant difference between the achievement of boys and girls. However, standards are still below average at age eleven because pupils have made inconsistent and unsatisfactory progress in their earlier years in Key Stage 2 and so lack the expected bases of skills and knowledge.
105. Standards at the end of Key Stage 1 have been sustained since the previous inspection. In the National Curriculum tasks for pupils aged seven, teachers assessed standards in 2000 to be similar to those of the national average. Inspection evidence confirms that this level has been sustained and that the attainment of pupils presently in Year 2 is average. Pupils throughout the school now have regular experience of practical investigations, and this is an improvement since the previous inspection.
106. Pupils in Year 1 classify a good range of different materials according to their properties, and present their results as a collage, which is an imaginative link with work in art. Classification skills are extended in Year 2, when pupils identify variations in the human body such as eye colour and hand size. They make good use of their mathematical skills by carefully measuring their hands and presenting their findings in a variety of ways, including using computer software to make several kinds of graphs. They explore the habitats of creatures found in the school grounds, and their labelled diagrams show they understand the differing needs of a range of creatures. Pupils generally use technical terms correctly and show sound understanding of the topics studied. Nevertheless, their written descriptions and explanations are brief, and more use could be made of science to extend their writing skills.
107. The curriculum in Key Stage 2 is well designed to develop pupils' investigative skills and deepen their understanding of materials, physical processes and life forms. Study of the human body is developed in Year 3, where pupils show sound understanding in their classifications of food types. Work in Year 4 shows good understanding of cause and effect in carefully controlled experiments with heat transfer and electrical circuits. Pupils in Year 6 produce good diagrams to explain the effect of lenses and mirrors on light. Pupils with special needs and lower attainment make sound progress in all years because of the additional support they are given. By age eleven, the factual content of the recorded work of all pupils is usually correct but too brief, and this lack of depth in their responses is a significant weakness, leading to lower than expected standards at age eleven. Pupils with average attainment and above do

not describe or explain processes, or justify their predictions in the detail expected for their age. Even pupils with potentially higher attainment often write only a single statement in answer to the prompts of a worksheet. Standards of presentation are not high enough and technical diagrams are in the main too crudely drawn to be accurate. Pupils have not been trained thoroughly enough throughout the key stage in planning their own investigations and choosing methods of recording their findings. Pupils in all years need more practise in making notes as they carry out enquiries, so that they have precisely formed ideas to write up in more polished reports.

108. The quality of teaching was satisfactory in half the lessons seen and good in the other half. Lessons are well planned with clear targets, so that pupils understand the direction of their learning. Teachers review carefully what has been learned before and emphasise key concepts, so that pupils make sound progress in their understanding. Discussions are well handled. Teachers show confident knowledge of the subject, and pupils' achievement in discussion is often at a much higher level than in their later written work. Pupils are pleased when they use technical terms correctly and show keen interest in demonstrations. Teachers work hard to prepare equipment and recording sheets beforehand. As a result, investigations are orderly and very carefully managed, so that a good amount of work is covered in each lesson. Pupils behave well and stay on task, which leads to good quality learning. In a Year 5 lesson, for instance, pupils' interest and care in exposing the new roots of their bean seeds led to well observed drawings of growth patterns. In Years 4 and 6, teachers' detailed explanations of experimental processes led to accurate measurements and careful recording of results in experiments with heat and light. In reviewing learning at the end of lessons, teachers use questions well to prompt deeper understanding of cause and effect and establish connections with prior learning. In spite of these good features, it is a common weakness for all pupils in the class to be given the same task. Tasks are usually most appropriate for pupils with average attainment, but those with lower attainment and special needs are able to keep up because they are given more adult help as they work. However, pupils with the potential to reach the higher level for their age are not given work at that higher level. They are not expected to carry out a more difficult version of the main task or meet higher expectations for the quantity and quality of their written work. Teachers do not make enough use of the results of their marking to design tasks appropriate for groups of similar attainment in the lessons that follow. Pupils do not use information books and information technology often enough, and so their learning is not reinforced or extended beyond the worksheets and activities of the lesson. As a result, higher attaining pupils under-achieve in Key Stage 2, though pupils with average attainment or lower made sound progress or better in the lessons seen, as do pupils with special educational needs and those for whom English is an additional language.
109. Management of the subject is satisfactory. The curriculum has been improved since the last inspection by the adoption of official guidelines, so that all required elements of the subject are now fully covered. Units on human growth, drugs awareness and healthy living make a sound contribution to pupils' health education. Satisfactory progress has been made recently in developing assessment procedures, but not enough information has been gathered as yet to identify the progress pupils are making in relation to national expectations. Teachers need more guidance in assessing standards of work, for instance, through reference to a portfolio of examples at each of the National Curriculum levels. Use of information and communication technology for research and recording is developing soundly. Stronger links are needed with art and design and design and technology to develop pupils' weak drawing skills, and with English to identify opportunities for formal writing and reading for information. The annual science week is a good feature used to extend the curriculum and raise the profile of the subject.

ART AND DESIGN

110. Pupils aged seven reach the standards expected for their age, but they make unsatisfactory progress in Key Stage 2, with the result that standards are below those expected by the age of eleven. This is because learning is not guided by a detailed scheme of work and skills are not developed systematically in all elements of the subject. Standards have fallen since the last inspection, when they were in line with national expectations at the end of both key stages. No

lessons were seen during the inspection, so it is not possible to make a judgement on the standards of teaching. Pupils with special educational needs and those for whom English is an additional language achieve in line with their peers.

111. Pupils in Year 1 paint pictures of mythical beasts, with bold use of line and colour. Their 'junk' model of Matt the Material Monster makes imaginative use of a wide range of materials, linked to their work in science. Pupils in Year 2 draw expressive pictures to show their responses to books they have enjoyed. They paint human figures with a sound sense of proportion, and have some experience of clay modelling, though this is not well defined.
112. There are good examples of painting in Key Stage 2, for instance, in the figures in a landscape by Year 4, which have a good sense of composition and subtle balance of colour. They show the influence of famous artists, whose techniques were studied as part of the topic. Pupils in Year 4 are studying the work of William Morris, with a view to experimenting with repeated patterns. Year 5 use the inspiration of Australian native artists to create stylised outlines of animals in oil pastels, with strongly contrasting colours. Year 6 paint striking landscapes within the constraint of using only shades of mauve and white, reaching good standards of composition and brushwork.
113. Experiences with other media are much less successful. In particular, key skills in drawing are not developed systematically. Higher attaining pupils in Year 6 draw accurate pictures of flowers as part of their study of life forms in science, but skills in observational drawing are generally under-developed. Pupils have sketchbooks, but very little use is made of them and the small amount of work evident in all classes shows a lack of an agreed policy on how sketchbooks should be used. As a result, most pupils have very limited skills in drawing accurately with depth and perspective, in spite of frequent opportunities to use the medium to express learning in other subjects, such as history, geography and science. Pupils have few opportunities for three-dimensional work, or to use information and communication technology. They do not develop confidence in working on topics of their own choosing, because they have limited experience of working in different styles and media. There is no evidence of any significant programme to develop pupils' appreciation of the work of famous artists and this limits the contribution of the subject to pupils' cultural development.
114. Management of the subject is unsatisfactory, because the monitoring of teaching and learning has not been given sufficient priority. The scheme of work is slowly being adapted in the light of nationally accepted guidelines and there are elements of good practice through the school. However, these have not been co-ordinated to ensure that all elements of the subject are taught consistently. There are no assessment procedures to ensure that pupils' strengths and weaknesses are identified and addressed systematically. Opportunities to express learning through art in other subjects are not well co-ordinated to ensure that pupils become more skilful, and teachers have had insufficient training and guidance in teaching specific skills. Special projects, however, are well used to extend the range of pupils' experiences. Pupils help to paint the scenery and make costumes for school productions. Good use is made of arts festivals in the community to stimulate creativity. The school's Jubilee banner made by the art club demonstrates a wide range of techniques and the good standard that can be reached with careful planning and adult guidance.

DESIGN AND TECHNOLOGY

115. Pupils reach standards that are in line with national expectations at the age of seven, but below them by the age of eleven. At the time of the previous inspection, standards were below national expectation in both key stages, so some improvement has taken place. However, many of the weaknesses noted in the previous report remain to be addressed.
116. On one afternoon each week, the pupils in reception, Year 1 and Year 2 classes combine, this term for lessons in design and technology. Linked with their studies in religious education, they are designing and making Joseph's coat, promoting social interaction between the three age groups, as well as enhancing subject skills. In the lessons observed, pupils demonstrated appropriate skills of cutting and joining in all three age groups. They understand how to use

masking tape to attach the template they have produced by drawing on the material to be cut the outline of their teddy bear or doll.

117. By Year 4, pupils use a greater range of materials to make various types of puppets. Because there is considerable choice in what they make, individual pupils learn and practise very different techniques from each other and their progress in learning to cut, shape and fashion materials is correspondingly varied. Pupils in Year 3 and Year 5 have designed photo-frames and board games, but have not evaluated or modified their designs in the light of their experience in making them. Pupils at the end of the key stage have a good understanding of structures and the materials used to support them. In designing, they can suggest appropriate materials. For example, they suggest using Perspex in a bus shelter, as glass could be broken. They produce suitably labelled diagrams. However, they have had little or no experience of work in food technology or of using electricity in the products they make. They have not taken items apart to see how they work or evaluated commercially manufactured products. Standards are low in Key Stage 2 because not enough time is allocated to the subject and the curriculum does not promote the successive development of skills and understanding across all facets of the subject.
118. In lessons seen, the quality of teaching was good and no unsatisfactory teaching was observed. The purposes of the lesson are made clear to the pupils and organisation for practical tasks is very good. Teachers have good relationships with all their pupils, so that they are well behaved, settle quickly and enjoy their work. This was especially evident in the Key Stage 1 lessons observed, where pupils were often working with a different teacher and alongside pupils from other classes. In the best lessons there is a pace and urgency about the work which spurs pupils to complete tasks rapidly and well. This was the case in the Year 6 lesson observed.
119. A weakness in some lessons is that they fail to develop the specific skills of design and technology. Some of the work is more appropriately categorised as art and design. This was also noted in the previous inspection. The school is aware that a broad programme of study has not been undertaken in the past. It is trialling the use of national guidance documents but intends to adapt its programme to meet the needs of the school more fully. It has made good use of its links with the local community by bringing in visitors and entering competitions. Currently, there is no subject co-ordinator, but the school expects to appoint one soon. It has identified the need to develop the subject in its school improvement plan. The school is aware that the new co-ordinator will require time to monitor the subject to ensure that both the breadth of provision and teachers' subject knowledge are improved.

GEOGRAPHY

120. Pupils aged seven reach the standards expected for their age, and the curriculum is well constructed to develop their understanding across a good range of topics. This is a significant improvement since the previous inspection, when standards were below national expectations. However, progress is not sustained evenly through Key Stage 2, with the result that standards of work are below those expected nationally by the age of eleven. This represents a decline since the previous inspection, when standards were in line with national expectations.
121. Pupils in Key Stage 1 successfully interpret maps to find their own homes in relation to the school. They draw maps of their journey to school, using a good range of symbols for features seen on the way. They talk about their environment and features that they like and dislike. Their knowledge of the world beyond is developed through study of village life in Ghana. They use atlases and globes correctly to locate the country. Their stories and accounts show sound understanding of similarities and differences in ways of life and key features, such as the use of water. The study of African art makes a good contribution to their cultural development. Pupils with special educational needs make progress in line with that of other pupils. They follow the same curriculum, and teachers give them effective support in matching work to their needs.

122. Pupils produce satisfactory work in response to key elements of geography in Key Stage 2, but these elements are not co-ordinated well enough to ensure progress. The study of other countries begins well in Year 3, with a focus on a village in India. There is an emphasis on the study of cultural differences, and pupils with higher attainment in writing produce satisfactory accounts of Divali and traditional stories. However, the written commentaries and explanations of most pupils are generally too brief for ideas to be developed adequately. This remains so throughout the key stage, and attainment is also affected by low standards of presentation in writing, maps and diagrams. Elements of mapwork are soundly developed in Year 4, with pupils at all levels of attainment making good use of symbols in maps connected with the history topic of the Vikings. Pupils with lower attainment or special needs are well supported by simpler versions of the same task. There is some mapwork in Year 5, though the level of difficulty remains the same as in Year 4, so that pupils of higher attainment under-achieve. There is no evidence of significant mapwork in Year 6 so far this year, though there is an intention to use the residential visit to France last term as the basis for work on town maps. The study of weather begun in Year 4 is not followed through consistently, and there is no evidence that pupils learn how to collect and interpret technical data. By the age of eleven, pupils have a broad understanding of the main elements required in the programme of study, but their skills and knowledge are below the levels expected.
123. One lesson was seen in each key stage. The standard of teaching was very good in one and satisfactory in the other. Lesson plans set out clear targets for learning. Teachers use questioning well to check on understanding and encourage closer analysis of information. In the very good lesson in Key Stage 1, pupils were asked to imagine themselves walking to a market in an African village, and to focus on the sights and experiences they had heard about or seen in pictures. Living the experience in their heads fired pupils' interest, deepened their understanding and led to a good standard of written work. In the Key Stage 2 lesson, the topic of climate zones was well linked to pupils' personal experience, though their lack of precise knowledge meant that they made slow progress. Pupils showed interest in searching for information in atlases, but some lower attaining pupils, particularly boys, lost interest in this demanding work.
124. Management of the subject is unsatisfactory. There is no co-ordinator, and this has slowed the process of developing a new scheme of work in line with official guidelines. The lack of assessment procedures means that pupils' progress is not monitored. Not enough emphasis is placed on the use of information and communication technology for researching information and handling data. Stronger links need to be made with literacy targets in reading for information and formal writing, and with mathematics in carrying out fieldwork and interpreting statistics. Visits in the locality and further afield widen pupils' experiences of contrasting locations, though more use needs to be made of such opportunities to develop their fieldwork skills.

HISTORY

125. Standards in history are satisfactory by the ages of both seven and eleven and have been improved in Key Stage 1 since the time of the previous inspection, when they were below national expectation in the development of historical knowledge, understanding and skills. Planning is generally good and uses an effective variety of methods and strategies to encourage the skills of thought and deduction through direct learning and practical activities. This is an improvement on the time of the last inspection, when pupils were judged to have too little opportunity to look at the present and develop a sense of the past by comparing differences. The purpose of learning is made clear to pupils and planning is beginning to ensure a steady progression of skills as pupils move through the school.
126. Pupils successfully develop a sense of chronology. They identify and date features in the past, evaluate evidence and begin to examine source material effectively. Time lines feature around the school, enhancing pupils' sense of chronology. Key Stage 1 pupils study famous people and events from the past, such as the Great Fire of London, Guy Fawkes and the Gunpowder Plot. Pupils in Years 3 to 6 study topics such as the Ancient Greeks, the Vikings and the Tudors with interest and enthusiasm, as observed in displays and accounts in classrooms. Pupils write

absorbed, though often brief, accounts of experience of characters in these historical periods. Throughout the school, pupils are able to absorb facts well and express an enthusiastic response both to the period under study and people associated with it. This was shown in the work of Year 6 pupils, where pupils had used research techniques to examine features of World War 2 and compared them with their own experiences. There is some evidence of independent research skills being promoted, using a range of sources.

127. The curriculum, lately drawn up under the new curriculum plans for the Year 2000, is satisfactory. It ensures a wide coverage of topics and learning goals and provides a stimulating variety of activities to support the teaching. Emphasis is firmly laid on helping pupils to think for themselves and on the use of first-hand and secondary source material to aid this process. Work, however, is too seldom planned to ensure that more able pupils can extend their skills and knowledge by undertaking personal research.
128. Teaching seen during the inspection was generally good. Much evidence was gleaned from analysis of pupils' written work, discussion with the subject co-ordinator and discussion with pupils. It is evident that teachers explain the purpose of lessons well and that question and answer methods are used effectively, both to stretch pupils to their full potential and to help them to understand people and period with ease and interest. Teachers are secure in their knowledge of the subject and pupils profit from this. In a Year 5 lesson on crime and punishment in Tudor times, the teacher added much to generate enthusiasm and interest by her ability to talk about the subject with authority and detail. Cross-curricular skills are also well developed and planned, in geography and in art, but there is little practise of literary skills of writing at length or in ways appropriate to historical study.
129. The subject is managed by a new co-ordinator who has little opportunity to monitor and evaluate teaching and learning in the subject. There is little use of assessment to aid with the planning of future work or to ensure the provision of work well matched to the ability of higher attainers. Pupils' personal development is well extended, as they study the ways of life of other cultures and learn to understand how the past has affected the present. Visits to sites of historical interest help to enhance the curriculum. Resources in the form of historical artefacts are few, but are well used and well supplemented by trips and by visitors to the school.

Information and communication technology (ICT)

130. It was possible to see only one lesson of direct teaching in this subject during the course of the inspection, although pupils, usually working in pairs, were observed using computers. In addition, a small amount of pupils' previous work in the subject was examined and discussions were held with pupils and with the subject co-ordinator.
131. Standards of attainment are in line with those expected at the end of Key Stage 1, but below expectations at the end of Key Stage 2. This is an improvement on the position at the time of the last inspection, when standards were below expectations in both key stages. The school is in a period of rapid development in this subject. It has purchased new computers and laptops, implemented a new scheme of work and arranged further training for staff. These developments have not yet had sufficient time to raise standards in Key Stage 2, where pupils have experienced a meagre programme in ICT in the past and so have had insufficient opportunity to develop, practise and consolidate the full range of skills. Pupils with special educational needs progress in line with their peers.
132. By the end of Key Stage 1, pupils understand that CD-ROMs are sources of information. They know how to type in a suitable key word to access this information. Some pupils show an understanding of vocabulary, such as *menu* or *home page*. Basic operations, such as using the mouse to click on and drag icons, are carried out effectively. These pupils also use computers to enter data about handspans on a spreadsheet.
133. Pupils in Year 4 and Year 5 were also observed entering data on a spreadsheet as part of their work in science and mathematics. The level of ICT skills required for this work was very similar to that shown by the Year 2 pupils. This reflects the lack of previous experience of older pupils

in using these skills. Pupils at the end of Key Stage 2 name many appliances that use ICT and are aware of ways in which this technology makes life easier, together with some potential disadvantages. They use CD-ROMs capably to find the information they need. They have some experience of using the Internet, but not of sending e-mails. They have not spent enough time using computers for word processing to have developed efficient keyboard skills and have no experience of using them for data handling or to control other devices. Some pupils have used printers or a digital camera. Overall, their attainment is below expectations.

134. Too few lessons were observed to make an overall judgement on the standards of teaching. The Year 2 lesson observed contained many strong features, notably a good use of resources as the teacher used a laptop linked to a large-screen monitor. Her effective interaction with the pupils held their interest, ensuring a good level of learning.
135. Pupils in Key Stage 2 are now making satisfactory progress in learning, even though their attainment remains low. One of the factors preventing more rapid learning is the lack of opportunity to practise. Teachers introduce new techniques to the class, but the process of consolidating these techniques takes too long, as pairs of pupils practise on a single computer in each classroom. There is insufficient opportunity to re-visit and review skills. The school is not using all its resources as efficiently as it might. For example, the library contains five computers, which are little used.
136. The co-ordinator for ICT has used her skills well to develop the subject since the last inspection, but has insufficient opportunity to monitor the teaching and learning in the subject. There are now good resources in place. Many of these, such as the digital camera and the scanner, have been purchased using funds raised by the parents. Finance provided by additional grants has been spent wisely. All teachers are becoming increasingly confident in teaching the subject and expect to increase their skills in additional training soon to be undertaken. The school is now well placed to raise significantly the standards of attainment of its pupils by the time they leave the school.

MUSIC

137. Music, at the time of the previous inspection, was judged to be in line with national expectations by the end of Key Stage 1 and Key Stage 2. It was not possible to observe any lessons at Key Stage 1 during the inspection, so no judgements can be made on standards or teaching in this key stage. The subject has now fallen below national expectations by the age of eleven, on the evidence of the one lesson observed and discussion with pupils and the subject co-ordinator.
138. In Key Stage 2, progress in most attainment targets is unsatisfactory. There is little opportunity for playing and composing, little singing other than in assemblies and insufficient stimulus is offered to pupils to involve them in the subject. There are some opportunities offered in lessons, as part of the commercial scheme used, for singing, but little instruction in pitch, rhythm and diction. Pupils make little use of pitched and unpitched percussion themselves. They do learn to recognise a strong beat and most can clap to a repeated pattern. A Year 3 class was observed learning to recognise the quality of sound and timbre of certain musical instruments, using a taped recording of themes from 'Peter and the Wolf'. This lesson combined a little listening and appreciation with the acquisition of knowledge, though the pupils lacked a background in musical understanding which would have allowed them to profit by it. The work lacked challenge for the higher attainers in the subject who have instrumental lessons. There is little opportunity for listening to and acquiring familiarity with the works and styles of famous composers. A few older pupils, particularly those who have instrumental lessons from peripatetic teachers, can tell the difference between pulse and rhythm and recognise note clusters. Pupils have little familiarity with musical terms and they do not know the sounds made by different instruments. There is very little performance or composition work done by pupils.

139. Pupils' attitude to singing in assemblies is one of involvement and enjoyment of the activity. Many pupils are eager for the chance to play percussion instruments. Many pupils are motivated to learn and respond, but have little opportunity to develop musical talent and a spirit of teamwork.
140. The co-ordinator for music is very new to the post. The school has had no recent musical expertise among the staff, so that it has been forced to adopt a commercial scheme of work, based largely on taped units of work. This scheme does not provide comprehensive coverage of the subject, allowing little opportunity for performing and composing, nor does it ensure a consistent level of progress. Pupils' awareness of musical heritage is insufficiently broad and there is too little opportunity for critical listening and appreciation of music of different styles. The new co-ordinator is intending to put in place nationally recognised schemes of work and the school is aware of the need for much staff training in the subject. The number and quality of percussion instruments are satisfactory, though other instrumental resources are few.
141. There are few musical activities that take place out of school time. There is a recorder group and the co-ordinator is anxious to re-form the choir to provide opportunities for pupils to enhance their musical skills and develop confidence in performance. A small number of pupils receive individual instrumental tuition.

PHYSICAL EDUCATION

142. Pupils reach the standards expected nationally in the floor element of gymnastics at the ages of both seven and eleven. During the inspection, no observations were made of pupils using gymnastic apparatus or taking part in any other elements of the subject, so no judgement can be made on standards overall. No provision is made at present for swimming, so the subject does not yet meet statutory requirements.
143. Standards of fitness are satisfactory. Pupils in both key stages are energetic in their movements and work hard to improve the quality of their performance in gymnastic routines. They collaborate well with a partner and older pupils discuss each other's performances to identify what could be improved. Pupils understand the purpose of warming up and cooling down before and after exercise. Through links with science, they know that exercise is part of a healthy life-style, and appreciate the need for safe practices. By the age of seven, pupils across the range of attainment carry out planned sequences of running and jumping movements, showing sound co-ordination. They identify the best features in the performances of others and adjust their own sequences to meet new challenges. Pupils aged eleven join in energetically and their commitment is impressive, leading to a good pace and quantity of work covered in lessons. They show a sound quality of movement in balancing and transferring their weight in floor exercises. Those with higher attainment are particularly agile, setting themselves a suitably high level of difficulty and precision of movement in their routines. Teaching assistants give good support and encouragement to pupils with special needs, so that they play a full part in the activities.
144. Teaching is satisfactory overall, and one very good lesson was observed in Key Stage 1. It is a consistently good feature of lesson plans that they set out a detailed sequence of activities so that skills are developed in stages. As a result, pupils learn with confidence and understand what is required to develop further. Teachers set high standards for behaviour and attentiveness, and pupils generally respond well. Pupils with special needs in the area of behaviour present difficulties at times, but these are handled positively by teachers and teaching assistants so that other pupils are not significantly distracted. Teachers show strong commitment in giving demonstrations to highlight key features. In the very good lesson, such demonstration was all the more effective because of the pace and enthusiasm with which the teacher stimulated pupils to higher levels of performance. Teachers give careful coaching to individuals and then encourage them to try again so they can improve. Pupils are given good opportunities to practise and evaluate their performances and those of others, and this has corrected a weakness in teaching noted in the last inspection. In particular, older pupils with higher attainment rise well to the challenge of performing for the class to demonstrate a particular skill. Younger pupils respond well when boosted by an element of competition.

145. Management of the subject is satisfactory, and new official guidelines have been adopted to clarify the scheme of work and ensure more consistent progression of skills. There is, however, no system of assessment so that pupils' progress can be monitored. Pupils in both key stages dress appropriately for physical education in the hall. However, several pupils in each lesson had to sit out because they had forgotten their kit, and a review of policy is needed to avoid this loss of learning time.