

INSPECTION REPORT

**ST ROBERT SOUTHWELL CATHOLIC
PRIMARY SCHOOL**

Horsham

LEA area: West Sussex

Unique reference number: 126053

Acting Headteacher: Tracey Bishop

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 18 – 21 June 2001

Inspection number: 191849

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

School category: Voluntary aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Lambs Farm Road
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West Sussex

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Appropriate authority: The governing body

Name of chair of governors: Mrs P Gooday

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18175	Barrie Mahoney	Registered inspector	English Music Foundation Stage Equal opportunities	What sort of school is it? How high are standards? a) The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
14061	Leonard Shipman	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
21103	Val Ives	Team inspector	Mathematics History Geography Physical education Art and design	How good are the curricular and other opportunities offered to pupils?
1028	David Page	Team inspector	Science Design and technology Information and communication technology Special educational needs	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Robert Southwell Catholic Primary School is for boys and girls aged between four and eleven, and is smaller than most other primary schools, with 123 pupils on roll. There are 11 per cent more boys than girls. Most of the pupils are white, with a small minority of pupils from other ethnic backgrounds. There are three pupils for whom English is an additional language and their first languages include Spanish, Hindi and German. No pupils are eligible for free school meals, which is well below the national average. Children's attainment measured by assessment on entry covers a wide range, and is average, overall. However, a good number of children starting school have well-developed language and social skills. There are 19 pupils on the school's register for special educational needs and no pupils have a Statement of Special Educational Needs, which is below the national average. Religious education and collective worship are both inspected separately.

HOW GOOD THE SCHOOL IS

This is an effective school with some very good features. Pupils usually attain high standards and achieve well by the time they leave the school, especially in English and mathematics, because the quality of teaching is good. Pupils behave well and they are interested in their work. The acting headteacher and all staff work well together to improve standards. The school provides good value for money.

What the school does well

- The headteacher and key staff provide very good leadership and management that promote good achievement and effective teaching and learning.
- The quality of teaching is good for pupils in Years 1 to 6, and this gives them a good start to their education.
- The co-ordination of information and communication technology across the school is very good, which is helping to increase teachers' confidence and pupils' learning.
- The provision for pupils with special educational needs is very good, and so these pupils make particularly good progress.
- The quality and range of learning opportunities is good and is enriched by pupils' involvement in environmental work and, as a result, pupils learn well.
- The provision for pupils' spiritual, moral and cultural development is good, and provision for pupils' social development is very good, and this effectively fosters pupils' good attitudes, behaviour and personal development across the school.

What could be improved

- Provision and planning for an appropriate curriculum for children in the reception class.
- The consistency and quality of marking of pupils' work.
- The role of subject co-ordinators across the school.

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 overall since its last inspection in 1997. Overall standards have improved, particularly in English and mathematics, together with a significant improvement in the quality of teaching for pupils aged five to eleven. Although most of the issues, including developing a whole-school curriculum framework and developing the role of co-ordinators, were addressed appropriately after the previous inspection, these issues now need addressing again because of the considerable changes in staffing since that time. There are now appropriate ways for parents to discuss pupils' progress with teachers. The role of governors was also an issue in the previous inspection and they now fulfil most statutory responsibilities appropriately.

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	A	A*	A
Mathematics	A	A	A	C
Science	A	A	A	B

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

The table above shows that the performance of 11-year-old pupils in the 2000 National Curriculum tests was very high and in the highest five per cent nationally in English and well above the national average in mathematics and science when compared with all schools. When compared with similar schools, pupils reached standards that were well above average in English, above average in science and average in mathematics. In the National Curriculum tests in 2000 for seven-year-olds, pupils' performance was very high in reading and mathematics and well above average in writing. There were a significant number of pupils reaching the above average grades (Level 3) in these subjects. When compared with similar schools, standards were well above average in reading, writing and mathematics. Pupils' results for science, based upon Teachers' Assessments, indicate that the number of pupils reaching the average level or above was very high when compared with the national average. Since 1996, standards at the age of seven have risen overall in reading, writing and mathematics and are well above the national trend. Trends over time indicate that at age 11 since 1996 standards have risen in mathematics and science and significantly in English and are above the national trend. However, there are differences between the attainments in different year groups and this contributes to variations from year to year.

Inspection findings show that standards reached by 11-year-olds are above national expectations in English, mathematics, science, information and communication technology, art and design and design and technology. They are in line with national expectations in geography, history and physical education. Standards reached by seven-year-olds are above national expectations in science, information and communication technology, art and design and design and technology. They are in line with national expectations in English, mathematics, geography, history and physical education. There was insufficient evidence to make a judgement about standards in music. Although standards are not as high as indicated in the 2000 National Curriculum tests, they have improved overall since the last inspection. There have been considerable staffing changes over the last two years, which have had a negative impact upon standards overall. The acting headteacher, staff and governors are aware of the school's strengths and weaknesses and set appropriate targets for year groups and individual pupils. Despite the unsettled period that the school has gone through, standards are once again improving, particularly in literacy and numeracy. Pupils with special educational needs and those for whom English is an additional language make good progress. During the inspection, there were no significant variations observed in the performance of girls and boys.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils happily come into school and settle quickly.
Behaviour, in and out of classrooms	Good. There have been no recent exclusions.
Personal development and	Good relationships within the school. Pupils are given good

relationships	opportunities to take responsibility. They care for each other well.
Attendance	Attendance is very good. Punctuality is good. Registration is taken swiftly and provides a good start to lessons.

Pupils' behaviour and their attitudes to school are good and these contribute to the calm and purposeful environment.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and leads to good learning. Most lessons observed were at least satisfactory, with 11 per cent very good and 61 per cent good. However, six per cent of lessons observed were unsatisfactory. Overall, the quality of teaching has improved since the last inspection. The quality of teaching is consistently good for pupils aged five to eleven, with examples of very good teaching. However, the quality of teaching is unduly variable for children in the reception class where some unsatisfactory teaching was observed. As a result of the overall good quality teaching for pupils aged five to eleven, including good provision for those with special educational needs and those for whom English is an additional language, pupils learn well and make good progress, overall. The quality of teaching of pupils aged five to eleven is good in English, mathematics, science, information and communication technology, art and design, design and technology, geography, music and physical education. However, there was insufficient evidence to make a judgement about the quality of teaching in history for pupils aged five to eleven. Features of the lessons where the quality of teaching is particularly strong include good subject knowledge, well-planned lessons that develop what pupils already know, and high expectations. In the reception class, the class teacher has insecure knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. Much of the work is focused upon the learning needs of older children, with some dilution of activities for those who are younger. As a consequence, the needs of younger children are insufficiently addressed and their learning is unsatisfactory. Teachers are particularly successful in matching their questions to the needs of individuals in whole-class sessions in literacy and numeracy. This contributes positively to the standards attained.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils aged five to eleven and unsatisfactory for children in the reception class. Environmental education makes a positive contribution to the overall quality of the curriculum.
Provision for pupils with special educational needs	Very good. Planning is strong with clear targets. These pupils make good progress.
Provision for pupils with English as an additional language	Good and leading to good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall: the provision for pupils' spiritual, moral and cultural development is good and provision for pupils' social development is very good.
How well the school cares for its pupils	Satisfactorily, overall. The school provides good personal support and guidance for pupils. However, the quality and consistency of marking is unduly variable across the school and does not provide sufficient guidance on how pupils can improve their work.

The school has a good partnership with parents. The lack of a secure play area for children in the reception class is a cause for concern.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall. The school is very well led and managed by the acting headteacher who has very successfully provided stability for the school at a difficult time.
How well the governors fulfil their responsibilities	Satisfactorily. Governors fulfil most of their statutory responsibilities appropriately. However, their role in monitoring and evaluating the work of the school lacks sufficient rigour to be fully effective.
The school's evaluation of its performance	Satisfactory. The school is beginning to use assessment data effectively to plan ahead and to set targets for improvement.
The strategic use of resources	Satisfactory. Specific grants and resources are used appropriately.

The school has had considerable changes in staffing over the last two years. However, newly appointed staff have settled into school well and positive team working has quickly become established. The accommodation is good and enables the curriculum to be taught effectively. The outdoor area provides a particularly stimulating environment for learning and play, with the exception of outdoor provision for children in the reception class. The governors apply best value principles appropriately. The governors' annual report to parents does not fully conform to requirements by omitting a number of aspects, including references to provision for disabled pupils, and by inappropriately brief references to provision for pupils with special education needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Parents feel comfortable about approaching the school with questions or a problem. • Children make good progress. • The school expects children to work hard and achieve their best. • The school helps pupils to become mature and responsible. • Behaviour in the school is good. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • Homework provision. • Information about how their child is getting on. • The closeness of the working partnership between the school and parents.

Inspectors endorse parents' positive views of the school. However, inspectors do not agree with parents' criticisms and judge that the range and quality of extra-curricular activities is good, particularly when taking into account the size of the school and the number of newly appointed staff. Homework is set and marked appropriately and has a positive impact upon promoting good standards, especially in literacy. Links with parents and information about how pupils are getting on are improving; for example, homework diaries are a regular and valuable link between parents and teachers and are a useful way of informing parents about how well their child is getting on, especially in literacy and numeracy. Newsletters are sent regularly and the school has a flexible policy for discussions with parents. The annual reports are detailed and relevant to each pupil and include some general targets for improvement. These provide parents with a clear picture of how their child is doing at school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. During the preceding two years there have been considerable changes of staffing and leadership throughout the school. Although the school is now reaching a period of stability, both the school's own findings as well as inspection evidence indicate that this period of uncertainty has had a negative impact upon standards achieved by pupils and is particularly noticeable at the ages of seven and eleven.
2. Children's attainment measured by assessment on entry covers a wide range and is average overall. However, a good number of children starting school have well-developed language and social skills. Reception children make unsatisfactory progress overall, because they have insufficient opportunities to broaden and consolidate their knowledge in all areas of learning. The range of activities provided does not always reflect the learning needs of children of this age and has a negative impact upon their learning. By the time children end the reception year, most are achieving the Early Learning Goals for this age. Overall, provision for children under five is unsatisfactory and standards have fallen since the last inspection.
3. In the National Curriculum tests in 2000 for seven-year-olds, pupils' performance was very high in reading and mathematics and well above average in writing. There were a significant number of pupils reaching the above average grades (Level 3) in these subjects. When compared with schools with a similar percentage of pupils eligible for free school meals, standards were well above average in reading, writing and mathematics. Pupils' results for science, based upon Teachers' Assessments, indicate that the number of pupils reaching the average level or above was very high when compared with the national average.
4. In the National Curriculum tests in 2000 for 11-year-olds, pupils' performance was very high in English and in the highest five per cent nationally, and well above average in mathematics and science. There are a significant number of pupils achieving the higher levels in these subjects. When compared with schools with a similar percentage of pupils eligible for free school meals, standards were well above average in English, above average in science and in line with the average in mathematics. Test results indicate that, although boys are attaining results that are higher than national averages, girls are attaining better results than boys in these subjects.
5. Since 1996, standards at the age of seven have risen overall in reading, writing and mathematics and are well above the national trend. Trends over time indicate that at age eleven since 1996 standards have risen in mathematics and science and significantly in English and are above the national trend. However, there are differences between the attainments in different year groups and this contributes to variations from year to year.
6. Inspection findings indicate that in English the standards achieved by seven-year-olds are currently in line with national expectations but below the standards achieved in the 2000 tests, where the percentage of pupils reaching Level 2 or above was well above the national average. When compared with similar schools, standards are well above the national average. Standards achieved by seven-year-olds have been maintained since the last inspection when they were recorded as average.
7. Standards currently achieved by 11-year-olds are above national expectations, although below the very high standards achieved in the 2000 national tests, which were also well above average when compared with similar schools. Although standards have fallen since the 2000 tests, they have risen when compared with the previous inspection, when standards were said to be in line with national expectations.

8. Progress in speaking and listening for pupils aged five to eleven is satisfactory. A good number of pupils in Year 1 have advanced speaking and listening skills. By the time they are seven years old, they have made sound progress in their ability to listen to staff and peers during literacy lessons and in their speaking skills; for example, they listen carefully in response to instructions from the teacher, but they are less confident in discussion. By the time they are 11, many pupils talk with assurance in a broadening range of contexts. They have good skills of discussion and debate and justify their own opinions and statements with reasoned argument.
9. Progress in writing follows much the same pattern. Starting from an average base, pupils are making sound progress between five and seven. They steadily increase their skills so that by the age of 11, the attainment of the majority is good. By the time pupils are ready to leave Year 2, their writing skills have matured to some extent, but some of their handwriting is untidy and the formation and size of letters inconsistent. The scrutiny of pupils' work indicated wide fluctuations in teachers' expectations and standards achieved by pupils over the year, and was particularly noticeable in Years 5/6. This is as a result of the school's staffing difficulties and the number of supply staff involved during the year.
10. Pupils' progress in reading by seven-year-olds is sound, overall, and higher-attaining pupils make good progress. At their level of development, pupils read a variety of texts with accuracy, but not always fluently, and their delivery is occasionally halting. They read with good attention to the meaning and correct themselves where necessary. Eleven-year-old pupils, including those with special educational needs, have made good progress in their reading.
11. In mathematics, inspection findings confirm that standards attained by pupils aged seven are in line with national expectations, while standards attained by pupils aged 11 are above national expectations and pupils' progress is good.
12. Pupils enter Year 1 with average attainment in basic number skills. These are steadily built on as they move through the key stage. By the age of seven, pupils attain average standards in using and applying mathematics, shape, space and measures and in number and algebra. Pupils aged seven to eleven continue to progress in their learning and by the age of 11, they have a secure grasp of place value and the four operations of number. Progress is good in all areas of mathematics by the age of 11. There is appropriate emphasis on mental work and number work in both key stages and pupils develop a good range of strategies for solving problems. Much of the mathematics learned involves practical problem-solving activities. Pupils who have special educational needs are given work closely matched to their abilities and at times receive extra support. They make progress that is often good when taking account of their previous learning.
13. In science, by the ages of seven and eleven, most pupils attain standards above that expected of them nationally. Standards in science are broadly similar to those reported in the last inspection. Given the high number of staff who have recently joined the school, there has been satisfactory improvement since the last inspection.
14. The school has made significant improvement in information and communication technology since the last inspection. Standards have improved and pupils achieve above national expectations by the ages of seven and eleven. Pupils aged five to seven use information and communication technology appropriately to generate and record work and share ideas in a variety of forms, including images and text. Older pupils use a commercial spreadsheet package to organise, amend and present data from a survey they have carried out.
15. Standards achieved by seven-year-olds are above national expectations in art and design and design and technology. Standards are in line with national expectations in geography, history and physical education. Standards achieved by 11-year-olds are above national expectations in art and design and design and technology. Standards achieved by 11-year-olds are in line with national expectations in geography, history, and physical education. There was insufficient evidence to make a judgement about standards in music throughout the school.

16. There are 19 pupils on the school's register of special educational needs (15 per cent), which is below the national average, and no pupils with a Statement of Special Educational Needs. These pupils are achieving standards in line with targets set in their Individual Education Plans and they make good progress. The school has carried out an analysis of pupils' performance and has shown that pupils with special educational needs make as good or better progress than other pupils at the school, based on their performance in SATs.
17. The acting headteacher, staff and governors are well aware of the school's strengths and weaknesses and are now setting appropriate targets for year groups and individual pupils. Despite the unsettled period that the school has gone through, standards are once again improving, particularly in literacy and numeracy. During the inspection, there were no significant variations observed in the performance of girls and boys.

Pupils' attitudes, values and personal development

18. The attitudes, values and personal development of pupils are good and have remained so since the last inspection. The standards of behaviour of pupils are good and are fully appreciated by parents. This was made clear from the questionnaires, the parents' meeting and from comments made by parents during the inspection.
19. Most pupils arrive with their parents and in an orderly manner. They are smartly dressed and happily enter into the school. Many parents have opportunities to discuss any concerns with teachers at the beginning of the school day. Pupils quickly and quietly settle into class and this helps provide a secure foundation for pupils to learn.
20. Attitudes to learning are good, especially where teaching is good. Pupils concentrate for appropriate periods. They are capable of clearly explaining their work and some take a pride in the presentation, although scrutiny of pupils' work indicates that this is unduly variable, particularly in Years 5/6. Pupils are keen to answer questions and are appropriately challenged.
21. Good standards of behaviour, courtesy and manners were observed during the inspection. Pupils move around the school in a calm manner. They are polite and respectful when answering questions. During lessons, these same standards of good behaviour were observed in nearly all classes. This allows the lessons to flow and has a positive impact upon learning; for example, during a mathematics lesson, pupils were enthusiastic about playing a game but did not interrupt others. There have been no recent exclusions.
22. During playtimes pupils participate fully in the wide variety of games, activities or play resources. There was no aggressive or anti-social behaviour observed during the inspection.
23. Relationships amongst pupils between and pupils and adults are good. Staff have high expectations and are well supported by the pastoral input from the Church. Staff provide good role-models for pupils. Pupils with special educational needs are well supported, enabling all pupils to make a good contribution to school life. Their confidence and self-esteem are sufficiently developed to allow them to take full part in the life of the school.
24. Pupils collaborate well in class, either sharing ideas or supporting one another to promote learning and understanding; for example, when one pupil was unsure how to answer a mathematics problem, another pupil explained and the boy completed the question correctly. In an art lesson, pupils showed their work to the class and the teacher asked for their views of the quality of work. Pupils responded with sensitive, yet well argued, views without causing any embarrassment to the artist.
25. Pupils care for each other; for example, two older girls comforted and cared for a small boy who had hurt himself whilst playing. They took him to the supervisor and then on to the first aid point. In addition, pupils support each other with tasks such as paired reading or playtime friends' scheme. A prefect system has recently been introduced.
26. The development of pupils is enhanced in a number of other practical ways. At lunchtime, older pupils answer the telephone. However, although this has the potential of providing a good

opportunity for personal development, there is insufficient adult intervention during this period to fully support pupils. During the school day, many pupils attend to the splendid environmental garden, for example watering the plants or making firebricks from waste paper, and produce from the garden is sold to parents or visitors. Such activities successfully broaden pupils' education and understanding.

27. Good citizenship is fostered in assemblies and in lessons; for example, in a Year 1 class, thinking and making the right choice was emphasised. During this lesson a video was played showing an adult smoking a cigarette, and a pupil expressed his disapproval without prompting. The absence of any damage or graffiti shows that pupils respect their school and property.
28. Levels of attendance are very good and have remained so for many years. Punctuality was consistently good during the inspection. Registration is taken swiftly with a minimum of delay. This provides a good start to the session and has a positive impact on pupils' attitudes to learning.

HOW WELL ARE PUPILS TAUGHT?

29. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. Most lessons observed were at least satisfactory, with 11 per cent very good and 61 per cent good. However, six per cent of lessons observed were unsatisfactory. Overall, the quality of teaching has improved since the last inspection.
30. The quality of teaching is consistently good for pupils aged five to eleven, with examples of very good teaching. However, the quality of teaching is more variable for children in the reception class where some unsatisfactory teaching was observed. As a result of the overall good quality teaching for pupils aged five to eleven, including good provision for those with special educational needs, pupils make good progress overall.
31. The quality of teaching of pupils aged five to eleven is good in English, mathematics, science, information and communication technology, art and design, design and technology, geography, music and physical education. However, there was insufficient evidence to make a judgement about the quality of teaching in history for pupils aged five to eleven. Features of the lessons where the quality of teaching is particularly strong include good subject knowledge, well-planned lessons that develop what pupils already know, and high expectations. Teachers' subject knowledge has improved in physical education and information and communication technology where there were weaknesses noted in the last inspection. The improved quality of teaching in mathematics is beginning to have a positive impact upon raising standards, and particularly for pupils aged five to eleven.
32. Teachers have yet to undertake the government sponsored training for the development of their information and communication technology skills. However, most teachers show that they have a good working knowledge of the subject and are well supported by the co-ordinator for information and communication technology. Teachers are less confident in their ability to teach music. This has been partly overcome by the school employing a music specialist to teach music throughout the school for part of one day each week. Although this is a successful strategy in ensuring that the music curriculum receives adequate coverage, teachers still lack sufficient skills in this subject.
33. There were a number of weaknesses observed in the quality of teaching for children under five, which contributed to the unsatisfactory judgement. The newly appointed and inexperienced class teacher has, as yet, an insecure knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy lessons. However, the most significant weakness in the reception class is the lack of understanding and attention given to planning based upon the Early Learning Goals for children of this age. Much of the work is focused upon the learning needs of older children, with some dilution of activities for those who are younger.

As a consequence, the needs of younger children are insufficiently addressed and their learning is unsatisfactory.

34. The classroom assistant and other adult helpers are also insufficiently used to enhance children's learning in the reception class. Although some satisfactory support of group work was observed, they are not involved in planning nor sufficiently well briefed before lessons begin to have a positive impact upon learning. As a result, opportunities are often missed to effectively support and enhance the learning of individual children.
35. Pupils aged five to eleven are managed very well and teachers use questions effectively to extend learning. As a result, pupils make good gains in their learning. A particularly strong feature is the way in which teachers explain what pupils are going to learn and continually reinforce this through the lesson. In one very good mathematics lesson for pupils in Years 5/6, the teacher effectively consolidated pupils' understanding of data handling through well-focused questioning and clear problem-solving strategies, effectively breaking up new concepts into easily understood sections. Effective and challenging questioning successfully reinforced pupils' understanding and led to very good learning.
36. Other features of the high quality of teaching in many lessons include the use of challenging questions to extend learning, particularly for pupils aged five to eleven. Teachers are particularly successful in matching their questions to the needs of individuals in whole-class sessions in literacy and numeracy. This contributes positively to the standards attained. Teachers take every opportunity to extend and enrich learning through their questioning; for example, in one good lesson in Years 1/2, pupils' learning about the need to be aware of audience when reading in role was successfully enhanced through lively and perceptive questioning. The teacher's affirming manner and ability to value all responses successfully encouraged pupils to contribute and participate in the play and, as a consequence, learning was effective.
37. The effective use made of most support staff is another factor that leads to good teaching and learning. Support staff are generally well prepared and work very well with teachers to ensure that the needs of all pupils are met. Consistent expectations, where the contributions of all are valued, and the use of interesting resources, which motivate the pupils, are other features of successful teaching.
38. In the smaller number of satisfactory lessons, and particularly in the reception class, the pace of lessons was sometimes slow and expectations of what pupils could achieve were unduly variable. As a result, some children quickly became bored and unsettled. Occasionally, group tasks were insufficiently challenging to promote good learning.
39. The teaching of pupils with special educational needs is good and this ensures good progress in their learning. The inclusion of all pupils underpins the good ethos of the school and is of mutual benefit to the whole school community. The Individual Education Plans of pupils with special educational needs are detailed, contain appropriate targets and are reviewed at frequent intervals. They are written jointly between the special educational needs teacher and class teachers to ensure that there is a shared understanding of pupils' needs. The consistent involvement of the special educational needs teacher ensures that Individual Education Plans follow a common format. Homework is differentiated according to the needs of these pupils. The school makes full use of courses provided by the local education authority for gifted and talented pupils.
40. Overall, most teachers show a good understanding of how to teach the National Literacy and Numeracy Strategies. The strengths in the quality of teaching include the mostly good use of support staff and help from other adults, who provide valuable support and encouragement during group activities. This ensures that pupils remain on task and that their particular needs are met. Teachers take every opportunity to extend language and this contributes to improvement in standards in English and mathematics. Teachers are competent in teaching reading. The well-established paired reading session throughout the school is valued by staff and pupils and has a positive impact upon pupils' learning.

41. The use of homework is appropriate throughout the school and is regularly set and marked. Reading books are taken home regularly and reading record books indicate a good working partnership between teachers and parents. There are also good examples of pupils working at home on spellings and using reference books.

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

42. The provision for children under five is unsatisfactory. This is because insufficient account has been taken of the learning needs of children and lack of reference to the Early Learning Goals for children of this age. A broad and balanced curriculum is provided for pupils aged five to eleven. It includes all the relevant subjects of the National Curriculum, including religious education, and meets statutory requirements.
43. Most subjects have clear policies but not all have schemes of work to effectively support each subject. The vast majority of teachers are new to the school, so there is a great need to review and develop schemes of work which the whole staff have worked on to give them a clear understanding of what they need to do. The weaknesses highlighted in the last report in the lack of schemes of work for science, information and communication technology, geography, history and physical education have been partially addressed, in that a very good scheme has been developed for information and communication technology, while the others remain the same. This means that the curriculum is not yet sufficiently supported by agreed whole-school planning procedures as highlighted in the last inspection report.
44. The curriculum for information and communication technology has greatly improved since the time of the last inspection. This is mainly due to the very good leadership of the co-ordinator and the recent introduction of a very good scheme of work that effectively supports teachers with their planning. Further training is planned for staff to become more confident in using information and communication technology. Information and communication technology is appropriately used across the curriculum to support most subjects. The unsatisfactory allocation of time in the school day for pupils aged five to eleven has been altered so that the time is longer than previously for pupils aged seven to eleven.
45. The Code of Practice for pupils with special educational needs is firmly in place and provision is very good throughout the school. These pupils receive work that is relevant to their needs and based on good and early assessment of their knowledge, skills and understanding. They have Individual Education Plans that highlight their needs and specific learning programmes that set targets for improvement and are shared with both pupils and their parents. These plans are usefully reviewed termly.
46. The school has positively implemented the National Literacy and Numeracy Strategies. These are successful in developing pupils' basic skills and they have had a positive impact on the high standards that have been achieved in English and mathematics. Planning and implementation of the curriculum is monitored effectively by the headteacher.
47. The curriculum is enriched by the provision of a good range of learning opportunities that take place after school and at lunchtime and staff are generous with the time that they spend on them. These include many valuable environmental activities such as organic gardening, nurturing seeds, lettuce and runner beans and organising fruit, such as strawberries, raspberries and gooseberries together with herbs to sell after school to parents and Friends of the School. The money is used to purchase plants to re-stock the garden. Further activities include recycling paper, lunchtime playground games, a recorder club, music group and reporter club. The school has successfully participated in national competitions and has received a number of environmental awards.

48. There is a good annual residential visit arranged for pupils in Year 6 to give them access to outdoor adventure activities. A good number of other visits to places of historical, geographical and cultural interest in the locality and further afield that are arranged to extend all pupils' knowledge and make a positive contribution to the curriculum. Visitors to school, who enhance the curriculum, include theatre groups, the local priest, artists and musicians. There is a clear homework policy that has recently been reviewed and revised to take account of current practice.
49. Overall, the curriculum prepares pupils effectively for the next stage of education. The school places a strong emphasis on the development of English language skills, creating a language rich environment. All pupils have equal access to the curriculum and opportunities to learn and make good progress. The curriculum encourages tolerance, respect and appropriate behaviour, provides useful opportunities for pupils to listen courteously to each other and promotes their understanding of right and wrong. There is a positive ethos, securing a warm, encouraging and caring environment for learning.
50. The provision for pupils' personal, social and health education is good. In these, the expertise of the school nurse, the community police officer and the road safety team are successfully used. Currently, there is no formal drugs policy, although pupils are made aware of the abuse of drugs through the sensitive handling of issues in lessons. The governors have adopted an appropriate policy for sex education.
51. The school has satisfactory links with partner institutions, such as the feeder secondary schools, which are very constructive. The children enter the school from a large number of nursery schools. This makes it difficult to be in touch with all of them, so the school offers to visit the children's homes before they start school.
52. The overall provision for the spiritual, moral, social and cultural development of all its pupils is good. Observations indicate that all teachers and support staff support the aims of the school effectively and this helps pupils to develop physically, intellectually, spiritually and emotionally. Overall, this good provision has been maintained since the last inspection.
53. Provision for pupils' spiritual development is good and is positively extended beyond religious education lessons and corporate worship within assemblies to specific discussion lessons and other subjects in the curriculum. Collective worship is used appropriately to promote a sense of wonder and time for reflection; for example, by the effective dramatising of the story of Zacchaeus and listening to a well read parable of the two sons and, in addition, by providing sensitive mood music as pupils enter and leave assembly. Time to reflect on pupils' own beliefs, values and experiences is regularly provided in the majority of classrooms and in other subjects of the curriculum. It focuses the minds of pupils on how their attitudes and actions can influence other people; for example, pupils aged five to seven were asked to reflect upon the consequences of the choices they make after listening to a very well chosen story to reinforce their understanding. Pupils in Years 1/2 reflect upon how important their families are to them and the feelings this evokes; for example, one pupil wrote "I feel better when my mum and dad stop shouting". Music composition is effectively used, for example, in Years 3/4 to stimulate feelings for favourite places.
54. Provision for pupils' moral development is good. It is reinforced by the personal example provided by the staff and specific lessons effectively planned to discuss problems and dilemmas. A strong moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. Pupils are held individually responsible for their behaviour and are encouraged to solve their own problems and arguments during open class discussions. There is a solid framework of values, which encourages pupils to distinguish right from wrong.
55. Very good provision is made to develop the pupils socially. There is a positive emphasis on consideration, tolerance and understanding, which promote socially acceptable attitudes. Care is taken to ensure that those pupils with special educational needs and English as an additional language are fully integrated into the life of the school. Boys and girls are equally provided for in all aspects of the curriculum. Teachers are both professional and caring and there is clear evidence of positive and successful relationships between pupils and staff. Older pupils are

encouraged to take on extra responsibilities around the school and these they do with enthusiasm; for example, pupils have to apply for the jobs on offer, explaining the skills and strengths they have for the work, and their peers also elect them. Annual residential visits for Year 6 pupils appropriately enhance the older pupils' social development. Pupils are encouraged to participate in the community; for example, in their support of local charities. Visits from people who help in the community further enhance their social development. Pupils are responsible for the upkeep of the environmental garden and have won a number of local awards for this work. Parents also effectively contribute to this area when they help with the weeding and upkeep.

56. Good provision is made for pupils' cultural development. Pupils are given effective opportunities to learn more about their own cultural traditions; for example, through singing carols and giving a performance of the Nativity. Pupils have appropriate opportunities to study world faiths and to develop an understanding of their traditions and cultures through the positive contribution of 'Another Faith's Week'. In addition, they broaden their knowledge and understanding of all cultures through studying different countries and cultures in history and geography and through literature, art and music. Visits from local musicians and artists and visits to the theatre, museums, activity centres and the beach further enrich the pupils' learning and development in this area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

57. The school has continued to provide a safe and caring environment for all pupils since the last inspection. The school promotes Christian values, including that of charity and sharing with others. All pupils are fully included in the work of the school. These values are fully appreciated by parents.
58. Procedures for child protection are satisfactory. The headteacher is the designated member of staff and her expertise has been shared with members of staff. The school has adopted the locally agreed procedures.
59. Procedures for aspects of health and safety, including first aid, are also satisfactory. Risk assessments are conducted every term and other annual maintenance inspections recorded and monitored. There is a designated member of staff for all aspects of first aid and all incidents are properly recorded. Internal security and safety for all occupants is constantly under review. The school is aware of the potential safety concerns for the under-fives' playground area and the need for improvements.
60. Procedures to monitor and promote attendance are good. The registers are recorded consistently well and the school secretary monitors them weekly to ensure accuracy. The education welfare officer visits on a regular basis and initials each register to ensure legal requirements are met.
61. Procedures to monitor and promote positive behaviour are good. The acting headteacher tracks and monitors the recently introduced behaviour policy. Parents and all members of staff were involved in the consultative stages before the 'golden rules' were introduced. The school reports that there have been noticeable improvements in behaviour. As a result, staff provide a more focused input towards the few children who require support, and this is also closely monitored by the special educational needs co-ordinator.
62. Lunchtime supervision is effective. Members of staff, including the midday supervisors, are alert to prevent aggressive behaviour, and there is racial harmony in the school. The spacious grounds make lunchtime supervision difficult, especially when the children spread themselves out in small groups. At present, a learning support assistant supplements the two midday supervisors.
63. Procedures to monitor and promote pupils' personal and social development are good. Across the age groups, tasks are allocated fairly. As pupils move to a higher age group, then those tasks increase in complexity or responsibility; for example, the appointment of prefects or daytime friends.

64. There are satisfactory systems for assessing pupils' attainment and progress and standards have been maintained since the previous inspection. The quality and consistency of marking is unduly variable across the school and does not provide guidance on how pupils can improve their work. However, systems for assessing, recording and reporting pupils' attainments are satisfactory and fulfill statutory requirements. The school analyses the results of statutory tests effectively and optional tests for pupils are used appropriately at the end of each year across the school.
65. The assessment policy is detailed and provides effective support for teachers. It includes an implementation plan with appropriate timescales, but lacks a clear identification of success criteria and those responsible for monitoring their achievement. The marking policy is brief and is insufficiently detailed to provide effective support for staff.
66. The acting headteacher is responsible for assessment. In English, a local education authority scheme is used to help teachers identify National Curriculum levels that pupils are attaining. This information is used effectively to inform the review of Individual Education Plans for those pupils with special educational needs. A copy of the Individual Education Plan is sent home to parents of pupils with special educational needs, but parents are not currently invited to a meeting with the special educational needs teacher. The school has already recognized that this is a weakness and there are plans to formalise a meeting with the class teachers shortly.
67. At the end of each half-term the school holds an assessment week. The outcomes of this are used to effectively inform teachers' planning for the following half-term. The assessment of literacy, numeracy and religious education has been recently reviewed, and science is shortly due for review. The school is introducing an individual file for each pupil to facilitate the passing on of information to subsequent teachers. Informal communication within the school is used well to enrich this written data. Photographs are used effectively to record standards achieved by pupils in design and technology. Pupils show pride in displaying their work in this way.
68. Pupils' annual reports to parents fulfill statutory obligations and report on National Curriculum levels for pupils at age seven and eleven. Reports set out in detail what the pupils can do in all subjects of the curriculum, including religious education and personal, social and health education. Where appropriate, the statements of attainment are related to National Curriculum levels. Although there are some general targets for improvement suggested at the end of the reports, these often lack detail and are unduly variable across the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

69. The majority of parents hold positive views of the school and the quality of education it provides for their children. This is evident from the questionnaires, the written comments, the parents' meeting before the inspection and from a number of parents interviewed. Many recognise and applaud the improvements introduced by the acting headteacher. A small but significant number of parents expressed disquiet over staffing changes, including the inconsistent setting of homework and lack of information about their child's progress.
70. Inspection evidence does not support those views with regard to homework or information about pupils' progress. Homework is set and marked appropriately and has a positive impact upon promoting good standards, especially in literacy.
71. Homework diaries are a regular and valuable link between parents and teachers and are a useful way of informing parents about how well their child is getting on, especially in literacy and numeracy. Newsletters are sent regularly and the school has a flexible policy for discussions with parents. The annual reports are detailed and relevant to each pupil, with some general targets for improvement. These provide parents with a clear picture of how their child is doing at school.

72. Parents of pupils with special educational needs are well informed about their child's progress but are not involved with reviews of Individual Education Plans at present. Parents of these pupils have remarked on the improvement their children have made.
73. The governors' annual report to parents does not fully conform to requirements by omitting a number of aspects, including references to provision for disabled pupils, and by inappropriately brief references to provision for pupils with special education needs.
74. Parents help in and around school successfully and this enhances the quality of education provided. Parents help with reading, information and communication technology and in other ways, such as Sunday morning football. A small but committed 'Friends of Sir Robert Southwell School' group hold regular fund-raising events. The profits from these go towards providing resources to benefit pupils' education. The most recent contribution to the school has been the 'all weather' adventure trail, costing over £10,000, and paid for in stages. The 'Friends' have a parent link for each class. The 'Friends' also donate towards the costs of visitors; such as, a touring theatrical group. Such visits successfully promote the arts and broaden pupils' interest and understanding of the wider world. The 'Friends' also sponsor a child from the third world on behalf of the school and this successfully gives pupils a first-hand insight into an understanding and appreciation of different cultures.

HOW WELL IS THE SCHOOL LED AND MANAGED?

75. The quality of leadership and management is satisfactory overall and standards have been maintained since the last inspection. The acting headteacher was appointed to the school in January 2001 and is making a very good contribution to the life and work of the school; provides a very clear sense of direction and purpose. The school has been going through a particularly difficult time during the previous two years, with a considerable staff turnover, difficulties in recruiting class teachers with a consequently high number of supply staff, no deputy headteacher and the retirement of the previous headteacher in December 2000. The school bursar and caretaker also left at that time. It is to the considerable credit of the acting headteacher that this potentially serious situation quickly stabilised and the school has retained the support and goodwill of most parents and pupils. A recently appointed headteacher will take up her post in September 2001.
76. A newly appointed senior member of staff appropriately supports the headteacher. Together, they have clearly identified the school's weaknesses and are implementing an effective programme for improving standards. These include raising teachers' expectations of what pupils can achieve and providing more challenge for higher-attaining pupils.
77. A team approach is well developed, and all staff recognise the need to improve standards and the quality of education provided by the school. Equality of opportunity is promoted, and pupils with special educational needs are well supported. Core subject co-ordinators have been newly appointed and co-ordinators for the foundation subjects will be appointed shortly. As yet there have been few opportunities for curriculum co-ordinators to monitor planning, pupils' written work, resource needs and the quality of teaching and learning in their subjects. However, planning is thoroughly examined and evaluated by the headteacher and a good start has been made in monitoring mathematics throughout the school, with literacy identified for close monitoring shortly. The co-ordinator for information and communication technology provides particularly effective leadership in the subject, and the scheme of work provides particularly effective support for colleagues.
78. The acting headteacher is also the special educational needs co-ordinator and works closely with the part-time special educational needs teacher. Together, they maintain a good overview of the provision for pupils with special educational needs. This ensures that the school complies with the Code of Practice and fulfils its statutory requirements. They provide very good leadership in this area of the school's work, understand pupils' needs well and are appropriately supported by class teachers and classroom assistants. The governor for special educational needs is kept fully informed and provides appropriate support. There are appropriate reports to the governing body on the progress and effects of special educational needs provision.

79. The governing body is making a satisfactory contribution to the life of the school and is well aware of its strengths and weaknesses. A range of its responsibilities is delegated to committees, which effectively support the work of the school. The governors fulfil most of their statutory responsibilities appropriately, with the exception of some details in their annual report to parents. Governors are satisfactorily involved in the monitoring of the work of the school, and several governors visit the school whilst it is in session, although this programme of monitoring and evaluation lacks sufficient rigour to be fully effective and this was a weakness identified in the previous inspection.
80. The school has clear aims, which are supported by pupils, parents, staff and governors. Together, these effectively promote positive Christian attitudes and the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school. The acting headteacher has produced an interim school development plan, together with staff and the chair of governors, and has taken into account the views of parents and pupils. This effective interim development plan clearly identifies the areas for short-term development. The planning process is appropriate and the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings.
81. There is satisfactory formal and informal monitoring of teaching and the curriculum by the acting headteacher and co-ordinators and this is helping to raise standards. The school has identified appropriate priorities and targets and is taking the necessary action to rectify deficiencies, and in particular, to raise standards. The school's ethos is good and an effective learning environment has been established.
82. Financial planning is good and special grants, such as allocations for professional development, are used appropriately. The governors are prudent in their budgeting, and strategic planning is satisfactory. Following the resignation of the school bursar, an independent bursar visits weekly to undertake this work until the newly appointed school secretary has been sufficiently trained to undertake it. As a result, the school budget is managed well, and financial control and administration are good, overall. The full governing body agrees the budget allocations annually and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Sufficient financial information is made available to all governors. The governors make satisfactory use of resources and link spending decisions to educational priorities.
83. There are appropriate procedures to review and evaluate the effects of financial decisions and governors have a satisfactory understanding of best value principles and apply them appropriately. One example of this has been the recent conversion of the previous school kitchen into a music room. At present, £45,000 (15 per cent) of the school's budget has been left unallocated for planned spending, which is as a result of the governors' decision to hold further expenditure until the newly appointed headteacher has taken up her post in September 2001. It is envisaged that much of this figure will be spent on improving aspects of the premises and curriculum, together with substantial spending on information and communication technology.
84. Only one member of the teaching staff remains from the time of the last inspection. The school is appropriately staffed and there is a good balance of experience and expertise. The procedures for inducting staff new to the school has been effective and, as a result, there is a strong team spirit, shared commitment and confidence in the school's procedures. However, at the time of the inspection there was evidence of less effective classroom support for children in the reception class.

85. The accommodation is good and allows the curriculum to be taught effectively. Internally, the building is maintained in a clean and hygienic condition. Good use of displays along the walls promotes examples of the pupils' work. In the hall for instance there are eye-catching displays to promote tolerance and understanding of others; for example, about the Hindu faith and customs, and another entitled 'We are of one world'.
86. The outdoor areas, including the environmental area, provide a particularly stimulating environment for learning and play. The playground space is limited but a wide variety of resources ensures that space is used well. One positive feature is the environmental area, which encourages storing rainwater, recycling waste paper into firebricks and developing interests in gardening. This valuable learning resource positively promotes a number of skills. In addition, there is a herb and a vegetable garden, which are used well. Pupils sell the produce to parents after school, and this helps pupils to develop their speaking skills and confidence in handling money. However, there is a lack of a separate, secure play area for children in the reception class. Resources to support pupils' learning are good, overall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standard of education further for pupils, the headteacher, staff and governors should focus upon the following key issues:

(1) Improve the provision for children in the reception class by:

- ensuring that planning is securely linked to the Early Learning Goals and enhancing provision for role play and children's physical development; (paragraphs 2, 33, 34, 38, 42, 84, 88, 90, 92, 93, 96, 97, 98, 100, 101)
- improving the quality of teaching to ensure that children learn effectively across the six areas of learning; (paragraphs 2, 29, 30, 33, 34, 38, 42, 84, 88, 90, 91, 92, 93, 96, 97, 98, 100, 101)
- providing more opportunities for children to become independent and to plan and review their own learning; (paragraphs 2, 33, 34, 38, 42, 84, 88, 90, 91, 92, 93, 97, 101)
- ensuring that resources and facilities reflect and enhance their curriculum needs; (paragraphs 2, 33, 34, 38, 42, 84, 88, 90, 92, 93, 95, 96, 97, 98, 100, 102, 103)
- providing a secure outdoor play area and ensuring that a purposeful range of activities is provided. (paragraphs 38, 42, 59, 86, 88, 90, 92, 98, 103)

(2) Develop the role of newly-appointed subject co-ordinators and their responsibilities across the school by:

- reviewing existing subject policies and schemes of work to ensure that they provide appropriate support for teachers; (paragraphs 43, 50, 77, 127, 139, 140, 153, 154, 159, 165)
- developing an effective programme for monitoring and evaluating the quality of teaching, learning and standards in all subjects across the school. (paragraphs 43, 77, 127, 139, 140, 153, 154, 159, 165)

(3) Improve the consistency and quality of the marking of work across the school, to ensure that pupils know what they need to do to improve. (paragraphs 64, 65, 68)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure that all teachers have high expectations, so that pupils attain high standards, particularly in raising standards of neatness and presentation of pupils' work. (paragraphs 9, 20, 92, 109, 110, 114, 123)
- Ensure older pupils have appropriate support and adult intervention when answering the telephone. (paragraph 26)
- Raise teachers' expertise and confidence in the teaching of music. (paragraphs 32, 175, 177)
- Ensure that the governors' annual report to parents meets statutory requirements. (paragraph 73)
- Ensure that governors' monitoring and evaluation of the school's work is appropriately rigorous. (paragraph 79)

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	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	61	22	6	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)	0	123
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	0	0
Number of pupils on the school's special educational needs register	0	19

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	0
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.5%
National comparative data	5.2%

Unauthorised absence

	%
School data	0
National comparative data	0.5%

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	10	10
	Girls	10	10	10
	Total	20	20	20
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (95)	100 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	10	9	10
	Girls	9	10	10
	Total	19	19	20
Percentage of pupils at NC Level 2 or above	School	95 (95)	95 (95)	100 (95)
	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	9	11	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	7	7
	Girls	11	11	11
	Total	19	18	18
Percentage of pupils at NC Level 4 or above	School	95 (90)	90 (90)	90 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	7	7
	Girls	11	11	11
	Total	18	18	18
Percentage of pupils at NC Level 4 or above	School	90 (90)	90 (90)	90 (100)
	National	70 (68)	72 (69)	79 (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	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	106
Any other minority ethnic group	1

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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	19.8:1
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	61

Qualified teachers and support staff: nursery

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

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

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	307995
Total expenditure	292112
Expenditure per pupil	2356
Balance brought forward from previous year	29425
Balance carried forward to next year	45308

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	45	7	2	0
My child is making good progress in school.	28	62	3	2	5
Behaviour in the school is good.	33	53	9	0	5
My child gets the right amount of work to do at home.	24	43	22	9	2
The teaching is good.	38	47	7	3	5
I am kept well informed about how my child is getting on.	26	47	19	7	2
I would feel comfortable about approaching the school with questions or a problem.	43	48	5	2	2
The school expects my child to work hard and achieve his or her best.	41	48	2	3	5
The school works closely with parents.	22	53	21	2	2
The school is well led and managed.	24	47	12	2	16
The school is helping my child become mature and responsible.	31	55	9	2	3
The school provides an interesting range of activities outside lessons.	7	34	36	17	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

87. Children enter the reception class in the September before their fifth birthday. Children who are five in the autumn term start on a full-time basis, and children who are five in the spring term and summer term start full-time education at the beginning of the term of their fifth birthday. Children who are part-time are in school for morning sessions only. Most children starting in the reception class have attended one of a number of local pre-schools or nurseries. Before children start school there are appropriate opportunities for families to visit, including home visits if requested by parents. The reception class also includes a small number of Year 1 pupils.
88. Children's attainment measured by assessment on entry covers a wide range, and is average overall. However, a good number of children starting school have well-developed language and social skills. Reception children make unsatisfactory progress overall, because they have insufficient opportunities to broaden and consolidate their knowledge in all areas of learning. The range of activities provided does not always reflect the learning needs of children of this age, and this has a negative impact upon their learning. By the time children end the reception year, most are achieving the Early Learning Goals for children of this age. Overall, provision for children under five is unsatisfactory and standards have fallen since the last inspection.

Personal, social and emotional development

89. Overall, children have satisfactory opportunities to develop their personal and social skills. Satisfactory opportunities are given for the development of children's moral, spiritual and social development. At the beginning of one satisfactory lesson observed, children were encouraged to carefully consider the positive personal qualities of each other and to pay each other compliments. This session was successful in helping to recognise that everyone is special. Most children demonstrate care and consideration for each other and they achieve broadly what is expected for their age; they also achieve appropriately through satisfactory opportunities to work and co-operate with others.
90. There are insufficient opportunities for children to develop their independence skills; for example, in encouraging children to plan their activities, selecting the equipment and materials that they will use and helping them to develop autonomy, curiosity and eagerness to learn. However, one good exception to this is when children are asked to register themselves when they arrive in the classroom in the morning. When children are interested and motivated successfully, as was observed during the creation of rock pools, they are responsive and interested in what they are doing and concentrate and persevere in their learning. However, this is not always the case and many examples were observed of children who were inattentive and bored with the activity. There were examples observed of children playing outside the classroom with insufficient supervision and intervention by adults. As a result, time was wasted, children became bored and mischievous and learning was ineffective.
91. Children are happy to contribute their own ideas during discussion and some demonstrate a good command of spoken language. They are becoming aware of the need to take turns and to share fairly. However, insufficient attention is given to helping children to become independent and to consider the consequences of their own actions for themselves and others. The quality of teaching in this area of learning is unsatisfactory.

Communication, language and literacy

92. Children use a growing vocabulary and range of expression and achieve broadly what is expected for children of this age. However, progress in lessons is often unsatisfactory in communication, language and literacy because activities are not well matched to their learning needs and their prior attainment. There are a small group of articulate and able children whose ideas are insufficiently developed and encouraged. In one unsatisfactory lesson observed, a lesson based upon alliteration was insufficiently modified to meet the learning needs of

younger children, who quickly became restless and inattentive during the whole-class activity. When children were appropriately challenged in their group, most settled quickly to the task. Higher-attaining children quickly and successfully completed the task, yet additional activities were insufficient to develop their learning further.

93. Children show interest in books and many recognise familiar words. Writing skills are developing satisfactorily. There are few opportunities for role-play; and no examples of adult intervention and extension of children's ideas during play were observed. Overall, opportunities for role-play are under developed; the role-play and library areas are uninspiring and insufficiently stimulate children's imagination. The quality of teaching is unsatisfactory overall in this area of learning.

Mathematical development

94. Children achieve soundly in this area of learning. Through a range of appropriate activities provided, children build upon their knowledge of colour, shape and number recognition. Numeracy skills are developing satisfactorily. Children are beginning to identify and create patterns, compare, sort and count objects and count up to 20 and beyond.
95. In one satisfactory lesson observed, children confidently counted to 20 and beyond. Groups to support the introductory session were quickly established and were appropriately supported by the class teacher and classroom assistant. A good number of children demonstrated a growing understanding of tens and units and, for example, know that four tens and six units makes 46. The introductory session was successful because of the increasing challenge in the questions asked. As a result, higher-attaining children were satisfactorily motivated and challenged in their thinking. The group activities were appropriately planned and supported by adults and successfully developed the introductory session. However, opportunities for assessment were missed in this lesson, and insufficient use was made of the classroom assistant; for example, in recording and evaluating children's responses to questions asked by the class teacher. Overall, the quality of teaching is satisfactory in this area of learning.

Knowledge and understanding of the world

96. Children achieve satisfactorily in this area of learning. The activities provided help children to develop a satisfactory understanding of the world around them. Children talk about where they live, their families and their immediate environment, although there are few opportunities for children to recall their experiences through a range and variety of role-play activities. Children develop the skills of cutting, joining and building using a satisfactory range of materials and they have some access to a limited range of construction materials. There are satisfactory opportunities for children to use information and communication technology to support literacy and numeracy.
97. In one satisfactory lesson observed, children were asked to experiment with a range of materials to discover which would be best "to make water stay in the rock pool". After a clear initial introduction, children quickly understood what they had to do and made predictions as to whether the materials would be successful for their purpose. Groups of children used plastic, soil, sand and pebbles in their investigations. However, insufficient opportunities were given for children to select their own materials. The class teacher asked appropriate questions when the groups came together at the end of the lesson and children quickly appreciated the need for the same amount of water to be used in each rock pool in order "for it to be fair". However, the ideas and questions asked by higher-attaining children were insufficiently challenged and developed; for example, when one child recognised that a tall, thin container contained the same amount of water as a shorter, wider container. Overall, the quality of teaching is satisfactory overall in this area of learning.

Physical development

98. Children's physical development is in line with expectations for their age in this area of learning. They handle pencils, scissors, glue, paintbrushes and crayons appropriately. There are few opportunities for children to have regular physical education lessons either outside or in the school hall and no physical education lessons were observed during the inspection, other than the supervised use of a selection of large wheeled toys in the playground. Planning and timetabling indicates that this is not an appropriately regular feature of the curriculum. There is no separate enclosed play area for these children, although the school is well aware of this deficiency and plans to rectify it shortly. The quality of teaching is unsatisfactory overall in this area of learning.

Creative development

99. There was little opportunity to observe much teaching in this area of learning during the inspection. However, scrutiny of wall displays, portfolios, photographs and discussion with the class teacher and children indicate that children's creative development is in line with expectations for their age in this area of learning.
100. Children show limited enthusiasm for art and have few opportunities to represent what they see and feel in a range of media. They show a limited appreciation of the effects of different textures, colours, shapes and patterns. Children know a limited range of songs and rhymes from memory, and songs, nursery rhymes and action songs and games are not regular features of the reception class. However, children have regular opportunities to sing and to use percussion instruments and to make their own music once each week with a specialist music teacher and this has a good impact upon their learning. The quality of teaching in this area of learning is satisfactory, overall.
101. Overall, the quality of teaching for children under five is unsatisfactory. The newly appointed class teacher has, as yet, had insufficient opportunities to develop a secure knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy lessons. However, the most significant weakness in the reception class is the lack of understanding and attention given to planning based upon the Early Learning Goals for children of this age. Much of the work is focused upon the learning needs of older children with some dilution of activities for those who are younger. Additionally, insufficient attention is given to encouraging children to become independent in their learning; for example, in planning and reviewing their work, and in their selection of resources. As a consequence, the needs of younger children are insufficiently addressed.
102. The classroom assistant and other adult helpers are insufficiently used to enhance children's learning. Although some satisfactory support of group work was observed, they are not involved in planning nor sufficiently well briefed before lessons begin to have a positive impact upon learning. As a result, opportunities are missed to effectively support and enhance the learning of individual children. Planning is weak and fails to include appropriate references to the Early Learning Goals for children of this age and appropriate links to the National Curriculum.
103. The range and quality of resources for children to use is satisfactory, overall, although there are weaknesses in the classroom layout and organisation; for example, to promote the effective use of role-play, library and writing areas. There is no separate, secure outside play area and the use of the area outside the classroom is underdeveloped. Children with special educational needs are appropriately integrated and well supported and, as a result, make good progress. There is equality of learning opportunities for boys and girls.

ENGLISH

104. Standards achieved by seven-year-olds are currently in line with national expectations but below the standards achieved in the 2000 tests, where the percentage of pupils reaching Level 2 or above was well above the national average. When compared with similar schools, standards are well above the national average. Standards achieved by seven-year-olds have been maintained since the last inspection when they were recorded as average. Current pupils started in Year 1 with broadly average literacy skills, and with a good number showing good skills in their spoken language.
105. Standards currently achieved by 11-year-olds are above national expectations, although below the very high standards achieved in the 2000 national tests, which were also well above average when compared with similar schools. The percentage of pupils reaching the average expected level (Level 4) or above in 2000 was very high in comparison with the national average and well above average when compared with similar schools. Inspection findings indicate that, although standards have fallen since the 2000 tests, they have risen when compared with the previous inspection, when standards were said to be in line with national expectations.
106. Trends over time show that standards in reading for seven-year-olds have improved significantly since 1997 and have been broadly maintained in writing. At age 11, the trend has been one of considerable improvement since 1997, with particularly high standards achieved in 2000. Over the last two years, and beyond the control of the school, there have been considerable changes in staffing, some classes having a number of supply teachers for relatively short periods of time. This is particularly noticeable in the current Year 5/6 class and consequently this has been much of the cause of a reduction in the standards achieved by pupils.
107. Progress in speaking and listening for pupils aged five to eleven is satisfactory. A good number of pupils in Year 1 have advanced speaking and listening skills. By the time they are seven years old, they have made sound progress in their ability to listen to staff and peers during literacy lessons and in their speaking skills; for example, they listen carefully in response to instructions from the teacher but they are less confident in discussion. They respond appropriately to questions and some pupils express their own views confidently, fluently and audibly when they present their work to the class.
108. By the time they are 11, many pupils talk with assurance in a broadening range of contexts. They have good skills of discussion and debate and justify their own opinions and statements with reasoned argument. Pupils in Years 5/6 give clear explanations and reasons for their answers when discussing powerful descriptive language in "Goodnight Mr Tom". Similarly, pupils in Years 4/5 effectively analyse the feelings expressed in "Tom's Midnight Garden" and confidently share their views with the rest of the class. In both examples, the sensitivity and skill of class teachers were very successful in ensuring that the responses of all pupils were listened to and valued.
109. Progress in writing follows much the same pattern. Starting from an average base, pupils have made satisfactory progress by the age of seven. They steadily increase their skills so that, by the age of 11, the attainment of the majority is good. By the time pupils are ready to leave Year 2, their writing skills have matured to some extent, but some of their handwriting is untidy and the formation and size of letters inconsistent. Higher-attaining pupils spell high frequency words accurately but the others less so. The use of appropriate punctuation such as capital letters and full stops is a developing feature for a significant majority, but higher-attaining pupils seldom use speech and exclamation marks in their writing. The majority of pupils practise and refine their writing within an appropriate range of given opportunities, but higher-attaining pupils do not regularly practise and improve their skills for fluent and expressive writing within a wide enough range.
110. Pupils' writing by the age of 11 is mostly neatly and accurately presented, with good standards in handwriting achieved by some pupils. However, this is inconsistent and the scrutiny of pupils' work indicated wide fluctuations in teachers' expectations and standards achieved by pupils over the year. This is as a result of the school's staffing difficulties and the number of

supply staff involved during the year. Younger pupils' work indicates a growing use of dictionaries and attention given to accurate spelling; some pupils correct their own mistakes systematically. Older pupils' ideas are fluently and confidently conveyed by the use of well-chosen vocabulary and they express themselves effectively. Years 4/5 pupils, for example, are well aware of nuance and subtleties in the text and apply these techniques when writing their own work. Scrutiny of pupils' work indicates that there is often insufficient time for pupils to finish longer pieces of writing. The school has recently become aware of this weakness and teachers provide extended time for writing when appropriate. There are appropriate opportunities for older pupils to develop longer pieces of writing in other subjects; for example, within science and history.

111. Pupils' progress in reading from five to seven is satisfactory, overall, and higher-attaining pupils make good progress. At their level of development, pupils read a variety of texts with accuracy, but not always fluently, and their delivery is occasionally halting. They read with good attention to the meaning and correct themselves where necessary. They lack confidence to recall without prompting what they have read, and some pupils do not find it easy to predict what might happen. Some explain the difference between fiction and non-fiction and use their alphabetical skills to locate information quickly from an index. They are clear about the difference between an index and the contents pages.
112. Eleven-year-old pupils, including those with special educational needs, have made good progress in their reading. In the younger classes, pupils' enthusiasm for reading leads to expressive reading, and an awareness of an audience in Years 5/6. They build successfully on their increased reading skills. Pupils read different texts fluently and with a keen understanding of plot and motivation. They describe characters' personalities and their effects on the plot and higher-attaining pupils illustrate these from the text. Older pupils have a mostly secure understanding of library skills, although few are aware of more advanced classification systems used in public libraries. Pupils demonstrate satisfactory use of their research and study skills in their use of the library linked to the school topic, and this is an improvement upon the weakness indicated in the previous inspection. One good feature observed during the inspection is a weekly session when older and younger pupils read together. This well-established feature is much enjoyed by pupils and gives a high profile to reading throughout the school. However, the school is aware of the need to improve the variety and quality of fiction and non-fiction books to reflect the interests of all pupils and to broaden the range of reading scheme material available for younger pupils.
113. Pupils enjoy literacy lessons. They readily respond to poems, fiction and non-fiction in shared reading sessions and, as they grow older, enjoy voicing their views and opinions. Across the school, they work productively and with quiet concentration when engaged in writing activities. Pupils with special educational needs and those for whom English is an additional language work effectively and are supported appropriately.
114. The quality of teaching is good for pupils throughout the school. There are some strong elements, such as the use of clear explanations, perceptive and challenging questioning and attention given to developing and valuing pupils' ideas. Teachers are particularly effective in the guidance they give to individual pupils, which accelerates their learning. Throughout the school, individual targets have been introduced in the subject and are beginning to be used successfully to promote improved work. Expectations are mostly appropriate for all pupils. However, there is sometimes a lack of emphasis in the quality of handwriting and presentation. Pupils are encouraged to participate actively during the lessons and to express their views and opinions clearly. Debate and discussion are a strong feature in classes, particularly for older pupils. Lessons are usually very carefully planned and smoothly organised to ensure a strong focus on the well-identified learning objectives and a concern to meet these within the time available. At every stage of the lesson, sensitive questioning serves both as an assessment tool and as an effective consolidation device to enable pupils to build successfully on what they have learned.
115. Across the school, there is a strong emphasis on a relevant curriculum likely to promote interest and curiosity. There have been improvements in planning and assessment procedures since the last inspection, which are beginning to have a beneficial effect on pupils' progress. The school uses standardised tests regularly to determine progress in each year group and has

identified group targets for each class, which need to be met successfully before pupils move on to the next stage. Reading books are taken home regularly and pupils are encouraged to read regularly at home. Parents complete reading diaries and pupils' progress is carefully monitored.

116. The co-ordination of the subject is satisfactory. Planning is carefully monitored and the newly appointed co-ordinator and the acting headteacher are beginning to systematically monitor the quality of teaching and learning in each class.

MATHEMATICS

117. The proportion of seven-year-olds reaching the expected standard (Level 2) in the 2000 national tests was very high in comparison to the national average. The proportion of pupils reaching the higher standard (Level 3) was well above the national average. When the test results are compared with similar schools the standard of attainment is above the national average. The proportion of 11-year-olds reaching the expected standards (Level 4) in the 2000 National Curriculum tests was well above the national average. The proportion of pupils reaching the higher standard (Level 5) was well above the national average. When compared with similar schools, pupils' attainment is above average. There has been an upward trend in the level of performance from 1997 to 2000 and a significant improvement in mathematics since the last inspection.
118. During the present year there is a slight downward trend. This can be explained by the unsettlement that was caused by the high turnover of staff in Years 5/6. Inspection findings confirm that standards of attainment for seven-year-olds are in line with national expectations, while standards of attainment for 11-year-olds are above national expectations, and pupils' progress is good.
119. Pupils enter Year 1 with average attainment of basic number skills. These are steadily built on as they move through the key stage. The good teaching has a positive impact on pupils' learning. By the age of seven, pupils attain average standards in using and applying mathematics, shape, space and measures and in number and algebra. The majority of pupils identify the differences between two-dimensional and three-dimensional shapes, have a good understanding of addition and subtraction and accurately double numbers to 100. In Year 1, pupils' confidence is built on as they are given tasks well matched to their ability; for example, they count reliably to 20 and are beginning to appreciate the concept of tens and units.
120. By Year 2, pupils make consistently good progress in consolidating their previous learning and understanding of number and respond well to oral and mental arithmetic in using mental recall of multiples of 2, 5 and 10. They apply this knowledge satisfactorily to money and work out the change from 10p, 20p and 50p. The higher-achieving pupils are well challenged and, for example, write number questions for their partner. The good teaching ensures that the pupils learn from their mistakes. They also develop a good understanding of mathematical vocabulary; for example, the pupils are encouraged to use such words as 'multiplication', 'more', 'less', 'odd' and 'even' to reinforce their understanding of the concept being taught.
121. Pupils aged seven to eleven continue to progress in their learning, and by the age of 11, they have a secure grasp of place value and the four operations of number. Progress is good in all areas of mathematics by the age of 11. There is appropriate emphasis on mental work and number work in both key stages and pupils develop a good range of strategies for solving problems. Work is modified to match pupils' knowledge and understanding; resources are well prepared and accessible and effectively support the planned activities. This is closely linked to the good teaching and thorough planning of the subject. Teachers plan well to provide work that challenges pupils' thinking and is matched to their capabilities; for example, in Years 5/6, higher-attaining pupils know their multiplication tables and use number effectively when solving problems. They are given very useful opportunities to explain the strategies they employ to arrive at their answers; for example, when calculating acute and obtuse angles, pupils explain the difference in terms of 90 degrees and 180 degrees.

122. Pupils aged seven to eleven learn effective problem-solving and investigational skills. Analysis of pupils' past work shows that pupils understand fractions, decimals and percentages and their equivalents. In Years 4/5, pupils are able to track data through bar charts. They are given very good opportunities for paired work, investigations and testing hypotheses. Analysis of pupils' past work shows that the majority of pupils have a good understanding of adding numbers to a thousand and beyond and that they understand the concept of ordering and comparing fractions. In Years 3/4, pupils use standard and non-standard units of measure of capacity in a range of contexts and discuss their work. Much of the mathematics learned involves practical problem-solving activities. Pupils who have special educational needs are given work closely matched to their abilities and at times receive extra support. They make progress that is often good when taking account of their previous learning.
123. In both key stages, pupils are well behaved, interested and keen to learn. Pupils aged five to eleven work independently but are willing to collaborate when required to do so. Pupils are articulate and gain increasing confidence when sharing their knowledge with the class and by accepting that their answers might be wrong. They enjoy the competitive element of some activities without becoming aggressive. Throughout the school, the majority of pupils take care in the presentation of their work. However, there is a significant minority of pupils whose work is careless and lacks the due attention; for example, where each piece of work is clearly dated with a title and rulers and squared paper are used appropriately.
124. Overall, the quality of teaching is good. It is never less than satisfactory, with some very good aspects for classes of children aged seven to eleven. All lessons have a clear structure and a balance between whole-class instruction, mental skills practice, group work and a plenary at the end. Introductions to lessons are clear and teachers use questioning to good effect. In the most effective lessons, teachers have a good knowledge and understanding of the subject and manage the pupils very well. Pupils are kept on task through the brisk pace and the high standards of work and behaviour that are expected. This is shown in the challenging work that is set, particularly for higher-attaining pupils in Years 4/5 and in Years 1/2.
125. Teaching builds systematically on pupils' previous knowledge and work is clearly explained, as was seen in Years 5/6. Marking is regular and instructive and generally includes pointers for improvement, as was seen in the analysis of pupils' work in Years 3/4. There are good opportunities for pupils to further develop their speaking and listening skills and to use the correct mathematical terminology; for example, by explaining what they have learned and how they reached the answer. Teachers' planning is thorough and detailed, including clear learning intentions supported by well-prepared resources. Day-to-day assessments are rigorously kept of pupils' learning needs.
126. The curriculum is broad and balanced and fully satisfies statutory requirements. Numeracy is developed appropriately in other subjects, for example, through collecting data on a bar graph in science and in history through pupils' use of a timeline to chart events. In geography, they monitor the weather through measuring rainfall and temperatures and in design and technology they measure correctly to make a designed object. Information and communication technology is also used well to enhance pupils' learning in mathematics.
127. There is a newly appointed co-ordinator for the subject. Teaching and learning have been well supported by previous good management, monitoring and co-ordination of the subject and by thorough planning for its development. There is an appropriate emphasis on the development of number skills. At present, the scheme of work has been insufficiently reviewed and developed to take account of the school's current needs. All teachers share the commitment to an improvement in standards and jointly they have the capacity to succeed. The acting headteacher has effectively monitored the subject by observing lessons and discussing strengths and areas for improvement. Good use is made of assessment. Resources are adequate for the effective delivery of the curriculum: they are well organised and easily accessible. The high standards have been maintained overall since the last inspection. Pupils with special educational needs and those for whom English is an additional language work effectively and are supported appropriately.

SCIENCE

128. Standards of attainment for pupils aged seven and eleven are above national expectations and have been broadly maintained since the last inspection. Given the high number of staff who have recently joined the school, there has been satisfactory improvement in science since the last inspection.
129. In the 2000 National Curriculum assessments pupils aged seven achieved very high standards when compared with national standards. The number of pupils achieving the higher level (Level 3) was well above the national average.
130. Standards achieved by pupils aged 11 in the 2000 National Curriculum tests were well above the national average. The number of pupils achieving the higher level (Level 5) was significantly above the national average. When compared with similar schools, pupils' results are above the national average.
131. Inspection findings indicate that most pupils aged five to seven attain standards that are above national expectations. In one lesson observed in Years 1/2, many pupils successfully sorted materials into groups based on their properties, using their knowledge of the materials. During this lesson, less able pupils successfully described the differences between materials.
132. Pupils aged seven to eleven attain standards that are above national expectations, overall. In one lesson observed in a Years 5/6 class, many pupils show a good understanding of the great diversity of living things and effectively classify them according to the criteria set by the class teacher.
133. Teaching is good overall for pupils aged five to eleven. Appropriate expectations of behaviour are set and achieved. In one Years 1/2 lesson the teacher worked consistently, calmly and effectively to settle pupils after they had returned from lunchtime. Her efforts ensured that most pupils concentrated on their tasks and pupils made good progress as a result. Pupils showed interest in the subject, although this was moderated by the relatively short attention span exhibited by some of the younger pupils.
134. Teachers address the needs of different groups of pupils effectively in a variety of ways. In one Years 5/6 lesson on variables in science, the teacher set work for the class and then provided additional support for pupils who were experiencing difficulty. This ensured that these less able pupils made appropriate progress.
135. The school places much emphasis on environmental education. This enriches the science curriculum significantly, setting a substantial amount of the pupils' experience of science into a real world context which they can understand, and brings the subject to life for them. A good example of this was when pupils grew parsnips through to flowering and seed production, and this motivated pupils well and they are proud of their involvement in this work.
136. The facilities for environmental education contribute effectively to science. There is a comprehensive set of resources, including a greenhouse, shed and many well-tended allotments. A good range of fruit and vegetables are successfully grown from seed and this represents a huge investment in staff time and pupils' involvement. The environmental aspects are very effectively supported with a superb area, which includes a well-established pond and a broad range of habitats. The whole area is well designed with a viewing platform and allows easy access by pupils to study the living things.

137. The work on environmental education is particularly beneficial for pupils with special educational needs; for example, one Year 4 pupil made considerable progress in this area and her self-esteem was significantly enhanced by the other pupils seeking her views on aspects of their work.
138. Too often marking of pupils' work comprises of ticks, sometimes accompanied by encouraging comments. When marking is at its best, such as some science work for Year 4, the marking identifies how pupils can improve their work.
139. The co-ordinator for science has only recently taken on the responsibility and, as a consequence, many issues are under development. Planning for science is largely completed independently by teachers and does not always lead to a smooth progression of learning for pupils as they move through the school. Short-term planning is detailed and explicitly addresses the needs of pupils with special educational needs and those for whom English is an additional language, identifying additional support for them, which helps them make good progress. In lessons where learning objectives are more sharply defined, the lessons have more pace and a sharper focus.
140. The long-term planning for science refers to the National Curriculum Programme of Study but is too brief a document to constitute effective guidance for teachers. However, despite the inconsistencies in planning throughout the school, the interim school development plan does not identify science as a priority for development.

ART AND DESIGN

141. The last inspection report judged that pupils' attainment was a strength of the school. This standard has been maintained and pupils aged seven and eleven achieve above national expectations. Other evidence has been taken from an analysis of pupils' previous artwork on display, teachers' planning and other documentation and discussion with the staff.
142. Pupils effectively build on basic skills in art and design and make good progress; for example, pupils in Years 1/2 discuss the techniques involved in creating a seaside picture in the style of Vincent van Gogh, while in Years 5/6 pupils develop a critical eye and are provided with very good opportunities to evaluate their own work and that of others with pointers to improve it. Examination of previous work shows, for example, that pupils have experienced working with a good range of different media and have been provided with good opportunities in Years 1/2 to carefully and skilfully draw shell patterns and flowers. They are developing brush control through colour mixing. In Years 3/4, pupils create a landscape effectively using light and shade, while pupils in Years 4/5 begin to look closely at mini-beasts in order to draw them accurately. Pupils in Years 5/6 create artistic presentations through the use of photographs. Art effectively supports other areas of the curriculum; for example, in history and geography all classes research information about different countries and make good observational drawings of the artefacts found there.
143. Overall, the quality of teaching is good with some very good aspects and has a positive impact on pupils' learning, as was in evidence by pupils' noticeable response to the teachers' clear exposition and good preparation of resources. A calm and purposeful atmosphere is created by teachers in which pupils understand the established routines and clear expectations of behaviour. Pupils are given an appropriate amount of individual support; at the same time the teachers encourage pupils to be independent and to use their skill in, for example, toning and shading when drawing a model of a child sleeping in a World War Two shelter. Pupils respond well and are often inspired by their teachers' interest in art.
144. The subject is currently without a co-ordinator. Until recently the subject has been co-ordinated skilfully. There is a very good scheme of work, which appropriately supports teachers' planning and builds on pupils' skills and techniques from year to year. Each pupil has a valuable sketchbook, which clearly shows examples of the building of skills throughout the school. Art makes a good contribution to the pupils' spiritual, moral, social and cultural development. The display of pupils' work has a positive impact on the school environment and it is clear that they take pride in their work. Pupils with special educational needs and those for

whom English is an additional language are appropriately supported. Resources to support the subject are good, accessible and of good quality.

DESIGN AND TECHNOLOGY

145. Standards achieved by pupils aged seven and eleven are good and have improved since the last inspection.
146. Pupils aged five to seven produce plans and use words and pictures to explain their designs; they use tools to shape materials, although not yet with accuracy. In one Year 2 lesson where pupils were making puppets, they used a variety of methods for joining materials, such as sewing and sticking.
147. In Years 4/5, pupils evaluate their work critically, although they do not make clear suggestions for improvement. Pupils learn well and make good progress.
148. Pupils are mostly attentive, although in one Year 2 lesson many pupils had difficulty persevering at their work. In this lesson, pupils responded well to the teacher's management strategies and worked better when they were working individually. Consequently, pupils learned effectively.
149. Teaching for pupils aged five to eleven is good. Teachers support pupils' language acquisition well, particularly in respect of specialist vocabulary. In one Year 2 lesson, the teacher successfully reviewed specialist language during the introduction to the lesson and carefully tackled the same words in a variety of ways. This, coupled with her questioning of the pupils, ensured that they had a clear understanding of the words.
150. Simple frameworks are used to support pupils' writing, giving them guidelines which they can easily follow. This allows them to structure their writing appropriately for the needs of the subject. This was used to good effect in one lesson to help pupils evaluate their work, ensuring that they had addressed all the relevant points.
151. Class management is consistent, courteous and effective. Where pupils have short attention spans and tends to move around the class too readily, or at inappropriate times, they are dealt with patiently and effectively.
152. Environmental education makes a significant contribution to enriching the curriculum in design and technology. Assessment, recording and reporting of pupils' achievements are satisfactory, and there is some good use of photographs to record pupils' achievements.
153. The co-ordinator for design and technology has only recently been appointed and has yet to have the opportunity to develop her role. This is included within the school development plan. The school uses national guidelines for the subject effectively, and includes an allocation of teaching time and when it is to be taught.

GEOGRAPHY

154. Standards for pupils aged seven and eleven are in line with national expectations and have been maintained since the previous inspection. Further evidence has been collected from the analysis of pupils' previous work in books and on display, examination of teachers' planning and discussion with the staff. Pupils with special educational needs and those for whom English is an additional language make progress similar to their peers. At the age of 11, higher-attaining pupils bring a good level of general knowledge to lessons and are appropriately challenged. The last report also highlighted the fact that there was no co-ordinator and that the scheme of work was in the early stages of development and so did not ensure that pupils' learning was effectively built on from year to year. Although there was some improvement after the last inspection, this still remains an area for development.

155. By the age of seven, pupils are developing a good knowledge of directions, for example, by using the four compass points accurately on a diagram, locating the correct position. Good opportunities are provided for them to look after the local environment; for example, one pupil wrote "We use rainwater collected in water butts for our plants". Another pupil wrote "We grow fruit and vegetables to sell". By the age of 11, pupils have made good progress in acquiring geographical skills and in their knowledge and understanding of the subject. It is clear from the analysis of pupils' work that throughout the school pupils generally build on previous learning. In Years 3/4, pupils develop their knowledge of how the weather has an influence on local conditions and appropriately present good understanding of the differences in places when comparing city and village life in India. They make thoughtful evaluations of the topic studied.
156. In Years 4/5, pupils begin to understand that people have different views about how they can improve or damage the environment by discussing issues through the eyes of various local residents such as an angler, a government official or a travel company representative. This topic makes an effective contribution to pupils' social development. In Year 5/6, pupils very effectively learn about life in an African village. There are useful opportunities for the pupils to extend and develop their orienteering skills during residential visits. Information and communication technology is effectively used to support the subject; for example, pupils use the Internet to find out about the different countries they studied for the 'One World' whole-school project.
157. The majority of pupils have good attitudes to work. They show interest and a desire to learn. This is a direct result of the good teaching and the good relationships that have been established. Pupils listen attentively, answer questions sensibly and sustain concentration and persevere until a task is completed. Behaviour is good and is based on the positive relationships amongst pupils and between adults and pupils.
158. No teaching of geography was observed in Years 5/6, due to the rolling programme with history and the timetable arrangements during the inspection. Overall, the quality of teaching throughout both key stages is good and occasionally very good. This has a very positive impact on the pupils' learning. Skilful questioning and explanations ensure that pupils understand their work. Teachers plan thoroughly, lesson targets are clear and skills are taught systematically. Praise is used well to show pupils that their work is valued and to encourage higher standards. This effectively builds up their confidence and keeps them involved and focused in the activities provided. Firm control promotes a secure learning environment and there is good use of simple geographical terminology to focus pupils' thinking.
159. The appropriate statutory curriculum is in place and is based on guidance from a nationally recommended scheme of work. However, the school has yet to develop its own scheme to ensure that the identified needs of the school are met and that skills, knowledge and understanding are appropriately built on from year to year. There are useful procedures in place for assessment; for example, pupils record their evaluations at the end of each topic. The subject is without a co-ordinator. The quality and range of learning opportunities are good at both key stages. The curriculum is enriched through local visits and visitors. There is equality of access and opportunity for all pupils, including those pupils with special educational needs and those for whom English is an additional language. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils develop their speaking and listening skills through discussion and through report writing. Resources are adequate and meet the demands of the curriculum. They are centralised and also made available in the classrooms.

HISTORY

160. Only one lesson of history was observed in Years 5/6, due to the rolling programme with geography and the timetable arrangements during the inspection. There is insufficient evidence to make a judgement on teaching. Other evidence is taken from an analysis of pupils' previous work in books and on display, examination of teachers' planning and discussion with staff. Based on this evidence, it is judged that standards achieved by pupils aged seven and eleven are in line with national expectations. This is the same judgement as at the last inspection, when pupils' attainment was judged to be at expected levels.
161. Pupils are making good progress across both key stages in developing historical skills of enquiry and in understanding of the passage of time. Pupils with special educational needs and those for whom English is an additional language make progress similar to that of most pupils.
162. It is clear from the analysis of pupils' work that throughout the school pupils build well upon their previous learning. In Years 1/2, pupils learn about the past through researching their own family history; for example, one pupil wrote "My mum said that she had been hit with a cane at school". In addition, pupils compare old photographs of people at the seaside with now and discuss the changes that have taken place. In Years 3/4, pupils consider the comparisons between rich and poor children in Tudor times. Effective opportunities are provided for them to consolidate their learning through, for example, a visit to Anne of Cleves' house where the pupils experienced writing with a quill. One pupil wrote "I found it hard to write because the ink kept blobbing". They made useful evaluations of the topic by writing, for example, "I did not know that Elizabeth 1 had black teeth".
163. Pupils make good progress in deepening their knowledge about historical periods as they move through school. They learn to look closely at artefacts, pictures and photographs and make relevant historical inferences. In Years 5/6, pupils realise the importance of rationing during the Second World War and how this impacted on people's lives. From the analysis of pupils' work it is evident that some teachers have high expectations of pupils' presentation, which is reflected through the majority of pupils taking great care in their presentation of facts and in drawing and illustrating their work.
164. There are many good links with literacy, such as descriptive writing on the times of Henry VIII, a record of the ideas and changes that Alfred the Great brought about and accounts of visits to places of historical interest. Class visits to museums and visitors into the school greatly enhance the curriculum and bring to life, by first-hand experience what, it was like to be, for example, a Roman, Tudor and Victorian.
165. The subject is without a co-ordinator. The school uses a nationally recognised scheme of work in both key stages to support teachers' planning. However, it has yet to develop its own scheme to ensure that the identified needs of the school are met and that the teachers are secure that what they are teaching effectively builds on the pupils' learning from year to year. This was identified at the last inspection. Assessment opportunities are written into the planning. Resources are adequate and meet the demands of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

166. Standards achieved by pupils aged seven and eleven are above national expectations and standards have improved significantly since the last inspection.
167. Pupils aged five to seven use information and communication technology to generate and record work and share ideas in a variety of forms, including images and text. The range of opportunities for pupils aged five to seven to experience information and communication technology is sometimes limited by the inability of a small number of pupils to work unsupervised.

168. Year 3 pupils use a programmable toy and control it to follow a series of instructions. In Year 5, pupils use a commercial spreadsheet package to organise, amend and present data from a survey they have carried out. Year 6 pupils produce a newspaper article in an appropriate format, with headlines and a piece of clip art to enliven the presentation.
169. Pupils work well in pairs at the computer. In one Year 6 lesson, pupils used a spreadsheet to organise and present data they had collected. The girls, who were more skilful with the software, were very keen to help the group of boys who were having some difficulty. Pupils are highly motivated when working with the computers and persevere well with their tasks. Pupils relate well to each other regardless of gender or ethnicity. Pupils with special needs and those for whom English is an additional language are appropriately supported.
170. The teaching of information and communication technology is good. Pupils are well supported when working in pairs at the computers, and this level of supervision ensures that pupils make good progress. Frequent reminders of timescales ensure that pupils stay on task and maintain a lively pace to the lesson. Effective systems are in place to ensure that all pupils get frequent access to computers.
171. The co-ordination of information and communication technology is very good. A personalised file containing comprehensive and helpful guidance provides effective support for staff. This is particularly important given the number of new staff at the school. This, coupled with the informal input from the co-ordinator, provides effective support for teachers. This makes a clear impact on the quality of information and communication technology experienced by the pupils.
172. The information and communication technology policy is a carefully produced document that provides a good support for the teaching of the subject in the school. An "acceptable use" policy has been written, which is comprehensive and helpful to teachers,
173. An effective set of long term plans has been written for the school by the co-ordinator. These clearly set out the learning intentions, relate them to National Curriculum levels, and set them in the context of the topic cycle. Activities and resources are also helpfully suggested. These plans constitute a very effective set of guidelines on which teachers can build their lesson planning.

MUSIC

174. Standards were described as being above average in the last report. However, there was little direct teaching of the subject observed during this inspection. Inspection findings are therefore based upon scrutiny of planning and discussion with staff and pupils. Consequently, there was insufficient evidence to make an overall judgement about standards achieved by pupils during this inspection.
175. Most of the music is taught by a specialist music teacher who is in school for part of one day each week and who takes each class for one music lesson as well as leading a hymn practice. The arrangement is successful in ensuring the continuity of pupils' learning throughout the school. However, class teachers throughout the school give insufficient attention to supplementing and developing these lessons at other times during the week. As a consequence, music is seen by some pupils as "something we do on Thursdays" rather than an integral part of the overall curriculum.
176. The quality of teaching is good, overall. In one good lesson observed, Years 1/ 2 pupils learned about the way in which a variety of instruments make sounds. The class teacher made good use of appropriate musical terminology and gave good explanations about how instruments are played, together with reminders about the care that should be taken when handling instruments. Pupils were aware of long and short sounds and there were good opportunities provided for listening and appreciation of the efforts of others. Pupils with special educational needs and those for whom English is an additional language are appropriately supported. Pupils sing songs and hymns that they know with enjoyment and expression in assemblies and in class. Most listen attentively and are aware of rhythm and beat.

177. As yet, insufficient opportunities are given to enhance and develop the music skills of class teachers and this was a weakness identified in the previous report. The school has started to address this weakness by providing some in-service training for staff. However, teachers rarely remain with their classes when they are taught by the music specialist and therefore they miss a good opportunity to develop their own skills, as well as developing the lesson further in their own classes at other times during the week.
178. Planning indicates that the subject receives a satisfactory allocation of time and national guidelines are taken into account. The subject makes a satisfactory contribution to pupils' spiritual and cultural development. There are good opportunities provided for pupils to experience the joy and beauty of music for its own sake when listening and appraising recorded and live music; for example, when listening to recorded music at the beginning and end of worship. There are a few extra-curricular activities to further enrich this area of the curriculum, including a recorder group and a singing group, and there are opportunities for pupils to play the recorder and other instruments during some school events.
179. The range and quality of resources are satisfactory overall and include a good selection of tuned and untuned percussion instruments, cassette and compact disc player. The subject is satisfactorily co-ordinated and monitored.

PHYSICAL EDUCATION

180. Standards achieved by pupils at the ages of seven and eleven are in line with national expectations and pupils make good progress. Standards have been maintained since the previous inspection. The overall good quality teaching has a positive impact on pupils' learning. This is an improvement upon the last inspection, when teaching for pupils aged seven to eleven was judged to be unsatisfactory.
181. Physical education is well taught to all pupils and they are acquiring a good range of physical skills. Pupils, including those with special educational needs and those for whom English is an additional language, achieve well and make good progress when taking account of their prior learning. The good teaching ensures that they build successfully on what they already know and can do. There is a clear emphasis on safety, which is thoroughly explained and discussed, as was seen in Years 1/2. Pupils understand the necessity for warm-up and cool-down routines and carry them out conscientiously and enthusiastically as was seen in all lessons. Pupils in Years 1/2 generally remember, reproduce and explain simple actions on the apparatus with control and co-ordination, while pupils in Years 3/4 gain greater control and balance when throwing a ball after they practise the skills of throwing, passing and catching. In Years 5/6, pupils effectively collaborate with a partner to compose and perform a gymnastic sequence. Good provision is made for the pupils to evaluate their performances and those of others. This is handled skilfully and sensitively, which results in a positive response from the pupils in their criticisms when they consider the improvements to be made in their work.
182. All pupils demonstrate their enjoyment of physical education activities by responding positively and generally behaving well in lessons. Pupils work very well in groups while engaged in games or gymnastics; for example, pupils in Years 3/4 worked co-operatively in groups of twos and threes to practise their throwing skills, while pupils in Year 6 worked collaboratively in twos to perform a gymnastic sequence.
183. Overall, the quality of teaching is good in both key stages. Teaching is challenging and stimulating and the lessons move forward at a good pace. Pupils are encouraged to be bold and enthusiastic in the activities they undertake. This enables them to develop self-confidence. All pupils wear appropriate clothing and they do not forget to bring their kit. Teachers intervene appropriately to emphasise key skills and often effectively demonstrate what they want pupils to do. Teachers enable pupils to build skills progressively and encourage them to work together. Formal assessment is not consistently used, although teachers are aware of what the pupils know, understand and can do.

184. The physical education curriculum is broad, balanced and relevant. It provides access to competitive games and swimming for all pupils in Years 5/6. The subject is presently without a co-ordinator or a scheme of work that effectively supports teachers' planning. However, account is taken of national guidelines. Assessment is not currently used to identify the pupils' aptitude and progress in the subject. The school is appropriately provided with an adequate range of equipment, which is well stored and easily accessible. There is suitable outdoor accommodation, including a hard surface and a field, which enhance the subject.