

INSPECTION REPORT

BROOMHILL FIRST SCHOOL

Broomhill

Morpeth

LEA area: Northumberland

Unique reference number: 122196

Headteacher: Mrs H Jenkins

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 5th – 9th June 2000

Inspection number: 192887

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
School address:	Station Road North Broomhill Morpeth Northumberland
Postcode:	NE65 9UT
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs E Fairish
Date of previous inspection:	24- 6- 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Anna Dawson	Registered inspector	Mathematics; Science; art; design and technology; physical education; religious education; under fives.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; key issues for action; leadership and management;
Sylvia Bullerwell	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
Alan Hardwicke	Team inspector	English; information and communication technology; geography; history; music; special educational needs; equal opportunities.	Teaching and learning; quality and range of opportunities for learning.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small first school for boys and girls aged 3-9. It is situated in the village of Broomhill in semi-rural farmland and draws most of its pupils from the surrounding farms and villages. The Early Years Unit is a Centre of Excellence for the local areas for pupils aged 3 – 5 in the foundation stage of learning. Children enter the unit the term following their third birthday. There are 40 children in the unit, 23 of whom attend part time. Overall the attainment of the majority of children on entry to the unit is below what is normally expected for children of this age. There are 44 pupils in the main school. There are 10 per cent of pupils, on the register for special educational needs. This is below the national average of 20 per cent. Three pupils have a statement of special educational needs which is above the national average. The school has 21 pupils who are eligible for free school meals, which is above average. The national average is 19 per cent. There are no pupils who have English as an additional language. The numbers on roll are rising, otherwise the characteristics are similar to those previously reported in 1996.

HOW GOOD THE SCHOOL IS

This is an effective school because of the good quality teaching. The school is well led and managed and there is a commitment to raising standards and to meet the needs of all pupils. Consequently pupils achieve well by the time they are seven, particularly in reading, mathematics and science. Otherwise in other subjects standards are average for pupils aged seven and nine. Overall the school provides satisfactory value for money.

What the school does well

- The pupils achieve above average standards in reading mathematics and science by the time they are seven years of age.
- The school is well led and managed. Members of staff work well together to raise standards.
- The quality of teaching is good. There is a broad curriculum and teachers plan their work effectively.
- The school has successfully implemented the National Literacy and Numeracy Strategies.
- There is very good provision in the Early Years Centre of Excellence and children get a good start to their education.
- Most pupils enjoy coming to school. They have positive attitudes to learning and behave well because they are given good support and guidance.
- The school has a very good partnership with parents and strong community links.

What could be improved

- Pupils' attainment in writing and speaking at length is below average. Their handwriting and presentation of work is variable.
- The procedures for improving pupils' behaviour are not sufficiently defined, consistently applied by the staff or fully understood by the pupils.
- The sessions on the timetable in the main school are not efficiently allocated. Some sessions are too long for children of this age to effectively sustain concentration on their work.

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 good improvement overall since the previous inspection in 1996. There is good improvement on the issues from the previous report concerning the raising pupils' attainment in information technology, improving the quality of teaching, lesson planning and use of day-to-day assessment to plan pupils' work. There is good improvement in pupils' cultural development. Since 1996, many of the important features of the school, which contribute to raising standards and providing a broad and balanced curriculum, are improved. There is good improvement in the leadership and the standards that children attain by the ages of seven. The quality of teaching is improved and the school has successfully implemented the National Literacy and Numeracy Strategies. The curriculum provision is improved particularly for pupils with special educational needs. Partnership with the community and the care of pupils is also improved. The school has successfully established very good provision for pupils in the foundation stage of learning in the Early Years Centre for Excellence.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E*	E	C	A
Writing	E	D	D	D
Mathematics	E	E	D	C

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

The results reflect the attainments of small numbers of pupils taking tests each year in this small school and should be treated with caution. The apparent rise and fall in the data year on year in the core subjects of the National Curriculum is largely due to the individual differences in the cohorts taking the tests. However, there is an improving trend and an improvement from the results of 1999 this academic year. Pupils this year are attaining above average standards in reading, mathematics and science. In other subjects pupils throughout the school attain average standards except for writing and speaking skills. Pupils' attainment in handwriting, presentation of work and writing and speaking about their work at length is variable throughout the school and just below average. The school has set appropriate targets for further improvement. Most pupils under five make good progress in all areas of learning to achieve the nationally expected Desirable Learning Outcomes by the age of five. Pupils with special educational needs make good progress towards their set targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen to learn and do their best. They are responsive and have good attitudes to work.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall both in lessons and in and around school. Most pupils behave well but a small minority are disruptive in lessons.
Personal development and relationships	The majority of pupils respect the views of others and play and work happily together. Most pupils and staff relate well and enjoy satisfactory relationships.
Attendance	Attendance is satisfactory. Pupils are punctual and lessons start on time.

The school is taking a positive approach to encouraging good behaviour. Overall the school is a happy community where children co-operate with one another and play together well.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	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 a major strength of the school. In 13 per cent of lessons it is very good. In 48 per cent it is good and in a further 39 per cent it is satisfactory. There was no unsatisfactory teaching. There is little difference in the quality of teaching throughout the school. The basic skills are generally taught well. In subjects, the teaching of mental mathematics and reading is particularly good, while that of speaking and writing skills and the presentation of work is average. The National Literacy and Numeracy Strategies have been effectively implemented. Teachers work together well, sharing their expertise. However, there are insufficient opportunities planned for the development of speaking and writing at length and pupils' handwriting and presentation of work. At times teachers are inconsistent in their management of pupils' behaviour. Teaching is particularly successful where links have been made between other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children under five is well planned and leads effectively into the Programmes of Study for the National Curriculum. The curriculum for pupils throughout the school is broadly based. Appropriate time is spent on the core subjects of English, mathematics, science, information technology and religious education.
Provision for pupils with special educational needs	Good. There is good provision for pupils with special educational needs. Learning difficulties are identified early and the pupils are supported well in classes and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for supporting pupils' personal development and academic progress. The school makes good provision for their spiritual and social development and satisfactory provision for their moral and cultural development.
How well the school cares for its pupils	The school takes good care of the pupils and they are taught in a secure working environment. There are satisfactory procedures for promoting good behaviour and attendance. Procedures for assessment are good and the staff use assessments of pupils' work well to inform their future plans.

The school has a good partnership with parents. Parents feel welcomed into school and the school responds quickly to their needs. The parents are appreciative of the work of the school, particularly the individual care given to their children and support the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. Staff and the headteacher work together well to achieve the aims of the school. They are successfully improving standards.
How well the governors fulfil their responsibilities	The governors are knowledgeable and supportive of the school. They receive good information from the headteacher and work effectively with her to meet the school targets.
The school's evaluation of its performance	The school has good procedures for evaluating and monitoring its strengths and weaknesses. The headteacher and the staff evaluate teaching effectively to improve the quality of education provided.
The strategic use of resources	The accommodation is good overall. The school makes good use of the building, staff and resources to help children learn. However, some lessons are too long and pupils' lose concentration.

The school has successfully identified its strengths and weaknesses and staff work effectively together as a team to improve standards. There is good management of the Early Years unit. There is good liaison between the school, parents and outside agencies for pupils with special educational needs. The governors take good care to ensure the school gets the best value in relation to its expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel the school is well led and managed. They appreciate that the school expects their children to work hard and their children make good progress. Their children enjoy school and children behave well. Parents feel comfortable approaching the school. 	<ul style="list-style-type: none"> A small number of parents would like their children to get more homework. A few parents would like more extra-curricular activities for their children. A few parents would like more information about their children's progress.

The inspectors agree with the positive view of the school held by the parents. A small number of parents feel their children do not get sufficient homework. While the amount may vary between classes it falls within the normal range expected nationally for pupils of this age. A satisfactory range of extra-curricular activities is planned for pupils of this age. The information that the school provides for parents is what is normally expected.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. There are strengths in reading, mathematics and science by the age of seven. By the age of nine, pupils achieve average standards in these subjects. However, throughout the school, pupils' skills in writing and speaking at length are below average and their handwriting and presentation of work is variable. Throughout the school, pupils achieve average standards in art, design and technology, geography, history, information and communication technology, music, physical education and religious education by the ages of seven and nine.
2. For pupils aged seven, the results of National Curriculum tests in 1999 show that pupils' attainment in reading was below the national average for level 2, but above the national average for the higher level 3. In writing, pupils' attainment was well below the national average for level 2 and the higher level 3. In mathematics, pupils' attainment was below the national average for level 2 but close to the national average for level 3. In the teacher assessments of science, pupils' attainment was well below average for level 2 and the higher level 3. In comparison to similar schools, pupils' attainment in reading was well above average, below average in writing and average in mathematics. Pupils did better in reading than in writing. In English less curriculum time and staff training has been spent on the development of writing, as their main focus in literacy has been the development of reading skills. In mathematics, pupils' attainment is rising as teachers begin to understand and apply the principles of the National Numeracy Strategy. In science, pupils' coverage and knowledge and understanding of the curriculum wasn't sufficiently established.
3. Attainments' in national tests and assessments fluctuate from year-to-year because of the small numbers in each year group. The results should therefore be treated with caution. The overall average attainments of the present Year 2 pupils are generally higher than those from 1999. The implementation of the National Literacy and Numeracy Strategies is helping to raise standards. The weakest area is the presentation of written work and pupils' skills at speaking at and writing length, which are insufficiently developed. Pupils throughout the school do better where the school has prioritised curriculum initiatives and there is detailed guidance, such as in literacy and numeracy lessons. Both strategies have detailed guidance for teachers for each year group, which is having a positive impact on teaching and pupils' understanding of reading and mental mathematics. In subjects such as physical education, design and technology, history and geography pupils also do well when they are interested in the content of the lesson or where pupils work on practical activities.
4. Trends over the last four years indicate that standards overall by the age of seven were well below average in reading and mathematics and below average in writing. Standards are rising and in reading they have risen at a faster pace than nationally. Curricular provision and the quality of teaching from the last inspection are improved and the school is clearly moving forward. The school is meeting the individual needs of all pupils and setting appropriate targets to raise attainment further.
5. In English overall, pupils learn well and make satisfactory progress throughout the school. Pupils' listening skills are average throughout the school. Most read accurately and achieve above average standards. They discuss their favourite authors and preferences in reading. Pupils enjoy reading a wide range of texts. In their writing, pupils' punctuation and spelling is generally accurate, but the quality of pupils' handwriting and presentation of work is variable. Most write simple sentences but find difficulty in writing at length. In speaking most pupils in both key stages answer simple questions but are not as confident or fluent when asked to talk at

length about their work. There are insufficient opportunities throughout the school for pupils to speak at length.

6. In mathematics, pupils learn well and make good progress during Key Stage 1 and satisfactory progress in Years 3 /4. By the age of nine, they are developing effective mental strategies to add and subtract using two digit numbers. They are developing a sound understanding of number operations to one hundred and beyond. By the age of seven, pupils are acquiring effective strategies for mental arithmetic as they work with numbers to 100.
7. In science, pupils learn well and make good progress by the age of seven and satisfactory progress by the age of nine. Throughout the school pupils' investigational work is a strength. The lessons motivate the pupils to investigate and find their own solutions to problems. By the age of nine, they learn about mixtures and know that mixtures can be separated by magnetism, evaporation and filtration. They know how sound travels and understand the place of the earth in the solar system. By the age of seven, pupils investigate the properties of materials and come to some early understandings of what constitutes a fair test.
8. In information and communication technology, pupils' attainment is average by the ages of seven and nine and they make satisfactory progress. By the age of nine, pupils use CD-ROM programs effectively to research information and are beginning to use the Internet. There has been good improvement in resources and pupils have increased their skills. In the last report, pupils' standards and progress were unsatisfactory.
9. In religious education, pupils' attainment by the ages of seven and nine is in line with the expectation of the locally agreed syllabus and pupils make satisfactory progress. By the age of nine, pupils are aware of the similarities between Islam, Judaism and Christianity. They are aware of the importance of beliefs that are not their own. In the last report, standards were similar.
10. In other subjects, the inspection finds that pupils achieve average standards that are normally expected of pupils of this age. From the previous report there has been an improvement in the provision for pupils under five. Information and communication technology throughout the school has improved and in science and mathematics by the age of seven. Otherwise standards are similar. However there are more demands made on curricular time for literacy and numeracy than previously.
11. Pupils' progress overall is good in the Early Years Unit and Key Stage 1 and is satisfactory at Key Stage 2. Children's attainment on entry to school is broadly below what is normally expected for children of this age in mathematical, language skills and personal and social skills. Children make good progress in all areas of learning, During Key Stage 1, pupils continue to make good progress overall in the core subjects of mathematics and science and in their reading. In mathematics, with the introduction of the National Numeracy Strategy, pupils are making good progress in their mental mathematics and in their investigative skills in science. The National Literacy Strategy has helped to raise the standards in reading. Pupils learn well in response to good teaching. Most pupils are challenged effectively and achieve well in their learning. In Years 3 /4 progress is satisfactory overall. These pupils have not had the full benefit of the national strategies and have had a number of changes in teachers which had adversely affected their continuity of learning. There are also a small number of pupils who are disruptive in lessons which slows the progress others' make when the lessons are interrupted. Throughout the school the least progress is made in the presentation of work, handwriting and the development of pupils' speaking and writing skills. Insufficient opportunities are planned for pupils to speak and write at length.
12. When pupils with special educational needs are supported individually through effective teaching from the support staff and their teachers they make good progress towards their set

targets. There is no significant difference in the progress of boys and girls who achieve equally well. The school has taken care to meet the needs of all the pupils.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school are generally good. Pupils are happy to come to school and arrive on time. They show particular enthusiasm for the practical aspect of lessons. They are confident when they talk to visitors and show them around school. Attitudes to learning improve when pupils are involved in lessons they enjoy, routines are known and they are clear about the high level of behaviour expected of them, for example, during their swimming lesson.
14. Good behaviour, and enthusiasm for learning, is not always sustained in lessons when a few pupils show a lack of respect to staff and other pupils. Some do not always listen attentively when required and instructions have to be repeated. A lot of recent staff changes have had an unsettling effect on pupils and relationships are still building up. There is inconsistency in the application of the behaviour policy. At times lessons are too long and pupils lose their interest in work or lessons finish earlier than they should. On these occasions, pupils take the opportunity to waste time which contributes to some disruptive behaviour. Staff are keen to improve the pupil's behaviour and relationships within the school. The behaviour policy and the home/school agreement, which parents fully support, are the foundation for promoting positive behaviour. Pupils were involved in writing the classroom code of conduct. However, they are still unsure of what is expected of them as rewards as sanctions are inconsistently applied by the staff. The introduction of certificates and the awarding of a trophy, which is given to one pupil in each class on a weekly basis, are seen as the next step in promoting positive behaviour and good work. One fixed term exclusion this academic year reflects the school's aim to discourage any unacceptable behaviour.
15. Personal development of pupils is satisfactory. They show support for charities such as the National Children's Home by fund-raising and the proceeds of the Harvest Festival were donated to the local Air Ambulance Fund. Year 3/ 4 pupils set up for assembly and have the responsibility of operating the overhead projector and the music. They also keep the library tidy and organise the milk and juice for others in school. The 'buddy system', which involves an older pupil and a younger pupil occasionally working together and visiting each other's class, adds to personal development and builds relationships. Interviews with pupils are now part of the end of year report system. This gives pupils a chance to review their strengths and weaknesses with staff and agree targets for development which will raise their attainment.
16. There are appropriate opportunities for pupils to be involved in extra-curricular sport including cricket and football. Football coaching is supported by expert tuition from Sunderland AFC and available for both boys and girls. The pupils also have the opportunity to learn to play the recorder.
17. Pupils' attendance is satisfactory. There is no unauthorised absence. The small number of pupils in school means percentage attendance figures can fluctuate greatly. The main reasons for authorised absence are holidays during term time, and medical reasons. Parents are aware of the importance of pupils' attendance, punctuality and the need to inform the school when absence is unavoidable. Registration procedures and the recording and monitoring of absence are not consistently followed.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall and there is good improvement since the previous inspection. During the inspection 13% of lessons very good, 48% were good, and 39% were satisfactory. No unsatisfactory teaching was seen.
19. Teachers generally plan their work well, ensuring that all their pupils are given a broad and balanced curriculum, and that the work is well matched to their abilities and interests. Very good teaching is a feature of work in the Early Years Unit. The good teaching is particularly evident for under fives, literacy and numeracy. Teachers' expectations for work and behaviour are high for pupils under 5, and satisfactory in key stages 1 and 2.
20. The best teaching is characterised by teachers' good subject knowledge, effective planning, good questioning, effective teaching methods and when teachers know their pupils well. The work set provides appropriate levels of challenge to pupils of all abilities. The teaching of basic skills is good for pupils under 5 and in Key Stage 1 and satisfactory in Years 3 and 4. Staff make effective use of the detailed guidance in the National Numeracy and Literacy Strategies which are having a positive impact on pupils' mental mathematics and their reading. Teachers of children under five have a good knowledge and understanding of their needs and plan challenging but interesting activities to promote learning. For example, in a nursery outdoor activities lesson the children role-played a castle feast. The teacher and other adults acted the part of servants at the feast, which increased the realism and involvement for all the children. The session was very well planned and prepared by the staff, and this ensured that pupils learned well, developed their language skills, and learnt to share and co-operate together. Very good relationships are displayed, both amongst the children, and between the adults and children.
21. Despite the overall good quality of teaching, this is undermined in some lessons by poor behaviour on the part of a few pupils. The school has worked to develop a discipline policy but at present this is not applied consistently and so is not wholly effective. In lessons at both key stages a level of inattentive and disruptive behaviour is tolerated and goes unchallenged for the most part. Pupils do not give eye contact to teachers, are restless and seek to distract others from the work. This has a detrimental effect on the working atmosphere for all pupils and consequently has an adverse impact on learning.
22. In a minority of lessons seen during the inspection significant amounts of time were wasted due to the lessons beginning late, finishing early, or by inefficient use of time during the lesson, particularly when changing from one activity to another. Although only small amounts of time are involved the cumulative effect is to reduce significantly the amount of teaching time during these lessons. The use of resources is generally good, and teachers also make good use of information and communication technology to support the work across the curriculum.
23. Teachers generally use assessment well to plan next steps in learning, and formal assessment procedures are well developed in the core subjects of English and mathematics. In other subjects, teachers keep their own records.
24. At all stages homework is used well to support appropriately the work done in class. This is mainly made up of pupils taking books home to read, spellings to learn, and simple arithmetic practice, but work is also included from other topics and subjects, as required. Pupils generally enjoy taking their books and other work home, and have positive attitudes to homework.
25. As pupils get older, they acquire skills, knowledge and understanding well as a result of the good teaching. They make good intellectual, physical and creative effort in their different

lessons, particularly in the Early Years and Key Stage One. The good teaching also promotes a high level of interest and concentration, and, when given the opportunity, pupils also develop independence. Opportunities, particularly for the more able and older pupils, to undertake independent research, extended writing, and activities that promote the capacity for self-motivation are insufficiently developed. Pupils with special educational needs are well supported by the good teaching, and they learn well.

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

26. The school provides a broad and balanced curriculum for all its pupils. All areas of the curriculum are given good attention. Statutory requirements of the National Curriculum and of the Agreed Syllabus for Religious Education are met. Teachers are good at making links between the different subjects in their teaching, and this helps pupils to benefit from learning beyond the boundaries of individual subjects. In all subjects teachers use correct subject language and staff make good use of the national guidance for subjects. However, insufficient opportunities are provided for pupils to write and speak about their work at length so that they can practice using their skills and appropriate vocabulary in context.
27. The development of the Early Years Centre of Excellence has improved curriculum provision for pupils in the foundation stage since the previous inspection. Pupils aged three to five share resources and equipment and play, learn and work well together. This is a good start to their education and a major strength of the school.
28. The introduction of the National Literacy and Numeracy Strategies has gone smoothly, and the effectiveness of the strategies for teaching basic literacy and numeracy skills has been good. Teachers are showing growing confidence in their use of the teaching methods and curriculum organisation involved. There has been good improvement in these subjects since the previous inspection, which is having a positive effect on standards.
29. Subject policies, and other school documentation, ensure that due attention is given to issues of inclusive education. Equality of access and opportunity is ensured in all the school's work.
30. A feature of many lessons seen during the inspection, particularly those in which pupils are involved in practical activities, was that they gave pupils opportunities to develop their personal and social skills. In many activities pupils work together co-operatively. They are encouraged to share and take turns, and to respect the opinions of others. The spiritual development of pupils is well developed through religious education, collective worship and special school assemblies at the end of term. Pupils' cultural development is satisfactory. Pupils learn about their own cultural heritage through topics such as life in castles, and stories of the ancient Greeks. They learn about other faiths, through visits such as that to a synagogue, and by talks from visitors to the school. In a lesson seen during the inspection Year3 /4 pupils discuss the differences between their own lives and that of a boy living in Africa. This helps their understanding of cultural differences, and of different ways of life and is an improvement from when it was previously reported.
31. The school also promotes health education well through a variety of means. Aspects of the science curriculum give pupils opportunities to learn about healthy living, and how they grow and develop. The school nurse assists the school in the provision of sex education and the misuse of drugs. The school also holds an annual 'Health and Safety Week' when representatives from services such as the Fire Brigade, Coast Guard and Ambulance Service come to talk to pupils and explain their roles. These visits are an example of the school's strong links with the local community, and they, also, make a valuable contribution to pupils' learning. Local people also visit the school regularly. For instance there is a section in the library which is available for the use of Senior Citizens and others. Senior Citizens from the

local community also come to school for their lunch once a week, and toddlers' group meets in the school hall.

32. The school has good relationships with partner institutions, such as the local Middle and High schools. The school is also part of the local Centre of Excellence for Early Years education, and this is of benefit to the whole school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Staff provide a good level of care for pupils. Health and safety procedures are in place and risk assessment for the safety of pupils is regularly carried out. However, there are some areas of the hard surface play areas which need to be repaired. The squares, which make up the surface are concrete. They are uneven in places and some are damaged, increasing the risk of children tripping over. This is particularly important in the nursery play area which poses a greater risk for small children tripping in the holes and cracks. Most of the staff have a certificate for first aid. All accidents and injuries are recorded and parents are always informed. There is a designated person for child protection issues and all procedures are followed.
34. Class teachers look after the day-to-day needs of pupils and are responsible for their working in a safe and secure environment. Pupils are well known by the staff and personal records are regularly updated through the close liaison with parents. Arrangements are in place to record any poor behaviour. Good behaviour and attendance are encouraged and promoted through personal education and the awarding of certificates. However the procedures for promoting good behaviour are not always sufficiently implemented in classes. Since the last inspection there has been good improvement in the procedures for monitoring academic progress. Staff can now give effective guidance to help pupils raise their achievement by setting targets for improvement. .
35. During a 'healthy school week' a wide range of specialists such as the nurse and the local police visited the school to support pupils and make a satisfactory contribution to their personal, social and health education. Personal, social and health education covers the appropriate range of topics including drugs and sex education, with help from the school nurse and local police.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents fully support the school and appreciate all that it does for their children. In response to the questionnaire, parents are happy because their children like school; make good progress; there is good behaviour and good teaching. Parents comment positively on the rising standards in mental mathematics and their children's good attainment in reading. The school works closely with parents, it is well led and managed and is helping to make their child responsible and mature. The inspection team agrees with parents views, with the exception that progress, behaviour and expectations are satisfactory in Key Stages 1 and 2 and good in the under fives rather than good across the board.
37. What a few parents would like to see improve is the amount of homework their child is given; to be kept better informed, and they would like the school to provide more activities outside of lessons.
38. The school has good links with parents. All parents receive a home/school agreement and a prospectus, which makes them aware of daily routines and their involvement in school procedures to ensure their support in matters of safety, homework, attendance and behaviour. Annual reports and parents evenings keep parents informed on their child's personal development and academic progress, in each curriculum area. The standard their child is

working at is provided for parents in Year 2, through the results of the National Curriculum tests and assessments. The school has produced a mathematics leaflet, for each year group, to inform parents what attainment is expected of pupils by the end of each year. It also has suggestions how they can best help their child and be involved in their learning at home. The school is planning to produce a similar leaflet for English. Parents take the opportunity to make regular comments in their child's reading record book, supporting the partnership they have with school. They make a satisfactory contribution to children's learning at home.

39. Parents' involvement with school makes a good contribution to pupils learning. Some parents, and grandparents, come into school to help, for example by supporting the information and communication technology curriculum in the nursery, listening to pupils read and helping with small group work. They accompany pupils on out-of-school visits. They attend Easter assembly, musical events and a Christmas production. Overall they give good support in school with class activities.
40. An informal 'Friends of the School' group organises events for parents, pupils and friends. This provides an opportunity for local people to get together, such as on sports day, when they can socialise and raise funds to benefit the school. There has been good improvement in the community use of the school, since the last inspection. Senior Citizens come into school one day a week for their lunch, a mother and toddler group attend twice a week and adults can use a section of the school library and also attend keep fit classes. This may be a small school, but with the help of parents and the community substantial amounts of money are raised to buy resources that support pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. There is good leadership of the school. A high priority is placed on raising standards in English, mathematics and science and developing the confidence and achievements of individual pupils. The headteacher works with the staff to provide strong leadership and is committed to moving the school forward. Parents fully support the school and are pleased with the way these aims are reflected in pupils' achievements. The main strengths and weaknesses of the school have been identified and realistic targets have been set for improvement in pupils' attainment.
42. The staff work together effectively with a common purpose to plan their work. There has been a change of staff and headteacher since the previous inspection. The headteacher and the staff have worked hard to make good improvement and the school is successfully moving forward and meeting its aims of raising pupils' academic achievements and building pupils' self-esteem. The governors' work effectively with the school on a day-to-day basis. Governors are in a good position to monitor curriculum developments, as many are either regular visitors or work on the premises. They effectively monitor the progress of the school, through their committees and the main board of governors. The school development plan is an effective tool, based on raising standards upon which the governors are able to make informed decisions concerning the future. There are regular annual reviews and projections are set and carefully costed for the present year and next year. Best value for money is sought before committing to expenditure when new initiatives are prioritised for spending. Statutory requirements are met.
43. The headteacher ensures that all pupils are included in all aspects of the curriculum. There is a named governor with responsibility for pupils' special needs who works in the school and is well informed. The recommendations of the Code of Practice are closely followed. The needs of the pupil with statements of special educational needs are fully met and the pupils receive effective support. Members of the support staff are very well trained and work closely with the class teachers. The management of special educational needs is good. There is good liaison between the school and outside specialist agencies, which ensures early

detection of problems, and effective provision for individual needs. The Special Needs Register is well maintained and all aspects of the administration are well done. The reviewing and updating of individual education plans is thoroughly carried out, with all parties consulted, including parents.

44. Most teachers have at least one area of subject responsibility. They plan effectively together and share their expertise. A strength in their planning for topics is the way in which more than one subject is combined in a lesson. For example, pupils in Years 1 /2 combine well science and technology as they make their beach bags. This is a good use of time and provides opportunities for pupils to integrate their learning by establishing relationships between the subjects. There are appropriate induction procedures in place for staff that are new to the school. All members of staff have professional development interviews and are appraised on their work and professional requirements by the headteacher within the spirit of the new requirements. Their needs for in-service training are prioritised according to the priorities of the school, the availability of courses as well as the personal professional requirements of staff. There is good management of the pupils under five. The establishment of the Early Years Centre of Excellence has a positive impact on pupils' attainment and progress and is supported well by the parents. The staff that work with pupils under five are well qualified and have a good knowledge of the desirable learning outcomes. The members of staff plan effectively together to meet the needs of the pupils in these nationally expected targets as well as the beginnings of the National Curriculum including the National Literacy and Numeracy Strategies.
45. The headteacher takes the leading role in day-to-day management and works closely with the senior teacher. She regularly monitors with other teachers the quality of teaching and the standards achieved by the pupils. Teachers plan successfully together and informally share their expertise. The staff are knowledgeable about the strengths and weakness in their subjects across the school and have developed action plans in literacy and numeracy for the future. In other subjects the school is adopting the national guidelines to improve its curriculum provision and assessment procedures. The school has detailed analyses of its data on pupils' performance, which is used well to identify strengths and weakness within the core subject areas and the progress of pupils through the school. An appropriate focus is set for improvement as individual targets are beginning to be set for improving pupils' individual performance. Since the previous inspection, teachers have improved their expertise particularly in English, mathematics, science and in information technology. The basic skills are taught well overall. However there are insufficient opportunities in English for pupils to speak and write at length and there is inconsistency in pupils' handwriting and the presentation of their work.
46. The accommodation is good. There are good facilities for pupils under five. There are large hard surfaced areas for pupils, which have been enhanced with seating, and flowers and a large playing field and a small area which pupils use as part of their science work for growing seeds and plants. The accommodation is very well maintained by the premises staff. However, the surface of the main play area and that for pupils under five is uneven and in places is damaged, creating holes and gaps, which pose a risk to pupils' safety.
47. Learning resources are good overall, both in quantity and quality and staff make good use of them. They are good in most areas of the curriculum, except in information technology, art, geography and religious education where they are satisfactory. Resources are satisfactory for under fives and pupils with special educational needs are good. Most are stored appropriately, however the central resource area, which also serves as the school library, is not well organised and some resources such as those for design and technology are difficult to reach. The library books lack a classification and the library area is not a welcoming and inviting place where children can access books quickly and read them. The school resources are effectively supplemented by the local education authority with the loan of books and

artefacts such as prints of famous artists. The library for adults makes a positive contribution to building good relations with the local community.

48. The efficiency of the school is good. Financial planning is approved by the finance committee and then is taken to the full governing body. The school has a high income per pupil and has built up some reserves. These monies are designated principally to pay for building repairs and the salaries of additional staff. The school spends money allocated for the support of pupils with special educational needs in an appropriate manner. However time is not consistently managed or used efficiently for teaching and learning where pupils finish their tasks early or stay on activity for too long and lose their concentration and enthusiasm for work.
49. The day-to-day administration of the school is good. The school administrative staff has a good understanding of both the school and the local authority systems. All the points raised in the latest audit report have been resolved. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The governors, headteacher and the staff should:

1. Raise pupils' attainment in English by:
 - (i) providing more opportunities for pupils to speak and write at length;
 - (ii) planning in-service training for staff to improve pupils' handwriting and the presentation of their work. (*Paragraphs: 5,26,45,62,65,68,101*)
2. Improve the quality of teaching and learning by:
 - (i) putting into place effective strategies for the management of pupils' behaviour;
 - (ii) providing in-service training for all members of staff on behaviour management. (*Paragraphs: 14,21,34,69,77,86,90*)
3. Improve the curriculum provision by allocating and using curriculum time on the class timetables more effectively by planning shorter sessions, particularly in English, science and history where lessons or introductions are too long. (*Paragraphs: 70,86,102,108*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

31

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	48	39	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	22	59
Number of full-time pupils eligible for free school meals		21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	1	8

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	4	3	4
	Total	9	8	10
Percentage of pupils at NC level 2 or above	School	82 (50)	73 (90)	91 (70)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	5
	Girls	3	4	4
	Total	7	9	9
Percentage of pupils at NC level 2 or above	School	64 (66)	82 (62)	82 (66)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	57
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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 – Y4

Total number of qualified teachers (FTE)	3
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Financial information

Financial year	98/99
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Number of pupils per qualified teacher	18
Average class size	19.7

Education support staff: YR- Y4

Total number of education support staff	4
Total aggregate hours worked per week	67

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	7

Total number of education support staff	3
Total aggregate hours worked per week	20

Number of pupils per FTE adult	3
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FTE means full-time equivalent.

	£
Total income	130,700
Total expenditure	125,955
Expenditure per pupil	2,423
Balance brought forward from previous year	8,305
Balance carried forward to next year	13,050

Results of the survey of parents and carers

Questionnaire return rate 32 percent

Number of questionnaires sent out	81
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	4	0	0
My child is making good progress in school.	60	32	4	0	4
Behaviour in the school is good.	48	48	4	0	0
My child gets the right amount of work to do at home.	41	41	14	0	4
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	56	28	8	8	0
I would feel comfortable about approaching the school with questions or a problem.	76	20	4	0	0
The school expects my child to work hard and achieve his or her best.	68	28	0	0	4
The school works closely with parents.	75	17	0	4	4
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	64	28	4	0	4
The school provides an interesting range of activities outside lessons.	50	25	17	0	8

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

51. The school has an Early Years Unit for children aged 3 – 5 in the foundation stage of learning which forms part of a local Centre of Excellence for learning. Children enter the term after their third birthday and initially attend a morning session morning. Towards the end of the academic year some of the younger four year olds attend full time in preparation for full time education the following term. Provision is made for all pupils to attend full time in the year in which they will become five. At present there are 40 children in the unit of which 23 attend full time. There are only two children under five in full time education.
52. The initial assessments undertaken by members of staff indicate that there is a wide range of attainments on entry to the unit but most children start school with levels of skill in language, mathematics and personal and social development below what is normally expected for children of this age. The children make good progress in all areas of learning and most reach the nationally expected learning targets or the Desirable Learning Outcomes by the time they are five years of age. Some are exceeding them and a minority have not yet achieved them.

Personal and social development

53. Children make good progress in their personal and social development. They quickly settle into the routines of the unit and get on with one another very well as they share in a wide range of activities. They take turns in sharing resources and talk about what they are doing. The children begin to show increasing levels of concentration and they remain on task well, especially when they are supported and encouraged in their activities by adult supervision. The teaching of personal and social development is good. These skills are planned well into all day-to-day activities. All the adults who work in the unit reinforce consistently the need for good manners, sharing and caring for others. Pupils are happy and enjoy learning and respond very well to the range of exciting activities prepared for them each day.

Language and literacy

54. Children make good progress in this area of learning and achieve the targets expected of them by the time they become five years of age. Children start the day, alongside pupils in two separate groups for the nursery and reception years. The nursery children choose confidently a planned activity, show good levels of skill in listening and respond well to the discussion and questions of the staff. Most of the older children express themselves clearly as they talk about their work. The quality of the teaching is good. The staff questions the children skilfully and encourage them to speak at increasing length. During the literacy lessons, the reception children learn to blend letter sounds into three letter words and read some frequently used simple words. The recent introduction of big books for reading as part of the National Literacy Strategy assists the teaching and motivates pupils to read. Children and parents are encouraged to take books home each week, which supports effectively the development of literacy skills. In their writing, most are developing good pencil control. The curriculum is well planned for children to write for a variety of purposes and audiences. The higher attaining children are writing sentences independently. However a small group of children are at the very early stages of writing and copying some words. Books and games are treated with respect and handled with care and children enjoy looking at them and hearing their favourite stories.

Mathematical development

55. Children make good progress in their mathematical development and the majority achieve the Desirable Learning Outcomes that are expected of them by the age of five. They are able to sort colours and shapes into simple sets and successfully complete jigsaws. There is a good variety of toys and containers available for sand and water play, which all contributes positively to the progress which they make. The younger children count to five and beyond while the older children count to twenty and beyond and begin to solve simple problems of addition and subtraction. They also name and identify the basic shapes of circle, square, rectangle and triangle. Information and communications technology is used well and children gain appropriate skills in accurately moving and directing the mouse for example to 'Dress Teddy'. The quality of teaching is good. Members of staff intervene effectively to promote mathematical thinking. Tasks are well planned and for the older children are organised effectively according to the National Numeracy Strategy for older children. The staff support children with special educational needs effectively in their learning. The members of staff know the children well and keep up to date records and assessments on children's progress, which are shared with parents.

Knowledge and understanding of the world

56. Children make good progress in their knowledge and understanding of the world because of the good quality of the teaching. The majority reach desirable learning outcomes by the age of five. They talk about their families and have a good grasp of the main features within their immediate locality. Most appreciate that customs and traditions change over time. For example by the age of five, they talk about their topic on castles and enjoy talking about what they have learned from their visit to a nearby castle. They know the castle is old and that food was cooked in a cooking pot over a fire. They understand that the clothes people wore were different to the fashion of today. They role-play effectively servants and princes and princesses in their pretend castle. They use books well and know that they carry information as they share the pictures of castles they find. Children have constant access to information and communication technology and are able to control the mouse with an appropriate degree of accuracy. Children use the mouse with good control to use a range of programs to support their learning. For example as the computer is used to record their stories they understand that it can be an effective tool to edit work.

Physical development

57. The children make good progress in physical activity and the majority achieve the Desirable Learning Outcomes by the age of five. When using the outside play area children show that they handle wheeled vehicles easily. Many children show good control and can change speed as necessary. They manoeuvre the vehicles well and use a roadway that is set out for them. Children are supported effectively in their physical activity and show appropriate levels of skills. The quality of teaching is very good. The curriculum is very well planned well for pupils to develop a range of skills. A very positive feature is the way in which staff enter into role-play as a conductor or driver for example. This promotes pupils thinking and speaking skills as well as physical skills. A good example of this was demonstrate by a member of staff acting as a lollipop lady. The children understood that the school crossing patrol uses the stop sign to stop vehicles quickly and let others cross the road at the zebra crossing. The children were then able to engage in this play themselves later. Such timely interventions extend children's knowledge and understanding, language and social skills. In other lessons, the older children throw and catch a beanbag with a good degree of accuracy and have a developing sense of direction and balance. There is good provision of play space, which is well resourced. There are good planned tabletop opportunities for children to develop their coordination through cutting, sticking and threading beads.

Creative development

58. The children make good progress in this area of learning and the majority achieve the levels of skills, which are expected of them by the age of five. There is a good range of creative activities available for the children. They use their imagination through art, music and stories. They have good opportunities to explore their feelings and express themselves in their role-play. The quality of teaching is good and all children are well supported in these activities by the staff and other adults. The children also use a computer effectively to create interesting drawings. They are familiar with the program and show that they can carry on without direct adult supervision. The play area has been set up as a castle. The good quality resources and the imaginative way the area has been organised have helped to develop children's creativity. Children using this area play different roles effectively. The play promotes equal opportunities for boys and girls and successfully promotes positive gender roles. Children act out roles successfully as servants and lords and ladies.

Teaching and learning

59. The quality of teaching and learning is good. The adults working with children manage children very effectively. They anticipate problems and when necessary intervene sensitively. This results in children being able to settle very quickly to the routines in the nursery and the reception class area. The organisation allows for planned time for groups of children of all ages to work on specific skills. All children learn together well, older children often helping younger ones, which builds confidence and self-esteem for all pupils. The adults are particularly good at working together to plan interesting and exciting tasks for the children. This helps to provide for more imagination in children's learning. As a result children are motivated and interested and learn well. The unit is well resourced and the staff make very effective use of these resources to make learning interesting for the children. The children with special educational needs are very well provided for and are integrated successfully into all lessons and they make very good progress. Lessons are planned well, covering the needs of the nursery and reception children. Effective links between different areas of learning are frequently made which sustains pupils' interest and gives depth and meaning to learning. For example in their topic on castles, children listen to stories such as the princess and the pea, take on roles of lords, ladies and servants in their pretend castle, cook soda bread and enjoy a medieval feast during snack time. There is a good emphasis of literacy and numeracy, and the children respond well to a wide range of activities which will extend their thinking and

learning. There are good procedures for assessment and recording of children's progress. The encouraging questioning on behalf of both the teachers and the skilled adults working with the children ensure that they make good progress in all areas of learning.

60. Overall, the provision made for children is very good. There are good procedures for pupils to start in the unit. As they begin to know and mix with other children well there are no issues of transfer that concern children when they are ready full time education. Thus there is no loss of continuity in children's learning. The unit is managed very well in the spirit of the framework advocated for the foundation year for children of this age. This is very good an improvement in the provision and teaching from the previous inspection. Pupils' attainments were similar at the time of the last report.

ENGLISH

61. In the 1999 National Curriculum assessments key stage one pupils' attainment in reading was above the national average, but results in writing were below average. In comparison to similar schools pupils' results in reading were very high, while those for writing were below average. Because of the small numbers of pupils involved these results are not reliable measures of the school's performance.
62. Standards in English as a whole are average and pupils make satisfactory progress throughout the school. The inspection confirms attainment in writing is below the national average. There are insufficient opportunities for pupils to write at length. Standards in reading are above average and a strength throughout the school. In speaking and listening pupils' attainment is satisfactory overall. Pupils listening skills are average, however, there are insufficient opportunities planned for pupils to develop their speaking skills.
63. The lessons seen during the inspection, and the sample of pupils' work examined, show that girls and boys develop their English and literacy skills satisfactorily overall. There was no significant variation in the level of their attainments.
64. The school has introduced the National Literacy Strategy effectively, and the progress in learning observed in the literacy hour the teachers are becoming more confident and that the new approaches are having a beneficial impact on raising standards, particularly in reading. The quality of pupils' learning is good in lessons observed. Pupils make satisfactory progress overall through the curriculum. Pupils with special educational needs make good progress in the individual targets set for them when they are supported individually. These targets are well thought out and represent sensible and achievable goals.

Speaking and listening

65. By the ages of seven and nine pupils' attainment in listening is average but their speaking skills are just below average. While pupils give satisfactory answers to questions demanding a short explanations or reply, most find difficulty in speaking at length about their work. Teachers in both key stages sometimes curtail discussions in order to move on in the lesson, or leave insufficient time at the end of a lesson for pupils to discuss and comment on the work done. Pupils are therefore unable to develop their speaking and listening skills sufficiently. By the time pupils are seven, their attainment in listening is satisfactory overall but just below average in speaking. There are occasions when pupils do not listen carefully enough, and when the opportunities for speaking are not sufficiently exploited by teachers.

Reading

66. Standards in reading are good throughout the school. Pupils generally enter school with average levels of attainment. Many come to school with knowledge of books, and make good progress in the core reading programme. Parents give good support by hearing their children read at home, and by filling in their comments in the reading record books. In the early years pupils respond well to stories, are able to recognise familiar words and have a good knowledge of initial letter sounds to build simple words. In Years 1/2, they make increasing use of their phonic knowledge, many use good intonation when reading aloud, and gain pleasure from a range of different books. Most recognize the difference between fiction and non-fiction and are able to explain the roles of author and illustrator. They show interest and enjoyment in their reading, and can talk with understanding about books they have read.
67. The school has a good range of appropriate books in the library, but at present the full potential of this is not exploited. The room is also used for the storage of resources, and is somewhat cluttered and uninviting. Although attractive displays enhance the room, it is not welcoming and does not encourage pupils to take an interest in the books available. There is no classification system to enable pupils to locate books easily. One section of the library is devoted to books which are available to members of the local community who come to school on a regular basis. Opportunities for pupils to use books to retrieve information in a range of curriculum areas, and to apply the skills needed to use an index, glossary and Dewey decimal system are insufficiently developed. Good use is made of local authority book loans to support the curriculum.

Writing

68. Pupils' attainment in writing by the ages of seven and nine is just below average but the standards in both key stages are improving. Emphasis has been placed on the technical aspects of writing. By the age of nine pupils' punctuation and spelling are average. However, the formation of handwriting is variable which is reflected in pupils' presentation of written work. While pupils write for a range of purposes and audiences, there are few occasions available for pupils to practise and demonstrate their creativity and writing in depth. The development of handwriting is inconsistent. Pupils are introduced to a print form with the intention of transferring to a joined style of writing at the age of seven upwards. By the age of seven, pupils' writing is below average. Many pupils hold their pencils incorrectly, and this impedes the development of their writing. There is also variation in the teaching of handwriting, so that many pupils form their letters in different ways, some joining their writing while others continue to print. While some work seen during the inspection was very well presented, some was untidy and careless. By the age of seven, pupils write sentences at a simple level but find difficulty in constructing more difficult texts such as writing poems and require a lot of support. Good use is made of information and communication technology to develop pupils' writing skills.

Teaching and learning

69. The teaching and learning of English is good overall. Teachers plan their work well, and use effective teaching methods. They know their pupils well, and can assess their understanding and progress effectively from day-to-day. The good planning and hard work of teachers is often undermined, however, by an element of poor behaviour. Pupils are generally interested in their work and particularly enjoy listening to stories and for the vast majority, behaviour is satisfactory in lessons. However, a very small minority of pupils are inattentive and disruptive during lessons. This has the effect of unsettling the other pupils and detracting from the quality of learning for everyone. Although there are class rules displayed on the wall teachers do not apply these consistently, and there are occasions where good behaviour is not sufficiently reinforced.
70. In some lessons seen during the inspection time was lost at the beginnings and ends of sessions, and the pace of work sometimes fell away, particularly when introductions were too long and pupils became bored and restless. Teachers need to improve the balance of activities within lessons, so that no one part is too long, and ensure that the full amount of curriculum time is used for learning.
71. Despite these shortcomings, teachers have successfully introduced the literacy hour, and are now gaining the benefits of their hard work. They meet the needs of all their pupils, including those with special educational needs, with appropriate activities. The teachers and support staff work well together as a team, and this has a positive effect on the standards achieved.
72. The subject is effectively co-ordinated, the subject policy is in place, and there are sufficient resources, many of good quality. New resources have recently been added, including reading and library books, and these are attractive and stimulating to pupils of all ages and abilities. Since the time of the last inspection the school has maintained satisfactory standards overall, while the good standards in reading have also been upheld.

MATHEMATICS

73. The results of the 1999 National Curriculum tests for seven year olds show that pupils attained just below average standards. Over the past three years, results in the national tests have been below average. These results represent a small number of pupils and should be treated with caution.
74. Standards of pupils' mathematics have improved this academic year with pupils aged seven achieving above average standards and pupils aged nine are achieving average standards. Pupils' skills in mental mathematics are well developed and are a strength. The successful implementation of the National Numeracy Strategy, which has an emphasis on mental mathematics, is having a positive impact on standards.
75. By the age of nine, most pupils are confident in the four operations of number to 100 and use and apply mental strategies effectively to solve problems. Most are able to halve and double numbers with two digits. They make decisions about which are the best methods to use to effectively solve a mathematical problem using numbers to 30. The majority are competent at interpreting data and recording findings. From their investigations on angles, for example, they understood that angles are degrees of turn and that a right angle is 90 degrees. Information and communication technology is used effectively in mathematics to support the lessons. For example, pupils applied effectively their understanding of angles and direction to solve maze problems using the mouse.
76. By the age of seven, the majority have a secure understanding of the value of two and three digit numbers and add and subtract in tens and units to one hundred and beyond. Most use more than one strategy to solve problems of addition and subtraction. Pupils apply their

knowledge to solving problems involving time and have a secure grasp of mathematical vocabulary. They know the names and properties of common two and three-dimensional shapes, and work out simple lines of symmetry. Pupils in the reception class learn the value of money to ten pence as they shop in the village store. They learn the meaning of everyday mathematical vocabulary to describe direction and movement. They enjoy counting to fifteen and beyond and solving simple problems of addition and subtraction.

77. The quality of teaching and learning is good overall. The majority of pupils learn well because of the good teaching. Teachers have good subject knowledge. Effective demonstration and modelling of mathematical thinking is helping the children to understand how to work out solutions to problems. Lessons are taught at a brisk pace and well planned. The successful methods promoted by the national numeracy strategy and a fast pace of work keep most pupils interested and motivated. Time is generally used effectively in lessons. Teachers build effectively on pupils' previous learning and understanding. However, the expectations of pupils' behaviour are sometimes not high enough when a small number of older pupils disturb lessons by calling out or talking. Consequently lessons are disturbed which reduces the progress pupils make. Consequently pupils' progress is good in key stage 1 and satisfactory in key stage 2. Pupils with special educational needs make good progress when they are given individual support.
78. Most pupils enjoy their lessons, want to learn and give their best. Because the teachers have good subject knowledge, pupils respond well to their questions, which helps to build their self-esteem. The mental work at the beginning of each session provides a positive and effective start to lessons. However there are a minority of pupils who put minimum effort into work despite the good preparation and challenging work set by the teachers.
79. There is good coordination of mathematics throughout the school. Teaching and learning is benefiting from the introduction of the national numeracy strategy. All members of staff work well together as a team to implement the curriculum. There are good quality resources which are easily accessible both to the staff and the pupils. There have been improvements in standards, particularly in mental mathematics this academic year. Standards in key stage 1 have improved since the previous inspection but are similar in key stage 2.

SCIENCE

80. The results of the 1999 National Curriculum assessments for seven year olds showed that pupils attained well below average standards. While pupils achieved just below average standards for the expected level 2, there were no pupils achieving the higher level 3. However, there are only small numbers of pupils taking the tests each year, which cause fluctuations according to pupils' individual attainments, and the results should be viewed with caution.
81. By the age of nine pupils attain average standards normally expected for this age. Pupils, by the ages of seven are attaining standards above average this academic year. There is comprehensive coverage of all areas of science and pupils make good progress in their learning during Key Stage 1 and satisfactory progress during Key Stage 2. An improvement in the quality of teaching and curriculum provision and resources is helping to raise standards. Pupils' work in investigations is a strength.
82. By the age of nine, pupils build on their previous learning to attain average standards. They have undertaken work on sound and know how it travels. They understand that mixtures can be separated by magnetism, evaporation and filtering. In their investigation of mixtures, pupils separate soils mixed with water by using a range of sieves and filter papers to make the water clean. Pupils decide the most effective method is by using a coffee filter. However, most are unable to hypothesise that by repeating the test several times the water would become

cleaner. Pupils have a sound knowledge of the properties of light and reflection and understand that food and exercise promote healthy living. Throughout the key stage there is appropriate coverage of the science curriculum. Pupils achieve satisfactorily in their learning, and are developing their skills of investigation well.

83. By the age of seven, pupils gain access to the whole range of the science curriculum and there is a good emphasis on experimenting and investigation. They understand the differences between various materials and sort them by their properties. They apply their knowledge well as they test and choose appropriate materials to make a beach bag. Most know how to conduct a fair test as they test materials for absorbency, warmth and to find out if they are waterproof. Pupils have a basic understanding of electricity as they complete a circuit to light up a bulb. There is good coverage of the science curriculum during the key stage and pupils make good overall progress in their learning to achieve well. Pupils with special educational needs make good progress throughout the school when they are supported individually. Their needs are well known and careful provision is made to ensure that they are appropriately challenged in the work that is given to them. Pupils are supported well and in many cases are able to work effectively alongside their peers.
84. Pupils throughout the school make appropriate use of their literacy skills to write reports for example. They use their numeracy skills and information and communication technology skills as they research topics or record their work.
85. Pupils have good attitudes to their work overall. Most are interested in investigational work and motivated by the practical nature of the subject. Most talk about their work but some find it difficult to explain their findings at length or record their work independently. Most pupils concentrate on their work, although some are easily distracted and soon lose interest.
86. In the two lessons observed the quality of teaching and learning was satisfactory. Teachers have a good understanding of scientific vocabulary and have good questioning skills to extend pupils' thinking. The lessons are planned well for the development of investigational skills. However, a few pupils lack self-discipline and become noisy and begin to lose concentration, where expectations of behaviour are not made clear or consistently reinforced. Some sessions are also too long and pupils find it difficult to sustain their concentration. While progress is good for the younger pupils, older pupils make satisfactory progress.
87. The curriculum is broad and balanced and with many opportunities for them to be involved with investigative work. The subject is effectively managed. This is a clear improvement on the position outlined after the last inspection, when aspects of science development were highlighted as in need of improvement. Since the previous report the curriculum is improved and the standards achieved by the pupils aged seven have risen.

ART

88. By the time pupils are seven and nine they attain average standards and make satisfactory progress.
89. By the age of nine, pupils are knowledgeable about the work of famous artists. They learn about different styles and techniques and develop appropriately their own style of drawing and painting. They use a range of materials to draw, paint, model, print or work in pastels and charcoal. They mix their colours well to produce a range of darker and lighter tones of paint. Their understanding of a range of artists' work makes a positive contribution to their cultural development. For example, pupils in Years 3/4 study Indian art which they use to create their own patterns. They also study Japanese art and paint their own minimalist paintings of animals and flowers. By the time pupils are seven, they work confidently from their observations and develop skills of drawing as they represent the world around them. They

draw shells, bottles and fruit using pastels and pencils. They work appropriately in the style of Van Gogh to make their seaside pictures.

90. Most pupils concentrate well on their lessons, applying themselves with enthusiasm and take pride in their work. Most work well collaboratively, learning ideas from one another and sharing resources such as printing blocks in Years 3 /4 to make their wall hangings. However, some show a lack of respect to staff as they answer back in response to a reprimand. Inconsistency in the management of pupils' behaviour allows this behaviour to continue.
91. The quality of teaching and learning is satisfactory overall. The lessons are planned to build pupils' knowledge and skills. Pupils are introduced to new skills and knowledge through purposefully structured activities. They acquire skills of working with materials and tools systematically through each key stage, and are encouraged to express their ideas and feelings. They understand the various techniques used by some of the famous artists and incorporate those techniques into their work. The reception pupils make good progress when their teachers demonstrates new skills and techniques, inspiring children to develop their skills of working with materials such as clay and willow branches. Pupils with special educational needs are supported well in lessons and make good progress towards their learning targets. The curriculum is planned well to link to other subjects such as design and technology and mathematics.
92. Art is developed and coordinated appropriately throughout the school. The work on display around the school provides an attractive learning environment. The resources are satisfactory and accessible. However, the time is lessons is sometimes too long. When pupils finish their work early, a few loose concentration and often disturb others still at work. Standards were similar at the time of the last report.

DESIGN AND TECHNOLOGY

93. By the ages of seven and nine, pupils attain average standards and make satisfactory progress in their learning. Only one lesson was observed but sufficient evidence was gathered from looking at pupils' previous work and discussions with pupils and members of staff.
94. By the time pupils are nine they extend their skills acquired previously. Pupils in years 3/4 recently designed and made puppets from the play of Pinocchio following a theatre presentation for the school. Pupils worked with papier-mâché and textiles with the help of an artist and puppeteer to complete their work to a high standard. By the age of seven, pupils have experience of a variety of construction sets, malleable materials and paper and boxes to make a range of models and artefacts. The year 1/2 pupils use textiles after testing them for their properties to design and make a beach bag, considering the practical and aesthetic qualities in their designs. Pupils who are five work on their topic on houses and pupils enjoy making a castle from paper and card. They use the story of the Three Little Pigs to design and make the pig's houses from straw, twigs and small plastic bricks. As part of their outdoor activities, pupils learn about structures as they make weavings and shapes from willow braches, which they decorate with coloured tissue papers.
95. Pupils' attitudes are satisfactory in the lesson observed. Most are interested in their work and are keen to talk about their achievements at the end of the lesson. Pupils enjoy the practical aspects of the subject and generally behave well. All pupils are very aware of handling tools and equipment safely as they work to cut and join their materials. However the opportunities for cooperative learning was limited.
96. The quality of teaching and learning is good from the lesson observed in Year 3 /4. Pupils are motivated by the practical nature of the subject and most are keen to learn. Clear instructions

are given and the lesson is well prepared. Consequently pupils make good progress in the lesson and applied their knowledge well. Pupils make satisfactory progress in both key stages. The development of specialist vocabulary and numeracy is encouraged progressively when the pupils measure, make and annotate their designs. The pupils with special educational needs make satisfactory progress throughout both key stages as they are well supported in their design and technology lessons by the class teachers and the support staff. Good use is made of the skills and knowledge of non-teaching staff who make an effective contribution to pupils' learning. Design and technology is used well by the teachers to support a range of subjects in the curriculum. For example, the year 3 /4 pupils design and make beach bags after testing their materials for strength and absorbency during their science lessons. The teachers have good subject knowledge and explain and demonstrate techniques well. The lessons are well planned from the national guidance. Work is regularly assessed at the end of each topic and staff use assessments well in lessons as they discuss pupils' work with them and offer advice for improvements.

97. The subject is coordinated well which has been assisted by the implementation of national guidelines. Resources are good. However, they are not very easily available for the pupils and teachers to use from the central store. Standards were similar at the time of the last inspection but there are improved resources which are now good.

GEOGRAPHY

98. Pupils achieve average standards by the time they reach the ages of seven and nine and pupils make satisfactory progress through the curriculum. Pupils are given a series of worthwhile experiences as part of well-planned cross-curricular topics.

99. By the time pupils are nine they develop their understanding of the physical and human features of different localities, for instance in their study of Greece. They also have opportunities to study features of their own locality, such as the traffic on the road outside school, and the places where vehicles are parked. Topics such as these provide good opportunities to develop cross-curricular links, for instance with mathematics in recording numbers of vehicles passing the school.
100. By the age of seven pupils study and contrast different localities, such as the seaside with the countryside. They look at travel brochures to find different seaside places, and then find the positions of countries and oceans on a map of the world. Information technology is well used to support this work. Pupils are developing their awareness of the world and of localities beyond their own. They are learning to use geographical vocabulary such as equator, ocean, country
101. Boys and girls both show positive attitudes towards geography, and most work well co-operatively sustaining their concentration well. Pupils show interest in the world around them and are keen to learn about it. Most are able to express their opinions clearly in discussions, but most find it difficult to speak at length about their work. However, when working in small groups, a few do not sufficiently contribute to the group and can prevent others from working.
102. The quality of teaching and learning is good overall at both key stages in the lessons observed. Topics are well chosen, and the work is generally presented in an interesting and stimulating way. Lessons are well planned, and a good range of carefully selected resources is chosen to arouse pupils' interest. The use of assessment is appropriate for end-of-topic checks, and supportive comments in marking. The class teachers appropriately assess how well pupils acquire knowledge, skills and understanding. However, some sessions are too long for the younger children to fully sustain their interest and concentration.
103. The subject is effectively co-ordinated, and the subject policy is in place. The school has adequate resources for the teaching of the subject, but at present these are poorly stored and organised, so that what is available may not be immediately obvious or easily accessible. The school has maintained satisfactory standards since the last inspection.

HISTORY

104. Pupils attain average standards by the ages of seven and nine and make satisfactory progress in their learning.
105. By the time pupils reach the age of nine, they develop satisfactory understanding of the how to use historical sources to find out about the past. For example, pupils in Years 3 /4 study artefacts, archaeologists' reports, and other historical evidence to find out about Ancient Greece. They study ancient Greek, myths and legends, and the history of the Olympic games. This work enables them to build on their previous knowledge, as they develop further their research skills through the use of reference books and CD-ROM.
106. By the time pupils reach the age of seven they have a growing awareness of the passage of time. For instance through their study of houses and homes, children in the reception year find out about different kinds of houses, and compare modern homes with those of previous times, such as castles. They visit a local castle and compare the way people lived in the past with modern living. The work is presented in an exciting and realistic way which involves all the children, developing their understanding of the differences between past and present.

107. Pupils of all abilities find the work interesting and stimulating. All, including those with special educational needs, sustain their concentration. Although some need considerable support from teachers and other adults, most remain on task and share and co-operate well. Most behave well but if some finish work early they tend to disturb others that are still working.
108. Teaching is good overall. Lessons are well planned and take account of the differing abilities of pupils, including those with special educational needs. Topics are well chosen and provide activities which presented at an appropriate level for pupils to achieve effectively. The skilful use of questions to draw out pupils' understanding is also a feature of good teaching. Teachers know their pupils well, and so are able to present them with work which is pitched at the right level. There are occasions, however, pupils have finished work early, for example, when poor behaviour is not acted upon, it detracts from the learning of all pupils.
109. The subject is efficiently co-ordinated and the policy provides an effective guide to practice. The school has a good range of resources, but these are not well organised at present. There is a need to ensure that resources are readily accessible, and that everyone knows what is available. Good quality displays, which incorporate pupils' work, make a good contribution to the learning environment. In the year 1/ 2 class, for example, work on the great fire of London is attractively displayed on the classroom wall. The school makes good use of the local area as a resource, with visits to local castles a positive feature of the school's work. Pupils' attainment continues to be in line with what is nationally expected of pupils this age, as it was at the time of the last inspection.

INFORMATION TECHNOLOGY

110. By the time pupils reach the ages of seven and eleven they attain average standards and make satisfactory progress in their learning.
111. Pupils now make satisfactory progress as they move through the school. During the inspection pupils were seen to be using the computers, in line with their teachers' plans, in a range of different situations. At Key Stage 1, for example, pupils in Years 1 /2 use the computer in a geography lesson to revolve a globe and identify countries and places. This provides good support to the lesson, where pupils are looking at similarities and differences between different localities. At Key Stage 2, in a Year 3/ 4 mathematics lesson, pupils use the computer to support their work on angles and direction. Two computers are available and pupils work on simple maze games, using the mouse to control the computer. This work is an effective contribution to their learning in both mathematics and it.
112. Pupils have positive attitudes to information technology. They enjoy working at the computers and behave and concentrate well, and can share and take turns appropriately. Pupils' social and moral development is fostered well as they work closely together on a variety of research and data-handling activities.
113. The quality of teaching and learning in information technology is generally satisfactory. Only one timetabled information technology lesson was seen during the inspection, but in many other lessons the computers were used to support the work in a range of subjects. There is a limited amount of direct teaching of it, such as when Year 1 pupils learn simple word-processing skills. The teacher provides a checklist on the wall which guides the pupils through the basic procedures of switching the computer on and loading the correct software. Small group-size and good availability of computers ensure that all pupils have time to practice skills for themselves. The teacher, and a support assistant, work with the pupils, providing good support and promoting good learning for all pupils including those with special educational needs. All areas of the information technology curriculum are now taught, including the use of programmable robots to teach how the computer can control

machines. The use of information technology as a tool for research, both through CD-ROM and the use of the Internet, has been hampered by problems with hardware and access systems, but the school has made use of support of an advisory teacher who has helped with the introduction of Internet access. Staff are planning to go on courses later in the year, with a focus on integrating information and communication technology across the curriculum. The school needs to ensure that in-service training continues, so that teachers' confidence in working in all areas of the curriculum is further developed.

114. Assessment is still at an early stage, but teachers are good at adapting the curriculum in the light of pupils' understanding. There are checklists so that pupils and teachers can record involvement in different computer activities.

115. There is a considerable improvement since the last inspection, when standards in it were found to be unsatisfactory, and the curriculum did not meet requirements. Since then new hardware and software have been bought, staff training activities have been undertaken and a new policy for the subject has been put in place. Since the last inspection the school has addressed the issues raised and has moved the subject forward. There is room for further improvement if staff confidence and expertise can be further developed. There is now good potential for further advance in the subject, so that standards can be raised even further. The subject is effectively co-ordinated. Resources are well organised and there is a clear view of what the school needs to do in order to improve further.

MUSIC

116. By the time pupils are seven and nine they reach average standards and make satisfactory progress.

117. Nine year olds use sounds and respond to music with increasing confidence. They know how to compose their own music using both improvised and formal notation. They are given opportunities to listen to music from other times and places, and can respond to, and evaluate their own and others' musical performances. In the year 3/4 class pupils continue to develop all aspects of their musical understanding. They learn about musical notation and experiment with their own informal methods, before being introduced to standard notation. In a lesson on the use of the ostinato pupils use a variety of instruments and work in pairs to produce their own simple pieces. The majority develop their musical understanding well, although a few are uninvolved and do not attempt to participate. As they get older pupils are given worthwhile experiences of all aspects of the music curriculum. They are given opportunities to listen to music and appraise it, and to compose music of their own. They perform, both with their voices and on a variety of instruments, in small groups, and, sometimes, to the whole class or school.

118. By the time pupils are seven they sing a range of songs and play simple pieces and accompaniments with awareness of pulse. They can listen to music, recognising changes in the musical elements such as tempo and dynamics. During Key Stage 1, pupils learn to identify pitch and rhythm with increasing accuracy. They use percussion instruments to play their own compositions and to accompany songs and recorded music. They sing well together, joining in with enthusiasm. They develop their singing and playing skills, and learn to use correct musical language.
119. In all lessons seen, as well as in hymn singing and listening to music in assemblies, the great majority of pupils show positive attitudes to music. They join in with enthusiasm, listen carefully, and make thoughtful comments when given the opportunity. Enjoyment of a range of music, both that produced by the pupils themselves, and recorded accompaniments, is a feature of work throughout the school.
120. Teaching and learning is satisfactory in the two lessons observed. Teachers have satisfactory subject knowledge, so that they can explain musical concepts and ideas clearly. All teachers show enthusiasm for the subject and this communicates to their pupils. In a reception class lesson, for example, the teacher uses a life-sized puppet to engage the pupils' attention. This is very effective, and the pupils join in well, performing together with enjoyment and enthusiasm. Teachers use questions well and appropriately assess their progress.
121. The range of resources available, and their quality, is satisfactory. They are stored centrally and easily accessible to all. The subject is effectively co-ordinated, although the current policy for music is in need of further development. Music is used effectively to enrich the day-to-day life of the school, through listening to music during assemblies, discussing famous composers and their lives, and by the running of a recorder club during the autumn term. There is no instrumental tuition as part of the curriculum, but the local education authority orchestra has been invited to perform at the school next term. The standards are similar to those reported previously during the last inspection.

PHYSICAL EDUCATION

122. By the ages of seven and nine pupils make satisfactory progress in their learning to achieve average standards.
123. By the age of nine, the older pupils in years 3 /4 enjoy games. During outdoor and indoor lessons pupils organise themselves well into teams pupils working and cooperating well with one another. As they work, they maintain constant physical effort in the skills of running, jumping and throwing skills. All work hard to improve their performance of tasks such as throwing, catching and dribbling the ball. There is very good provision for the teaching of swimming. The pupils have swimming lessons off site and they are able to swim 25 metres by the time they leave school. They learn to swim using a range of strokes, and have a good awareness of water safety. By the age of seven, pupils develop satisfactory skills in throwing, catching and dribbling the ball working with a partner.
124. Most pupils enjoy their lessons and respond well to physical activity and competitive games. They dress appropriately, listen to instructions well and work enthusiastically and energetically.
125. The quality of teaching and learning in lessons is good overall. Most staff have good subject knowledge and are careful to ensure the safety of pupils. Lessons start briskly with warm up games and exercises and pupils are constantly engaged in physical activity. Staff encourage all pupils to improve their performance. Pupils learn from the demonstrations given by others and the advice and support of their teachers. The staff make satisfactory use

of the resources and the accommodation. Pupils, including those with special educational needs, make satisfactory progress overall throughout the school and achieve standards expected of pupils of their age. Pupils are taught swimming skills very well and make very good progress in swimming with nearly all achieving 25 metre lengths before they leave school. Many pupils live in areas close to rivers and the sea and learning to swim is particularly important.

126. The school provides specialist coaching in football as an extra-curricular activity, which has a positive impact on standards. Pupils enjoy participating in local competitions for Kwik cricket and football. There are good resources which are stored appropriately and are easily accessible. Standards were similar at the time of the last report.

RELIGIOUS EDUCATION

127. By the ages of seven and nine, pupils attain average standards in line with the locally agreed syllabus for religious education and make satisfactory progress in their learning.

128. By the age of nine, pupils learn about similarities and differences between Judaism, Islam and Christianity. The older pupils in their study of Islam learn about the life of Mohammed. They understand that the Qur'an is a sacred book and the significance of prayer and major celebrations and traditions such as Ramadan. In their study of Christianity, pupils reflect on readings from the bible and consider the importance of Christian qualities in their lives such as patience, humility and joy. By the age of seven, pupils study Judaism and understand some of its features. For example, they celebrate Hanukah and make a card for the celebration and study the meaning of the symbols of Judaism such as the torah scrolls. The staff work effectively towards raising attainment by developing community links so that pupils have a better understanding of other cultural traditions and beliefs. For example, they visit a local synagogue and listen to a specialist speaker who comes to school to talk to them about Judaism.

129. Pupils' response, personal development and behaviour are satisfactory. They listen and show interest in other faiths and in finding out more information. They respond appropriately to the quiet times in the assemblies and in lessons by reflecting on their own personal qualities and sometimes express them by writing a prayer or a poem.

130. Only two lessons were observed. The quality of teaching and learning is satisfactory. Teachers have a good knowledge and understanding of the subject. They plan their lessons conscientiously. There are high expectations of pupils to explain their thoughts clearly to develop their speaking and listening skills. The teachers use resources well, for example in displays of work to aid the pupils' understanding and consolidate their learning. Overall, pupils learning is satisfactory

131. The curriculum is coordinated well and linked to the school assemblies where topics are broadly based around a Christian church calendar. There has been a focus on improving liaison with the community to develop a better understanding of the traditions and beliefs of others. Resources are satisfactory and help promote a greater understanding of the subject. Standards were above average at both key stages at the time of the last report.