

INSPECTION REPORT

Sacred Heart RC Primary School
Goldthorpe

LEA area : Barnsley

Unique Reference Number : 106643

Headteacher : Miss A.M.D. Pickin

Reporting inspector : Mr P.V. Ollis
OIN: 13150

Dates of inspection : 15th - 18th November 1999

Under OFSTED contract number: 706833

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Primary with nursery unit

Type of control : Voluntary Aided

Age range of pupils : 3 - 11 years

Gender of pupils : Mixed

School address : Lockwood Road
Goldthorpe
South Yorkshire
S63 9JY

Telephone number : 01709 892385

Fax number : 01709 892385

Appropriate authority : The Governors

Name of chair of governors : Mr E. Goddard

Date of previous inspection : 21st May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr P.V. Ollis, RgI	Mathematics Information Technology Design and Technology Music Under Fives	Attainment and progress Teaching Leadership and management The efficiency of the school
Mrs V. Cain, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation
Mr T. Gorman	English History Special Educational Needs Equal Opportunities	Pupils' spiritual, moral, social and cultural development
Mr E. Steed	Science Art Geography History	The curriculum and assessment Staffing and learning resources

The inspection contractor was:

Evenlode Associates Ltd

6 Abbey Close
Alcester
Warwickshire
B49 5QW

Tel: 01789 766099

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The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The acting headteacher provides good leadership to the school.
- Pupils with special educational needs make good progress overall
- Children make good progress in the nursery, which is a strength of the school.
- Relationships are very good generally throughout the school both between the pupils themselves, and between pupils and staff.
- Provision for pupils' spiritual, moral and social development is very good.
- Pupils' attitudes, behaviour and personal development are good generally.
- Financial planning and the monitoring of expenditure are good.
- Provision for extra-curricular activities, including sport, is good.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in mathematics are below national averages at Key Stage 2.
- II. Standards in information technology are below national expectations throughout the school.
- III. Higher attainers make generally unsatisfactory progress throughout the school.
- IV. The quality of teaching in the lower Key Stage 2 class is unsatisfactory.
- V. Governors are not sufficiently involved in the early stages of drawing up the school development plan, or in monitoring progress towards the targets established.

This is a school with many strengths, but some important weaknesses. The weaknesses identified are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to parents and guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Despite a small staff, over half of whom have changed since the previous inspection, the school has made good progress in addressing the issues identified in the previous report. Under the leadership of the recently appointed acting headteacher, and taking into account the generally effective roles of subject co-ordinators and governors, both of which are showing improvement, the school's current capacity for improvement is good.

The key issue in the previous report to further develop the role of co-ordinators has been achieved. The key issue to provide suitable systems of assessment has been achieved in English, mathematics and science, but not yet in any other subjects. The key issue to develop appropriate curricular plans has been mostly achieved, although there is not yet an overall curricular plan. The key issue to provide more opportunities for scientific investigation has been achieved. The issue to improve the use and application of mathematics across the curriculum has not been achieved, except for its use in science.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	C	C		
Mathematics	E	E		
Science	B	C		

Children enter the nursery with levels of attainment which are generally below those expected, make good progress overall, and most reach the desirable learning outcomes in all areas of learning by the age of five.

Inspection evidence and the results of national tests and tasks in 1999 indicate that attainment in English at the end of both key stages is broadly in line with national averages and the average for similar schools.

Inspection evidence and the results of national tests and tasks in mathematics at the end of Key Stage 1 in 1999 indicate that standards are broadly in line with national averages at the end of Year 2. Results in end of Key Stage 2 tests and tasks indicate that standards are well below the national average and the average for similar schools at the end of Year 6. However, the cohort is small and not all pupils were present for the tests and results do not truly reflect standards in the school, which were observed to be generally below national averages and not well below.

End of Key Stage 1 teachers' assessments, and test and task results at the end of Key Stage 2 in 1999, indicate that standards in science are broadly in line with national expectations at the end of Year 2 and above national averages at the end of Year 6. They are in line with the average for similar schools at the end of both key stages. Inspection evidence indicates that standards are broadly in line with national expectations and averages at the end of both key stages.

In English, mathematics and science inspection evidence and the results of teachers' assessments and national tests indicate that higher attainers make unsatisfactory progress generally throughout the school, except in science at Key Stage 2.

Pupils make unsatisfactory progress throughout the school in information technology and, by the end of both key stages, standards of attainment are below national expectations. Pupils throughout the school make satisfactory progress overall in art, design and technology, geography, history, music and physical education.

Pupils with special educational needs make generally good progress throughout the school. Lower and average attaining pupils make satisfactory progress generally, but higher attaining pupils make unsatisfactory progress overall, due to a lack of challenge in teaching and weaknesses in planning.

Standards have been maintained in all subjects since the previous inspection, except in mathematics at Key Stage 2, and information technology and music throughout the school. Standards have improved in physical education, notably in dance and swimming.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Unsatisfactory
Science	Good	Satisfactory	Satisfactory
Information technology	Good	Satisfactory	Satisfactory
Religious education	n/a	n/a	n/a
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching in the nursery is good and this a strength of the school. The quality of teaching is satisfactory overall at both key stages and this results in pupils making generally sound progress. No unsatisfactory teaching was observed at Key Stage 1. Teaching was good in about 57 per cent of lessons observed and very good in about 14 per cent. However, the quality of teaching observed in the lower Key Stage 2 class during the inspection was always less than satisfactory and pupils in this class are currently making unsatisfactory progress. The quality of teaching in the other classes at Key Stage 2 was never less than satisfactory. It was good in about 35 per cent of lessons observed and very good in almost 12 per cent.

There are weaknesses in the teaching of mathematics at Key Stage 2 and, although some satisfactory and good teaching was observed, the quality overall is unsatisfactory. Throughout the school, except in the lower Key Stage 2 class, the management of pupils is a strength. Relationships between staff and pupils are very good, and most pupils respond accordingly. The use of time and resources is also a strength generally throughout the school. Teachers' subject knowledge is sound. Teaching methods and organisational skills are strengths at Key Stage 1. In general throughout the school, teachers do not make effective use of the assessment data they have at their disposal to target work effectively at different groups of pupils. In addition, although work is always marked, it is often only with a tick and targets for improvement are seldom stated. These weaknesses have a particular impact on higher attaining pupils and progress for these is generally unsatisfactory. In general, other than for higher attainers and in the lower Key Stage 2 class, teachers have high expectations of both behaviour and work. As a result, most pupils settle quickly to their tasks and maintain concentration.

The unsatisfactory teaching in the lower Key Stage 2 class is due essentially to poor classroom management skills. This results in generally poor behaviour by many pupils in the class and a good deal of disruption in most lessons. The progress made by pupils is currently unsatisfactory in all aspects of their work.

The use of homework to reinforce and extend what has been learned in school is a weakness. Some homework is provided, but practice throughout the school is not consistent.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Behaviour, which is good overall, is very good in most classes, but unsatisfactory in the lower Key Stage 2 class. Pupils generally display positive attitudes to their learning.
Attendance	Attendance is good and this has a positive impact on pupils' learning. Pupils are punctual to school and lessons generally begin on time.
Ethos*	Ethos is good. Staff have a stated commitment to high standards, relationships are very good generally, and all pupils have equal access to all aspects of the curriculum.
Leadership and management	Leadership and management are satisfactory overall. The leadership of the acting headteacher is good. The role of subject co-ordinators is developing well. Governors are actively involved in the work and life of the school, but are not yet sufficiently involved in development planning.
Curriculum	The curriculum for children under five is appropriate and well matched to their needs. The curriculum for the statutory years is broad and generally well balanced. Planning is satisfactory overall, but there are weaknesses in planning for mixed age classes at key Stage 2. There are appropriate formal assessment procedures for English, mathematics and science, but not yet for any other subjects. The use of assessment data to inform planning is a weakness at Key Stage 2.
Pupils with special educational needs	Pupils with special educational needs usually make good progress throughout the school. Individual education plans are generally appropriate and provide a sound basis for improvement.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral and social development is very good, and this is a strength of the school. Provision for cultural development is satisfactory overall. Insufficient attention is paid to the rich cultural diversity of society.
Staffing, resources and accommodation	Staffing, accommodation and resources for learning are satisfactory overall. The provision of hardware to support work in information

	technology is unsatisfactory. Computers are old and outdated, and frequently break down.
Value for money	In view of the school's very low income per pupil, pupils' generally satisfactory progress and standards, and the overall satisfactory quality of education provided, the school gives good value for money.

** Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
VI. That parents are encouraged to play a full part in the life of the school. VII. That the school encourages pupils to get involved in more than their daily lessons. VIII. That the school is easy to approach with questions or problems. IX. That the school's values and attitudes have a positive effect on their children.	X. That the school does not always give a clear XI. That provision for homework is

Seven parents made written submissions, but no single issue was raised by more than one parent. The school does not yet have formal systems for informing parents of the work their children are undertaking in school, although some teachers do inform parents of the topics being covered. This is an area for improvement. Provision of homework is currently inconsistent, but improvements are already in hand.

KEY ISSUES FOR ACTION

In order to raise further the standards and quality of education provided by the school, the governors, acting headteacher and staff should :-

- A) raise standards in mathematics at Key Stage 2 by :-
1. improving the quality of planning for mixed age classes;
 2. using the assessment data available to provide work which is well matched to pupils' needs;
 3. providing more challenging work for higher attainers;
 4. providing appropriate opportunities for the co-ordinator to monitor quality and standards in all classes.
- (Paras. 10, 24, 32, 36, 85, 91-92)
- B) raise standards in information technology throughout the school by (when the new equipment is installed):-
5. ensuring that all pupils receive a worthwhile experience and suitable opportunities to develop their skills to the required level;
 6. drawing up appropriate systems for the formal assessment of pupils' progress and attainment;
 7. using the data obtained to ensure that pupils' skills are developed progressively as they move through the school;
 8. providing appropriate opportunities for the co-ordinator to monitor quality and standards in all classes.
- (Paras. 13, 24, 36, 57, 60, 104-107)
- C) ensure that all higher attaining pupils reach their true potential by :-
9. providing work which is always challenging;
 10. using the assessment data available to always match work to their needs.
- (Paras. 11, 15, 24, 31, 36, 75, 85-86)
- A) improve the quality of teaching in the lower Key Stage 2 class by :-

1. continuing to provide effective in-class support and appropriate opportunities for in-service training;
2. ensuring that the pupils in the class follow the school's code of conduct at all times.
(Paras. 18, 21, 25, 80, 90-91, 100-101)

- E) ensuring that governors are appropriately involved in the school's development planning by :-
3. involving them effectively in the early stages of drawing up the development plan;
 4. providing them with suitable opportunities to monitor progress towards the established targets.
(Para. 49)

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

5. The quality of marking is sometimes weak (Paras. 24 and 36)
6. There is no overall curricular plan (Para. 30);
7. There are no schemes of work for art and music (Para. 30);
8. There are no links with industry (Para. 48);
9. The school development plan is for one year only (Paras. 51 and 58);
10. There are no formal arrangements for judging whether significant items of expenditure result in value for money (Para. 59).

INTRODUCTION

Characteristics of the school

11. This is a Catholic primary school, which serves the Catholic community of Goldthorpe, near Rotherham, in the Dearne Thurnscoe Ward. There are 138 on roll in the mainstream school and 19.5 full-time equivalent in the nursery unit. The school roll is similar to that at the time of the previous inspection. At present there are 20.5 full-time equivalent children under five on roll, one full-time in the reception class and 19.5 full-time equivalent in the nursery unit. Of the children in the nursery, 19 attend in the morning and 20 in the afternoon. Children in the reception class follow work based on the National Curriculum and this is generally appropriate. Children enter the nursery in the term following their third birthday, and transfer to the reception class at the beginning of the term in which they become five. Almost 13 per cent of pupils are known to be eligible for free school meals, which is broadly in line with the national average. This is lower than at the time of the previous inspection. Just over 30 per cent of pupils are on the school's register of special educational needs, which is well above the national average of 18.3 per cent and significantly above the number identified at the time of the previous inspection. There are no pupils with statements of special need. There are no pupils for whom English is an additional language. Attainment on entry to the nursery is generally below that expected nationally.
12. The school's mission statement reflects its Catholic foundation and emphasises its endeavour to be an open and welcoming Christian community. The school's aims include :-

- to promote the Kingdom of God, where, truth, justice, and peace, love are valued;
- to respect the religious and moral values of other peoples and their different cultures and ways of life;
- to develop each child's desire to enquire, question and solve problems rationally;
- to motivate each child to persevere with tasks and acquire a variety of skills - intellectual, social and physical;
- to provide a broad and balanced curriculum.

1. The school currently has seven priority targets. These are :

- to raise levels of attainment in literacy;
- to raise levels of attainment in numeracy;
- to improve teachers' assessment techniques;
- to improve the school's environment;
- to raise levels of attainment in information technology;
- to involve parents more closely in their children's work;
- to celebrate the Millennium appropriately as the 2000th anniversary of Our Lord's birth.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	10	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	08	09	10
	Girls	12	12	12
	Total	20	21	22
Percentage at NC Level 2 or above	School	87	91	96
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	08	10	10
	Girls	12	13	13
	Total	20	23	23
Percentage at NC Level 2 or above	School	87	100	100
	National	82	86	87

Attainment at Key Stage 2²

¹ Percentages in parentheses refer to the year before the latest reporting year
² Percentages in parentheses refer to the year before the latest reporting year

**Number of registered pupils in final year of Key Stage 2
for latest reporting year:**

Year	Boys	Girls	Total
1999	13	11	24

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	08	12
	Girls	08	05	07
	Total	18	13	19
Percentage at NC Level 4 or above	School	75	54	79
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	12	12
	Girls	09	09	10
	Total	21	21	22
Percentage at NC Level 4 or above	School	88	88	92
	National	68	70	76

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	5.0
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school
age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	14.3
Satisfactory or better	88.1
Less than satisfactory	11.9

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Levels of attainment on entry are wide ranging, but are generally below those expected nationally. Children under five make good progress and, by the time they enter the statutory years of schooling, standards of attainment are broadly in line with the desirable learning outcomes in all areas of learning.
2. At Key Stage 1, in 1999, the percentage of pupils reaching Level 2 or above in reading was above the national average, whereas the percentage reaching Level 3 was well below the national average. In writing, the percentage reaching Level 2 was above the national average, while the percentage reaching Level 3 was below the national average. This pattern of attainment was also reflected in teachers' assessments for reading, writing, listening and speaking.
3. At Key Stage 2, in 1999, on the basis of the National Curriculum Tests, the percentage of pupils reaching Level 4 or above in English, was well above the national average, whereas the percentage reaching Level 5 or above was below the national average. In comparison with pupils of schools with similar backgrounds, performance was well above average with respect to Level 4 but well below average with respect to the proportion of pupils attaining Level 5.
4. Over the three years 1996 to 1999, pupils' performance in both reading and writing at the end of Key Stage 1 was above the national average. During the same period, the performance of pupils in English at the end of Key Stage 2 was well above the national average. Standards in English are not significantly different to those attained in 1995.
5. Evidence during the inspection confirmed that pupils of average attainment are making satisfactory progress in the development of their literacy skills at both key stages, but that pupils of higher attainment generally make unsatisfactory progress. This is mainly because the work set is not always well-matched to their levels of attainment and they are, therefore, not sufficiently challenged to produce their best work. Pupils of lower attainment and those with special educational needs make good progress at Key Stage 1 and sound progress at Key Stage 2. However, pupils at Key Stage 2, who are involved in the Additional Literacy Support programme, are making good progress, primarily because of the high expectations of work and behaviour set by the support teacher. Clearly defined tasks are set, which challenge pupils to produce good work in the limited time available. Pupils in Class 2 make unsatisfactory progress as a consequence of unsatisfactory teaching.
6. The results of end of Key Stage 1 tests and tasks in mathematics in 1999 indicate that standards are well above the national average for pupils reaching Level 2, but are below the national average for pupils reaching Level 3 or above. Based on the school's average points score, results are below both the national average for all schools and the average for similar schools. Observed standards are broadly in line with expectations for lower and average attaining pupils, but below for higher attaining pupils. Pupils on the school's register of special educational needs are making good progress towards the targets set for them. Standards have been steadily improving and are significantly higher now than they were in 1995.
7. The results of end of Key Stage 2 tests and tasks in mathematics in 1999 indicate that the number of pupils reaching Level 3 or above is above the national average, the number reaching Level 4 or above is broadly in line with the national average, and the number reaching Level 5 or above is well below the national average. Based on the school's average points score, results are well below both the national average and the average for similar schools. Standards are a little lower now than they were in 1996, but the cohort size is small and some pupils were absent for the tests, and this means that the results do not truly reflect the school's standards. Observed standards are below expectations for lower and average attaining pupils, but well below for higher attaining pupils. Pupils on the school's register of special educational needs make satisfactory progress.

8. Standards in mathematics are not significantly different to those attained in 1995. The performance of higher attaining pupils in mathematics is an issue generally throughout the school. In previous years work has been targeted at increasing the number of Level 2's at Key Stage 1 and Level 4's at Key Stage 2, to the detriment of higher attaining pupils. The school is aware of this issue and has begun to target higher attaining pupils this year in an effort to improve their standards. In addition, however, teachers are not always effective at using the assessment data they have at their disposal to match work to pupils' needs. Planning for mixed age classes at Key Stage 2 is also a weakness, the work generally being targeted at the average attaining pupils in the older age group. In both these cases, it is the higher attaining pupils who fare worst and make unsatisfactory progress.
9. On the basis of teachers' assessments in science at the end of Key Stage 1 in 1999, all pupils attained Level 2 and none attained Level 3. This means that results were very high for pupils reaching Level 2 when compared both with all schools nationally and with similar schools, but were very low in both cases for pupils attaining Level 3. In end of Key Stage 2 tests and tasks in 1999, the number of pupils reaching Level 4 was broadly in line with the national average, but was above the national average for pupils reaching Level 5. Overall, standards were above average when compared with all schools nationally, but were average when compared with similar schools. Although the number of pupils reaching Level 5 in 1999 was above the national average, the cohort was a small one and the improvement in itself was not significant. In the 1998 tests and tasks the number reaching Level 5 was in line with the national average, and this is generally the position. Observations during the inspection confirm that standards are broadly in line with national averages at the end of both key stages, but that higher attaining pupils make unsatisfactory progress at Key Stage 1. Standards are broadly the same as at the time of the previous inspection.
10. Pupils make unsatisfactory progress throughout the school in information technology and, by the end of both key stages, standards of attainment are below national expectations. Due to old and outdated equipment and frequent break downs, pupils have insufficient opportunities to practise their skills to the required standard. This is a worse position than at the time of the previous inspection, when standards were considered to be in line with national expectations.
11. Pupils throughout the school make satisfactory progress overall in art, design and technology, geography, history, music and physical education. Standards have been improved in physical education, notably in dance and swimming, and maintained in all other non-core subjects except music, where standards are now lower than at the time of the previous inspection.
12. Pupils with special educational needs make generally good progress throughout the school. Lower and average attaining pupils make satisfactory progress generally, but higher attaining pupils make unsatisfactory progress overall, due to a lack of challenge in teaching and weaknesses in planning. There is no evidence of significant variations in pupils' attainment due to gender, ethnicity or background.

Attitudes, behaviour and personal development

13. Pupils generally display positive attitudes to learning, including towards their work in literacy and numeracy. Good attitudes are actively encouraged in the nursery and pupils are given a good start to their schooling. Levels of interest and concentration are good. Pupils settle quickly to their tasks and are keen to participate. However, response is poor in the lower Key Stage 2 class and this is due to the teacher's poor classroom management skills. Examples of pupils being interested and displaying high levels of concentration were observed in an art lesson in which pupils in Years 5 and 6 showed considerable maturity and reflectiveness in their approach to their work, and made good progress as a result. In a geography lesson, pupils in Years 4 and 5 were enthusiastic to play a full part in the discussions and this enabled them to make good use of their prior knowledge to inform their current work and make good progress.

14. Relationships are very good generally throughout the school and this is a strength. This is an improvement since the previous inspection, when relationships were judged to be good. Pupils display respect for each other, are courteous, polite and trustworthy. They show respect for property and for their equipment and materials, willingly sharing. Pupils relate well to adults and visitors, and are keen to talk about their work.
15. Behaviour, which is good overall, is very good in most classes, but unsatisfactory in the lower Key Stage 2 class. Behaviour is good generally around the school and in the playground, and this ensures the school is a safe and orderly community. Parents feel that their children behave well in school. Pupils work and play well together, socialising sensibly in the dining hall. There have been no exclusions during the previous year, and no bullying or harassment was observed during the inspection. When given the opportunity, pupils discuss their work sensibly and co-operate well in pairs and small groups. Pupils of all levels of prior attainment, including those with special educational needs, diligently perform a wide range of responsibilities and this has a positive impact on their personal development.

Attendance

16. Levels of attendance are good and this has a positive effect on learning. This good position has been maintained since the previous inspection. The main reasons for absence are illness and holidays taken within term time. Parents are fully aware of the need to inform of absences and do so. Unauthorised absence is rare. Pupils are usually punctual to school. The previous difficulty of the late arrival of the school bus has been resolved and these pupils now arrive in good time.

QUALITY OF EDUCATION PROVIDED

Teaching

17. The quality of teaching in the nursery is good and this is a strength of the school. The teacher has a very good understanding of the needs of the children, and the experiences provided are very worthwhile and effective in promoting good progress. Classroom management skills and organisational skills are good. Relationships are very good. A very caring environment is provided, together with a good work ethic, and children respond accordingly. The classroom support assistant also has a good understanding of children's needs, is well deployed and has a very positive impact on children's learning. The quality of teaching and support in the nursery has been maintained since the previous inspection.
18. The quality of teaching is satisfactory overall at both key stages and this results in pupils making generally sound progress. No unsatisfactory teaching was observed at Key Stage 1. Teaching was good in about 57 per cent of lessons observed and very good in about 14 per cent. However, the quality of teaching observed in the lower Key Stage 2 class during the inspection was always less than satisfactory and pupils in this class are currently making unsatisfactory progress. The quality of teaching in the other classes at Key Stage 2 was never less than satisfactory. It was good in about 35 per cent of lessons observed and very good in almost 12 per cent. The quality of teaching is broadly the same as at the time of the previous inspection, except that now all of the unsatisfactory teaching was observed in only one class. Teaching of music was judged to be a strength in the previous report, but is now only satisfactory. Teachers are working hard to implement the Literacy and Numeracy Strategies effectively.

19. There are weaknesses in the teaching of mathematics at Key Stage 2 and, although some satisfactory and good teaching was observed, the quality overall is unsatisfactory. This is due to a failure to plan effectively for mixed age classes or to use the available assessment data adequately to ensure that work is well matched to the needs of pupils. This has led to a fall in standards at Key Stage 2. In other subjects, teachers' planning is generally satisfactory.
20. Throughout the school, except in the lower Key Stage 2 class, the management of pupils is a strength. Relationships between staff and pupils are very good, and most pupils respond accordingly. The use of time and resources is also a strength generally throughout the school. Teachers' subject knowledge is sound. Teaching methods and organisational skills are strengths at Key Stage 1. In two very good English lessons at Key Stage 1, for instance, skilful classroom management and well prepared resources ensured that all pupils were actively involved and well disciplined in their response. A brisk pace led to pupils making good progress towards the targets set for them. In a very good history lesson and a very good geography lesson at Key Stage 2, pupils responded well to very good relationships, well prepared resources, good quality, well focused discussions, and very good classroom management skills, and made good progress in developing their historical and geographical knowledge and understanding.
21. In general throughout the school, teachers do not make effective use of the assessment data they have at their disposal to target work at different groups of pupils. In addition, although work is always marked, it is often only with a tick and targets for improvement are seldom stated. These weaknesses have a particular impact on higher attaining pupils, and for these work lacks challenge and progress is generally unsatisfactory. This is confirmed by teacher assessments and the results of statutory tests and tasks at the end of both key stages. The school is aware of this problem and has already begun to take remedial action. This was evident, for instance, in a good lesson in mathematics at the top of Key Stage 2, where seven higher attaining pupils formed the focus of the teacher's attention. They were presented with challenging elements relating to shape, responded well to the challenge and made good progress. In general, other than for higher attainers and in the lower Key Stage 2 class, teachers have high expectations of both behaviour and work. As a result, most pupils settle quickly to their tasks and maintain concentration. The teaching of pupils with special educational needs is always at least satisfactory in all but one class, and is often good.
22. The unsatisfactory teaching in the lower Key Stage 2 class is due essentially to poor classroom management skills. This results in generally poor behaviour by many pupils in the class and a good deal of disruption in most lessons. The progress made by pupils is currently unsatisfactory in all aspects of their work. The school is aware of these weaknesses and has been working hard with the local authority to bring about improvement.
23. The use of homework to reinforce and extend what has been learned in school is a weakness. Some homework is provided, but practice throughout the school is not consistent.

The curriculum and assessment

24. The curriculum for children under five in the nursery is firmly based on the desirable learning outcomes and suits their needs well. It is enhanced by walks around the local area to develop children's knowledge and understanding of the world around them, and by some visits further afield, for example, to the seaside.

25. The curriculum presented to pupils in the statutory years of schooling is broad. It includes all the National Curriculum subjects and religious education, and appropriate programmes for sex education, anti-drugs education and personal, social and health education. Religious education is the subject of a separate report. Personal and social education pervades the daily life of the school and health education is taught mainly through the science curriculum. The curriculum for pupils on the school's register of special educational needs is sound. Individual education plans are generally satisfactory and provide a suitable basis for improvement. Overall, the curriculum is satisfactorily balanced, although the poor provision of computer hardware, where breakdowns are unacceptably frequent, has resulted in insufficient usage and unsatisfactory progress in information technology at both key stages. The curriculum provided ensures that pupils are mostly prepared satisfactorily for the next stage of their education, except in mathematics and information technology, and for higher attainers, who will have ground to catch up.
26. The literacy and numeracy strategies are appropriately in place although planning for mixed-age classes is sometimes unsatisfactory, especially in numeracy and at Key Stage 2. Too often pupils follow tasks that are insufficiently matched to need on the basis of both age and prior levels of attainment. This hinders the progressive teaching and learning of knowledge and skills, and leads to unsatisfactory progress for some pupils. This was a weakness stated in the previous report and has not yet been adequately addressed.
27. Policies are in place for all subjects and these are mostly of sound quality. The policy for English however provides insufficient guidance on all aspects of the curriculum, and those for art and music are included as sections of a general arts policy and are inadequate to inform practice. The school has sensibly adopted guidelines provided by the Qualifications and Assessment Authority where they are available. All other subjects, except for art and music, have suitable school-based schemes of work. The use of Qualifications and Assessment Authority's guidelines has provided a suitable structure for the progressive development of skills in these subjects and has, therefore, gone a long way to addressing a weakness identified in the last report. The absence of schemes of work for art and music mean that pupils' skills, knowledge and understanding are not always progressively developed as they move through the school. The school does not yet have an overall curricular plan and this is a weakness.
28. Suitable long-term plans are in place for most subjects and, based on these, teachers produce suitably detailed plans for each half-term's work. There are weaknesses in the planning for art and music, where the absence of suitable schemes of work means that that teachers are unsupported in their planning and practice. Short-term plans, whilst usually appropriately focused and detailed for average attaining pupils, are generally insufficiently focused on the needs of higher attaining pupils. This results in unsatisfactory progress overall for this group of pupils. The previous report stated that work was "occasionally set too high for the majority of pupils". This is no longer the case. In many lessons, there is a lack of challenge for higher attaining pupils.
29. The school recognises that planning for different groups of pupils is a weakness. In each class, teachers usually plan for the average attainers in the older age group and all groups, including the younger age group, complete the same work. This is especially evident in mathematics and science. This means that some groups of pupils repeat work previously covered and pupils in the younger age group in a class miss the work their peers are undertaking in another class. In addition, there is too little liaison between teachers of the same age groups in different classes to ensure that pupils in the same year are receiving, not only the same content, but also skills, concepts and tasks at the same challenging levels.
30. It has been the practice of the school not to set homework, but to provide it if parents ask. As a result, parents have been confused about what homework to request and how much pupils of varying ages should be given. The acting headteacher and the governors have made the sensible decision to consult with parents before producing a homework policy for discussion.

31. The provision of extra-curricular activities, including sport is good. Members of the school staff and parents give generously of their time to provide a good range of cultural activities and seasonal sports that are available to both boys and girls. A good number of pupils participate in these activities. The art club, for example, has proved to be so popular that it can cater for only pupils in Years 5 and 6. Visits take place for most subjects and a residential visit takes place for pupils in Year 6 each year. These events, coupled with visitors to the school, impact in a positive manner on pupils' learning and social development.
32. The school's provision for collecting assessment data on individual pupils' attainment is satisfactory overall. There has been sound progress to address the weaknesses stated in the earlier report. Accurate half-termly formal assessments are made of pupils' progress and attainments in English, mathematics and science, and standardised assessment tests are administered to all year groups at the end of each year. The data is used well to place pupils in appropriate learning groups. There are no formal procedures for assessment in any other subjects. Statutory tests and tasks are appropriately administered at the end of each key stage. The results are analysed to inform future needs for each subject. Optional tests are given to pupils in Year 4 to provide an interim check on progress. Diagnostic tests for reading and mathematics are administered annually to pupils throughout Key Stage 2. These provide additional data for placing pupils in relevant groups for English and mathematics. There is no formal system for pupil's self-assessment. Targets are beginning to be set for individual pupils, using the results of diagnostic tests and the half-termly assessment tests, but practice is at an early stage of development. Staff meet together to consider subject levels for pupils' work in the core subjects, using exemplar materials provided by government agencies and the National Curriculum subject level descriptors, and this is good practice.
33. The use of assessment data to inform future planning is good for children under five and work is well matched to their needs. It is satisfactory overall at Key Stage 1, but is unsatisfactory at Key Stage 2. At Key Stage 2, although the data is used well to place pupils in appropriate groups within classes, formal and on-going assessment data is not used effectively to inform planning and target work at different groups of pupils, whether different age groups or groups of different levels of prior attainment. Planning for mixed age classes is generally a weakness, being usually targeted at the older age group in the class. There is little evidence that teachers of pupils of the same age within different classes meet together to plan for their needs or to ensure that they receive a similar experience. In the lessons seen, however, it was evident that teachers know their pupils well and generally use informal assessments effectively to match work to the needs of most pupils. This ensures that pupils make generally sound progress, except for higher attainers. Although there is a sound assessment policy for the marking of pupils' work, the quality of marking is variable across the school. Work is generally acknowledged with a tick, sometimes with an encouraging comment, but pupils are seldom supplied with information on how they might improve their work.

Pupils' spiritual, moral, social and cultural development

34. The school makes very good provision for pupils' spiritual and moral development. They learn to understand Christian beliefs and values and older pupils learn to know and respect beliefs of other faith communities. At the beginning and the end of the school day, and at lunch-times, pupils are given the opportunity to pray and they do so with reverence. A commitment to Christian belief is evident in many aspects of the school's life. For example, in a school assembly which focused on signs and symbols, pupils in a mixed Year 4 and 5 class enacted a baptismal ceremony which expressed some of the central truths the school stands for. The other contributions to the assembly showed that teachers and pupils are aware of the spiritual and religious significance of what pupils are learning in different contexts. Parents agree that the school's values and attitudes have a positive effect on their children.

35. The teaching and example given by staff help pupils to develop a good framework of moral values. They are taught to admire values such as justice, sincerity and respect for others, and they are aware of the importance of actions that embody qualities such as forgiveness and love. The school seeks to develop the pupils' awareness of the needs of others who are less fortunate than themselves, mainly through such activities as fund-raising for local and national charities. Provision also ensures that pupils are aware of the need for rules governing behaviour in school and outside it and, except in one class, pupils evidently observe the school's code of conduct.
36. Very good provision is also made for the social development of pupils. Their relationships with each other and the teachers are generally good. They work well in pairs or groups, when given the opportunity to do so. Older pupils take on a number of additional responsibilities, which they carry out diligently. For example, they play a major role in the running of the junior library. At lunch-time, they take responsibility for pupils at dining tables, showing kindness and efficiency, and reinforcing the family atmosphere that pervades the school.
37. The previous report stated that the school provided good opportunities for pupils' spiritual, moral and social development. This is now improved and provision is very good in these three aspects. The report noted, however, that pupils had only limited opportunities to learn about other cultural groups in Britain. This is still the case. Although additional opportunities are now given to pupils to help them to "respect the religious and moral values of other people", the opportunities provided to learn about the diversity and richness of other cultures in Britain are still limited. In the context of subjects such as geography, they learn to appreciate aspects of other contemporary non-European cultures. In subjects such as art and music, they learn about aspects of European culture. Provision for pupils' cultural development is satisfactory overall and this is the same position as at the time of the previous inspection.

Support, guidance and pupils' welfare

38. Pupils are happy, enjoy school and are well cared for by staff, both teaching and non-teaching. Parents praise the support and guidance given and are confident that any causes for concern are appropriately dealt with. Pupils on the school's register of special educational needs are given good support and are well integrated into all aspects of the school's life. The pastoral care provided to children under five is very good and is a strength. It has a very positive impact on the progress children make through the nursery.
39. Attendance is well monitored. Registrations take place twice daily and are both prompt and efficient. The educational welfare officer follows up any difficulties, should the need arise. There are appropriate systems to monitor pupils' behaviour, which are well known to staff and pupils alike, and practice is generally consistent, including during lunchtimes. Parents are usually immediately involved if problems persist or are serious. The procedures for monitoring pupils' academic progress and personal development are generally satisfactory.
40. The school has a suitable formal child protection policy, with clear guidelines for handling issues should they arise. Training for the designated teacher is in hand, but all other staff lack suitable training, although all are aware of procedures. This was a weakness at the time of the previous inspection and has not yet been addressed. Medical needs are well met by two trained first aiders. Links with outside professional agencies are satisfactory and good use is made of them for support and advice. The nurse gives talks on hygiene and is involved in sex education for pupils in Year 6. Regular fire drills take place and every effort is made to ensure that the site is kept clean and safe.

Partnership with parents and the community

41. Parents are very supportive of the school. They confirm that they are made welcome and encouraged to be actively involved. A questionnaire is given to parents when their children enter nursery and this asks them to state how they can help the school. Many are regularly involved in hearing pupils read, with trips, information technology, fundraising, boys' football and helping in events. Although there is presently no parents' association, several parents are involved in fundraising activities. The monies raised are used effectively to benefit all pupils by the purchase of additional resources. Parents enthusiastically attend weekly assemblies and also Masses. Several parents have been involved in 'Family Learning' courses in the school and this has enabled them to be more effective in helping their children learn.
42. Communications between the school and parents are good, with regular newsletters. The reading diary, in which parents are encouraged to make comments, is valued by parents and has a positive impact on the progress of pupils. There is no whole-school policy to provide curricular information, although some teachers do inform parents of topics. There are two parents' evenings a year and many parents make informal contact, confirming that teachers are always accessible and willing to discuss concerns. There has been a workshop recently to inform parents of the numeracy strategy and this was well attended. Reports to parents are unsatisfactory. The information provided relates mainly to coverage and pupils' attitudes, insufficient detail is given about attainment, and targets for improvement are seldom stated.
43. Parents of pupils on the school's register of special educational needs are fully involved in the review process. All parents of pupils starting nursery receive a home visit to establish links and to provide appropriate information. Parents are frequently consulted and a home/school agreement has recently been put into place. The governors' annual report to parents presently omits information on action taken to strengthen links with the community and arrangements for disabled pupils.
44. The majority of pupils transfer to one secondary school. A very good programme is in place to ensure a smooth transition. Visits are made to the school, teachers from the secondary school take lessons and there is a good exchange of information.
45. Community links are satisfactory. Pupils are involved in fundraising, charity work and using the local community as a learning resource. Parents and grandparents attend regular coffee afternoons. Parish links are presently limited. There are no links with industry to enrich the curriculum and to broaden pupils' experiences. Visits by all pupils to places of educational interest, and visitors to the school, add enjoyment to pupils' work and have a positive impact on the curriculum.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

46. The leadership and management of the school are satisfactory overall. The leadership of the acting headteacher is good. Since her appointment in September, she has brought a strong sense of direction to the school and has worked very hard to prepare the school for inspection. The role of subject co-ordinators is developing well and some have already had opportunities to monitor practice in classes to good effect. There are not yet co-ordinators for all subjects, however, and the job descriptions of co-ordinators lack precision. Staff have recently made a good assessment of perceived weaknesses in the context of performance indicators and have begun to address some of the issues raised. Through their regular meetings and visits to school, governors show a real interest in the affairs of the school and are actively involved. However, they are not sufficiently involved in early discussions when the school development plan is being drawn up and are not yet involved in monitoring the school's progress towards the targets set. The management of special educational needs is sound and governors are appropriately involved. The management of the National Literacy and Numeracy Strategies are sound overall. The management of the curriculum for children under five is very good.
47. The school has generally appropriate aims and policies and these are usually effectively reflected throughout all its work. The school's aims, however, do not state a commitment to high standards or equality of opportunity for all pupils. The school's values are well reflected in its work and results in generally very good relationships, good attitudes and behaviour overall, and very good provision for pupils' spiritual, moral and social development.
48. The school development plan identifies appropriate targets and is satisfactory overall. Some targets lack precision, for instance, a stated target is to raise standards in literacy, whereas there is a particular need to raise standards in reading at Key Stage 1. The school is currently monitoring its progress towards its targets, although the role of governors in this is undeveloped. A weakness in the school development plan is that it is for one year only and this seriously limits its value as a statement of the long-term needs of the school.
49. The school's ethos is good. Staff in discussions express a commitment to high standards and most provide an effective learning environment. Relationships between pupils, and between staff and pupils, are very good generally. All pupils have equal access to all aspects of the curriculum regardless of gender, ethnicity or prior attainment.
50. Despite a small staff, over half of whom have changed over the past three years, the school has made good progress towards the targets established at the time of the previous inspection. The key issue to further develop the role of co-ordinators has been achieved. The key issue to provide suitable systems of assessment has been achieved in English, mathematics and science. The key issue to develop appropriate curricular plans has been mostly achieved, and the key issue to provide more opportunities for scientific investigation has been achieved. The issue to improve the use and application of mathematics across the curriculum has not been achieved, except for its use in science. Under the leadership of the recently appointed acting headteacher, and taking into account the generally effective roles of subject co-ordinators and governors, both of which are showing improvement, the school's current capacity for improvement is good.
51. All statutory requirements are met, except for an appropriate appraisal programme for teachers, school reports, and the omission of information relating to disability and links with the community from the governors annual written report to parents.

Staffing, accommodation and learning resources

52. The number and qualifications of the teachers in the school are satisfactory and there is generally a satisfactory match of initial or subsequent qualifications and experience to subject responsibilities. Members of staff attend in-service training to upgrade their skills and this is having a positive effect on the quality of their work. There is an appropriate induction programme in place. The newly qualified teacher is currently receiving a high level of support and guidance. There is no formal appraisal programme for teachers taking place at present. However, staff development is planned effectively and this relates both to the school's priorities and to the needs of individual teachers to enhance their knowledge and expertise. The caretaker and his cleaning staff ensure that the school is well maintained, both inside and out. The school secretary provides very good administrative and financial support to the acting headteacher. The school benefits from the support of a number of volunteer helpers, and these have a positive impact on work in the classroom and outside.
53. The accommodation and site is well maintained and there is an appropriate programme of on-going repairs and re-decoration linked to the school development plan. There is sufficient space for the number of pupils on roll and for the full delivery of the National Curriculum, including a large hall and small library. Additional accommodation is provided on the hall's stage. Pupils benefit from a large hard surfaced playground and an equally large grassed area. There is an appropriate outdoor play area for children under five.
54. There are adequate resources for most subjects. A major exception to this is information technology, where the position is now worse than at the time of the previous inspection. Whilst suitable software is available, equipment is old and outdated and frequently breaks down. This significantly limits the opportunities available to pupils to develop their skills progressively and pupils are currently making unsatisfactory progress overall. Library resources are generally satisfactory. Resources in classes are adequate, and appropriate materials and equipment are in place to support the National Literacy and Numeracy Strategies. Resources to support pupils with special educational needs are satisfactory. There is a good range of outdoor equipment in the nursery.

The efficiency of the school

55. Financial planning is good. Educational developments are suitably supported through effective financial planning. The school development plan is appropriately costed, but the fact that it is for one year only limits its usefulness as an indicator of the school's long-term financial needs. Governors are aware that funds are very limited and plan carefully and prudently. This has enabled the school to move from a deficit budget situation to a modest surplus this year. The recent auditor's report confirms that sound financial systems are in place.
56. The monitoring of expenditure is good. The acting headteacher, school secretary and governors, supported by a financial officer of the local authority, all play an effective role in this. However, governors do not yet have any formal systems for judging the cost effectiveness of significant spending decisions.
57. Effective use is generally made of staff, accommodation and learning resources. Good use is made of classroom support assistants. However, computer hardware is old and outdated and frequently breaks down, and this limits its use significantly. The money allocated to special educational needs is satisfactorily spent. The money provided for the Additional Literacy Support programme is effectively spent and results in good progress for the pupils involved.

58. In view of the school's very low income per pupil, pupils' generally satisfactory progress and standards, and the overall satisfactory quality of education provided, the school gives good value for money. This is the same position as at the time of the previous inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

59. At the time of the inspection there were 20.5 full-time equivalent children under five on roll, including one full-time in the reception class. Of the children in the nursery, 19 attend in the morning and 20 in the afternoon. Children in the reception class follow work based on the National Curriculum, and this is generally appropriate. Children enter the nursery in the term following their third birthday and transfer to the reception class at the beginning of the term in which they become five.
60. Levels of attainment on entry are wide ranging, but are generally below those expected nationally. Children under five make good progress overall and, by the time they enter the statutory years of schooling, standards of attainment are broadly in line with the desirable learning outcomes in all areas of learning.
61. The nursery is attractive and welcoming and relationships with parents are very good. Good links ensure an easy transfer to half-time education and every step is taken to ensure that parents are kept fully informed of their children's progress and of any issues which may arise. Parents are welcome in the nursery and some were observed to help their children into the first activities of the morning or afternoon, whilst some spent a few minutes reading with their children in the book corner. The curriculum is firmly based on the desirable learning outcomes and meets the needs of the children very well. Good assessments are made when children first enter the nursery and during all focused activities, and the data is used very effectively to provide a suitable curriculum for each child. Good quality records are kept of how well children are progressing and the data is used well to plan for children's needs. Higher attaining children, for instance, are appropriately challenged. Teachers are able to select from a wide range of resources to support work in all areas of learning. Quality and standards are similar to those at the time of the previous inspection.
62. The provision for children's **personal and social development** is good. Relationships between the teacher, classroom support assistant and the children are very good and have a positive impact on the progress children make. Staff provide very good role models and are patient when dealing with inappropriate behaviour and encouraging children to improve. Children respond positively to the very caring atmosphere and standards of behaviour are generally good. Children relate well to each other and often support each other in a friendly manner during activities. They work and play together well and share equipment amicably. They persist with activities they have chosen for appropriate periods of time. Most children show independence when looking after their own needs. By the age of five, most children have reached the desirable learning outcomes in their personal and social development.

63. The provision for children's **language and literacy development** is good. The quality of teaching and the quality of input provided by the classroom support assistant are good. Staff are skilful in providing good opportunities for language development and this is having a positive impact on the progress children are making. All observed sessions included two focused activities and every effort was made in these to develop children's speaking and listening skills. Children speak readily to their teachers, each other and visitors, with whom they are quick to share what they are doing. Many good opportunities are provided for pupils to develop their language skills through imaginative role play, for instance in 'The Greengrocers Shop' or in the home corner. Children were observed to take these opportunities very seriously and to use them well. Children enjoy listening to stories and respond enthusiastically to questions about the text. Through these sessions, they show that they enjoy books and appreciate that words and pictures convey meaning. Children handle books with care and many are coming to a suitable understanding of the conventions of reading. Many are able to read their own names, some are able to read simple texts and one child is already reading at Level 2 of the National Curriculum. Pupils' writing skills are developing well. Although some still make only marks to convey meaning, some already write using recognisable letters, others can write their names and a few can copy simple texts accurately. Some are beginning to write independently. Most children have reached the desirable learning outcomes for language and literacy by the age of five.
64. The quality of teaching for children's **mathematical development** is good. The teacher and classroom support assistant have a very good understanding of the needs of the children, and the mathematical experiences provided are very worthwhile and effective in promoting good progress. Many good opportunities are provided for children to explore mathematical concepts through the everyday activities in the classroom. Counting the number present, for instance, or exploring the early concepts of volume and capacity in their sand and water play. Children are developing a sound understanding of 'big' and 'small', 'bigger' and 'smaller', 'biggest' and 'smallest', and are able to sequence objects in the right order. Through acting as 'greengrocer' they have opportunities to weigh and compare objects, using a balance, and to begin to count small sums of money in the purchase of goods and using a small till. They have many good opportunities to relate objects to numbers and to count, for instance, when counting the tentacles on model octopuses, or counting to 20 the number of chicks in a display. Children enjoy singing rhymes and jingles based on numbers, and with suitable actions. Most children, by the age of five, have reached the desirable learning outcomes in their mathematical skills, knowledge and understanding.
65. The provision for the development of children's **knowledge and understanding of the world** is good. Through their visit to the local allotments, their study of Autumn and Autumn colours, a visit to the seaside, or a consideration of where they live, children are developing a worthwhile knowledge and understanding of the world around them. They have selected materials for their hardness and softness, and have made appropriate displays of their work. Some children noticed that some materials had both characteristics and this led to some good discussions. Children have been given good opportunities to study different fruits and their tastes, through the making of fruit salads. Through their studies of their homes and homes long ago, they are coming to a suitable understanding of past and present. They use junk materials and construction kits well to make models of objects familiar to them, such as cars, boats and aeroplanes. Children were observed to use the computer mouse confidently when manipulating objects on the screen. Through the good opportunities provided by staff, and good quality teaching, children are enabled to make good progress and most reach the desirable learning outcomes in their knowledge and understanding of the world by the time they are five.

66. The provision for children's **physical development** is good. Many good opportunities are provided for children to develop their fine manipulative skills through writing, drawing, painting, printing, collage, cutting and pasting. Children were observed to take care with their work, for example, when cutting out pictures of large and small objects and pasting them in order of size. Children have regular opportunities to make objects using junk materials, construction kits and playdough. The provision for developing children's movement, balance and co-ordination is good. Regular good opportunities are provided for children to use the climbing frame, large trundle toys and large construction kits in the secure, outdoor play area. In addition, a weekly session is timetabled in the school hall to enable children to use the apparatus available there. The quality of teaching is good and children make good progress in their physical development. By the age of five, most children attain the desirable learning outcomes.
67. The quality of teaching for children's **creative development** is good and children make good progress towards the desirable learning outcomes. Many good opportunities are provided for children to explore shape, colour and texture through an appropriate range of media. Children use printing techniques carefully, for example, when making patterns using cut fruit. Children paint carefully from still life, for example, when painting viburnum displayed in a vase. Children enjoy singing, and sing nursery rhymes and action songs enthusiastically. Children are creative and imaginative in their role play. Most children attain the desirable learning outcomes in their creative development by the age of five.

ENGLISH, MATHEMATICS AND SCIENCE

English

68. The previous report noted that standards in reading, writing, speaking and listening were sound. Evidence from the 1999 National Curriculum Tests and Tasks in English indicates that this is still the case and that standards are in line with the national average and with standards in similar schools.
69. At Key Stage 1, in 1999, the percentage of pupils reaching Level 2 or above in reading was above the national average, whereas the percentage reaching Level 3 was well below the national average. In writing, the percentage reaching Level 2 was above the national average, while the percentage reaching Level 3 was below the national average. This pattern of attainment was also reflected in teachers' assessments for reading, writing, listening and speaking.
70. At Key Stage 2, in 1999, on the basis of the National Curriculum Tests, the percentage of pupils reaching Level 4 or above in English, was well above the national average, whereas the percentage reaching Level 5 or above was below the national average. In comparison with pupils of schools with similar backgrounds, performance was well above average with respect to Level 4 but well below average with respect to the proportion of pupils attaining Level 5.
71. Over the three years 1996-1999, pupils' performance in both reading and writing at the end of Key Stage 1 was above the national average. During the same period, the performance of pupils in English at the end of Key Stage 2 was well above the national average.

72. During the inspection, the findings from the observation of lessons, the scrutiny of written work and sessions in which pupils were heard to read, confirmed that pupils of average attainment are making satisfactory progress at both key stages, but that pupils of higher attainment generally make unsatisfactory progress. This is mainly because the work set is not always well-matched to their levels of attainment and they are, therefore, not sufficiently challenged to produce their best work. Pupils of lower attainment and those with special educational needs make good progress at Key Stage 1 and sound progress at Key Stage 2. However, pupils at Key Stage 2, who are involved in the Additional Literacy Support programme, are making good progress, primarily because of the high expectations of work and behaviour set by the support teacher. Clearly defined tasks are set, which challenge pupils to produce good work in the limited time available. Pupils in Class 2 make unsatisfactory progress as a consequence of unsatisfactory teaching.
73. At Key Stage 1, pupils develop good listening skills and sound skills in speaking, but these skills are not systematically developed across the school. In the early years, pupils learn to listen carefully to their teachers and they are given many opportunities to respond to well-selected stories. Teachers show skill and imagination in asking questions about characters and events. In the literacy hour, pupils are keen to answer their teachers' questions. In some literacy lessons at both key stages, sound use is made of plenary sessions to give pupils the opportunity to read aloud what they have written. Older pupils speak confidently to adults and to one another in class, but they have limited opportunities to participate in dramatic activities or to use sustained talk for a range of purposes, using standard English when required. This has a negative effect on their attainment. However, in an assembly, in which pupils presented work they had completed, the majority of older pupils spoke clearly and audibly.
74. At Key Stage 1, pupils are given good opportunities to develop basic skills in reading and writing. Letter and word recognition and formation are taught systematically, so that by the end of the key stage, most pupils are able to write legibly and to punctuate sentences consistently. In the context of the literacy hour, writing of good standard was produced by higher-attaining pupils when they were able to use what they had read as a model for writing. For example, pupils in Year 2 wrote clear instructions after reading a 'big book' with their teacher. At Key Stage 2, pupils in the two oldest classes are encouraged to produce drafts of what they write and neat final copies for display, and a variety of types of writing is produced. In the context of the literacy hour, however, group work is often not linked to the specific needs of the pupils or to the difficulties they encounter in writing correctly. Except for a number of play scripts written by pupils in Class 3, few examples of the kinds of sustained writing, such as anthologies, which higher attaining pupils are capable of producing, were observed. However, the scrutiny of pupils' written work in the two classes of older pupils showed that their attainment in writing is effectively reinforced through the extended writing they are encouraged to produce, for example, in history and religious education. At both key stages, standards of spelling and handwriting are in line with expectations.
75. In reading, the majority of pupils use a variety of word-attack skills and, with the exception of a small number of pupils with special educational needs, they learn to read with accuracy by the end of Key Stage 1. The school has put in place effective measures to ensure that pupils are given the opportunity to read regularly in school and at home. A suitable record of pupils' reading and of their progression through the schemes available is maintained. Many parents assist by hearing their children read and this has a positive effect on overall reading standards. By the end of Key Stage 2, most pupils make effective use of the reference skills needed to locate information in works of non-fiction, and they read with accuracy and fluency. However, the skills involved in making succinct notes on what they read, and from retrieving and collating information from different sources, are unsatisfactory for higher-attaining pupils.
76. The school has an effective strategy for literacy and this is having a satisfactory impact on teaching and learning. Practice is generally consistent across the school.

77. At both key stages, pupils' attitudes to reading and writing are generally good and most pupils make good use of the time they are given to read silently in class. Such positive attitudes help to promote attainment in English. Pupils generally work well independently and readily co-operate with others if they are asked to do so. The response observed in the lower Key Stage 2 class, however, was unsatisfactory. This was due to poor classroom management skills on the part of the teacher, which the pupils took advantage of. This resulted in most making unsatisfactory progress.
78. The quality of teaching in English is sound overall throughout the school. In the lessons observed at Key Stage 1, it was good or very good. With the exception of the lower Key Stage 2 class, teachers have high expectations of behaviour and good relationships with their pupils. They exercise good standards of classroom management and make good use of time and resources. Most teachers work very hard to plan their literacy lessons. In the majority of the lessons observed, the supplementary group-work assigned to pupils was appropriately related to their levels of attainment. However, the scrutiny of written work for Key Stage 2 indicated that this is not always the case. Pupils are sometimes asked to complete word and sentence work which is undemanding and which has no direct relevance to their specific levels of attainment in reading, writing or speaking. This is a consequence of the reliance in some cases on the use of materials taken from commercial texts which have no direct link to the specific difficulties encountered by pupils. One teacher makes effective use of sessions of guided reading to make diagnostic notes on pupils' difficulties. However, there is no systematic approach adopted for the marking of written work and, in this respect, the situation is similar to that noted during the previous inspection. In the lower Key Stage 2 class, where teaching is unsatisfactory, poor classroom management skills result in unsatisfactory behaviour on the part of most pupils and unsatisfactory progress overall.
79. The English policy is unsatisfactory and does not provide teachers with systematic guidance about aspects of English that are not incorporated into the Literacy Strategy, such as the teaching of listening and speaking, and skills of extended writing. In these aspects, therefore, the progressive development of skills across the school cannot currently be assured. Teachers' medium-term planning for their own classes is generally thorough, but those who are teaching pupils of the same age in different classes do not routinely plan together. Assessment evidence is now being assembled about pupils' attainments in relation to National Curriculum levels, but the information obtained is not systematically used to inform teacher's lesson planning, so as to ensure that work is matched to attainment levels. Evidence about reading attainment is, however, made use of in the formation of teaching groups. The school has now set in place procedures that will be applied in setting appropriate targets for individual pupils. The co-ordinator for English has begun to monitor planning and some aspects of teaching, but the extent of her responsibility for monitoring what pupils learn is currently restricted.
80. Resources for the teaching of reading are satisfactory. Pupils make regular use of the infant and junior libraries. Initiatives such as the book club are helping to extend the range of reading material available to pupils. English makes a good contribution overall to pupils' spiritual, moral, social and cultural development. The use of information technology to support the development of pupils' literacy skills is currently unsatisfactory, but this is due to old and outdated equipment, which frequently breaks down.

Mathematics

81. The results of end of Key Stage 1 tests and tasks in 1999 indicate that standards are well above the national average for pupils reaching Level 2, but are below the national average for pupils reaching Level 3 or above. Based on the school's average points score, results are below both the national average for all schools and the average for similar schools. Observed standards are broadly in line with expectations for lower and average attaining pupils, but below for higher attaining pupils. Pupils on the school's register of special educational needs are making good progress towards the targets set for them. Standards have been steadily improving and are significantly higher now than they were in 1995.

82. The results of end of Key Stage 2 tests and tasks in 1999 indicate that the number of pupils reaching Level 3 or above is above the national average, the number reaching Level 4 or above is broadly in line with the national average, and the number reaching Level 5 or above is well below the national average. Based on the school's average points score, results are well below both the national average and the average for similar schools. The cohort size is small and some pupils were absent for the tests, and this means that the tests do not truly reflect the school's standards. Observed standards are below expectations for lower and average attaining pupils, but well below higher attaining pupils. Pupils on the school's register of special educational needs make satisfactory progress.
83. The performance of higher attaining pupils in mathematics is an issue generally throughout the school. In previous years work has been targeted at increasing the number of Level 2's at Key Stage 1 and Level 4's at Key Stage 2, to the detriment of higher attaining pupils. The school is aware of this issue and has begun to target higher attaining pupils this year in an effort to improve their standards. In addition, however, teachers are not always effective at using the assessment data they have at their disposal to match work to pupils' needs. Planning for mixed age classes at Key Stage 2 is also a weakness, the work generally being targeted at the average attaining pupils in the older age group. In both these cases, it is the higher attaining pupils who fare worst and make unsatisfactory progress. Standards are not significantly different to those attained in 1995.
84. Pupils at Key Stage 1 are able to count to 100 accurately. They know the names of common two and three-dimensional shapes, and some of their properties. Lower attaining pupils are not always able to recall the names of the three-dimensional shapes they see, but can usually say something about their properties. Pupils are able to count forwards and backwards in tens. They understand the difference between even and odd numbers. They add, subtract and multiply small numbers accurately. Their mental skills are developing well and their answers are generally accurate. The knowledge and understanding they show in their mental work does not always translate into their written work. For example, they multiply single digit numbers together accurately in oral activities, but get similar sums wrong when writing them.
85. At Key Stage 2, the knowledge of shape of pupils in Year 4 has progressed to include pentagons, hexagons, parallelograms and kites, and three-dimensional shapes such as square and triangular pyramids, hexagonal prisms and spheres. They have a more detailed knowledge of their properties, for example, the number of faces, edges and vertex each shape has, and how many faces meet at a vertices. Work on shape for pupils in Year 6 was not so advanced. In a problem solving situation, pupils generally knew the properties of quadrilaterals, but were not so sure about triangles. It was clear that the younger age group in the class did not have the basic knowledge to complete the task without significant support. Pupils in Year 6 multiply two-digit numbers by two-digit numbers accurately, and are able to divide two-digit by single digit numbers. They multiply numbers involving decimals without mistakes, and understand the equivalence of fractions. When handling data, they keep accurate tallies and portray the information effectively in bar graphs.
86. Pupils use their numeracy skills well in science, for example, when measuring lung capacity or pulse beat, but the use of these skills in other subjects is under-developed. When able to, pupils use their computing skills satisfactorily to support their work in mathematics, but equipment frequently breaks down and this seriously limits the opportunities available.

87. The response of pupils at Key Stage 1 is generally satisfactory. Pupils are mostly attentive and the majority are eager to play a full part in discussions. Some, however, find it difficult to stay on task and a few tend to shout out without waiting their turn. Overall, however, pupils have a positive approach to their learning and this enables them to make satisfactory progress. At Key Stage 2, the response in the two older classes is generally good. Pupils are attentive and well behaved, and respond well to their teachers. They settle quickly to their tasks and this ensures that they make generally satisfactory progress. The response in the younger Key Stage 2 class is unsatisfactory. They are noisy and many pay little attention to the teacher. Many are restless during mental mathematics sessions and are slow to get down to work during practical activities. This leads to unsatisfactory progress for the majority of pupils.
88. The quality of teaching at Key Stage 1 is satisfactory overall. Sound subject knowledge, sound classroom management skills and organisational skills, and good relationships have a positive impact on pupils' overall satisfactory progress. The quality of teaching at Key Stage 2 is unsatisfactory overall and all groups of pupils are currently making unsatisfactory progress. However, the quality of teaching observed in the two top Key Stage 2 classes was never less than satisfactory and was sometimes good. However, throughout the school, teachers do not make effective use of the assessment data they have at their disposal to target work effectively at different groups of pupils. Work is always marked, but often only with a tick, and targets for improvement are seldom stated. This has a particular impact on higher attaining pupils, and for these work often lacks challenge and progress is generally unsatisfactory. This is confirmed by the results of statutory tests and tasks at the end of both key stages. The school is aware of this problem and has already begun to take remedial action. This was evident, for instance, in a good lesson in mathematics at the top of Key Stage 2, where seven higher attaining pupils formed the focus of the teacher's attention. They were presented with challenging elements relating to shape, responded well to the challenge and made good progress. The quality of teaching in the lower Key Stage 2 class is unsatisfactory. This is due essentially to poor classroom management skills. This results in generally poor behaviour by many pupils in the class, a good deal of disruption in mathematics lessons and the progress made by pupils is currently unsatisfactory.
89. The curriculum meets statutory requirements and is satisfactorily supported by an appropriate policy and scheme of work. Due emphasis is given to developing pupils' mental skills. Planning for continuity and progression is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2, where planning for mixed age classes is currently weak. It is generally aimed at the average attainers in the older age group in a class, and all pupils in the class complete basically the same work. This means that some groups of pupils repeat work previously covered and pupils in younger groups miss the work their peers are undertaking in another class. These weaknesses lead to unsatisfactory progress overall at Key Stage 2. Formal systems for assessment are sound and the data is used effectively to place pupils in appropriate groups for mathematics.
90. There are two co-ordinators, one for each key stage, and these work effectively together to support their colleagues. They undertake their duties conscientiously and are enthusiastic to bring about improvement. The management of the Numeracy Strategy is satisfactory overall. There are sufficient resources to support the curriculum and they are put to satisfactory use generally. The mathematics curriculum plays an effective part in the provision made for pupils' moral and social development.

Science

91. On the basis of teachers' assessments at the end of Key Stage 1 in 1999, all pupils attained Level 2 and none attained Level 3. This means that results were very high for pupils reaching Level 2 when compared both with all schools nationally and with similar schools, but were very low in both cases for pupils attaining Level 3. Observations during the inspection confirm these standards, which are broadly the same as at the time of the previous inspection.

92. In end of Key Stage 2 tests and tasks in 1999, the number of pupils reaching Level 4 was broadly in line with the national average, but was above the national average for pupils reaching Level 5. Overall, standards were above average when compared with all schools nationally, but were average when compared with similar schools. Although the number of pupils reaching Level 5 in 1999 was above the national average, the cohort was a small one and the improvement in itself was not significant. In the 1998 tests and tasks the number reaching Level 5 was in line with the national average, and this is generally the position. Observations during the inspection confirm that standards are broadly in line with national averages at the end of Year 6, and this is broadly the same as at the time of the previous inspection.
93. Lower and average attaining pupils make satisfactory progress throughout the school. Higher attaining pupils make satisfactory progress at Key stage 2, but unsatisfactory progress at Key Stage 2. Pupils with special educational needs make good progress throughout the school.
94. A major improvement since the last inspection has been that the school has successfully addressed the two key issues raised. These were, “to provide more opportunities for scientific investigation” and, “to develop curricular plans which ensure that skills in science are taught progressively”. Although only two lessons were observed at each key stage, these all involved pupils in focused investigations. Further evidence of this good practice was gained by inspecting teachers’ long and medium-term plans, scrutinising pupils’ books, including those of last year’s pupils in Year 6, and by talking with and interviewing pupils.
95. Pupils in the reception class can name the external parts of the human body. They understand that some shiny objects and materials are not always sources of light. In Year 1, pupils were able to say how materials that were possible light sources could be tested in a blacked-out room. Higher attaining pupils in Year 2 can explain how a fair test may be set up to investigate whether materials reflected light from a torch. They did not know the term “fair test”. Evidence from the scrutiny of their work and discussions with pupils indicates that their knowledge and understanding is much better than their written work shows.
96. At Key Stage 2, pupils in Year 3 did not display knowledge and understanding above Level 2. This confirms the teacher assessments made at the end of Key Stage 1. These pupils were unable to describe a fair test. Pupils in Year 4 in the same class were able to offer some criteria against which materials suitable for a window pane might be tested, but could not describe how a test might be fair. Pupils in Year 4 in the mixed-age Years 4 and 5 class had good knowledge and understanding of a fair test as they carried out tests on a range of materials. Higher attaining pupils in Year 5 were able to explain why a test might not be fair, and why the collection and interpretation of data is important in drawing conclusions. Pupils who were interviewed in Year 6 had sound knowledge of the names and functions of the internal organs of the body, could state some changes of state in solids, gases and liquids, and could explain why some were reversible and others not. They had good knowledge and understanding of a fair test and knew that an uncontrolled variable could render an apparently fair test invalid.
97. Pupils enjoy science and are keen to learn. Responses to lessons are generally good, although those displayed during one lower Key Stage 2 lesson were unsatisfactory. Elsewhere pupils listen attentively and are willing to concentrate on given tasks. They show good levels of respect for equipment and take care of resources. Behaviour and working relationships are generally good and pupils co-operate well in pairs and in small groups. These positive features ensure that pupils make generally sound progress. Pupils interviewed were very keen to explain their work and stated their interest in the subject.

98. The quality of teaching is satisfactory overall and pupils generally make satisfactory progress. The quality of teaching seen, however, was good in three out of the four lessons. The teaching in the lower Key Stage 2 class was unsatisfactory and pupils are currently making unsatisfactory progress. Good lessons are characterised by at least sound subject knowledge and planning, good classroom management and organisation, good teacher and pupil relationships, clear and relevant objectives, and a brisk pace. Overall sound subject knowledge enables teachers to plan for the use and reinforcement of skills and concepts, and for the use of correct scientific vocabulary. There is often good questioning that allows pupils to offer their own ideas and gives encouragement to develop a scientific way of thinking. In classes where pupils with special educational needs are supported by a classroom assistant, the assistants are well briefed to enable them to help pupils to make sound progress. Generally good use is made of available time and resources. The unsatisfactory lesson was characterised by a lack of class management skills, which led to pupils frequently shouting out and wasting time.
99. The curriculum meets statutory requirements. In addition, sound use is made of the school's grounds and pupils benefit from visits to a local science centre, a local wetlands area and by taking part in science activities at a nearby college. There are appropriate formal procedures for the assessment of pupils' progress and attainments, and the data is used effectively to place pupils in appropriate learning groups. Planning is satisfactory overall, but is usually aimed at average attainers in the older group of mixed age classes. Although this generally meets the needs of lower and average attaining pupils, it does not always meet the needs of higher attaining pupils, who sometimes make unsatisfactory progress as a result. This is particularly evident at Key Stage 1. Planning for the needs of different groups of pupils is a weakness generally, especially at Key Stage 2. Teachers of pupils of year groups that are split between two classes, do not liaise sufficiently to ensure that pupils in the same age group in different classes receive a similar experience. Pupils do not always receive their entitlement to the same curriculum.
100. The co-ordinator has worked hard to put into place a suitable two-year rolling programme of work to ensure that no pupil repeats work and that all attainment targets are appropriately revisited. This is an improvement since the last inspection, when it was reported that the attainment target for 'Life Processes and Living Things' was only studied by one year group. Although the progressive development of skills is now built into the programmes of study, it still does not always take into account the needs of higher attaining pupils. The co-ordinator has begun to improve the school's scheme of work by adding those elements of the guidance from the Qualifications and Curriculum Authority that are currently missing. Resources are adequate and the co-ordinator is careful in ensuring that expendable items are always available for use. The use of information technology to support work in science is currently hampered by unreliable equipment. The science curriculum plays an effective part in the development of pupils' moral and social awareness and understanding. Pupils make satisfactory use of their numeracy skills in science, for example, when measuring pulse rate or lung capacity.

Information Technology

101. Pupils make unsatisfactory progress throughout the school and, by the end of both key stages, standards of attainment are below national expectations. Due to old and outdated equipment and frequent break downs, pupils have insufficient opportunities to practise their skills to the required standard. This is a worse position than at the time of the previous inspection, when standards were considered to be in line with national expectations.

102. No lessons were observed, but pupils seen working at computers had low levels of skill, for example, when finding their way around the keyboard. Interviews with pupils in Year 2 indicate that most are able to programme a floor turtle to execute a pre-determined sequence of movements. All have produced artwork using the computer and all are able to write short texts. Some are able to save and retrieve their work. Pupils in Year 6 who were interviewed had used the computer for word processing last year, but had not been able to do so this term because the computer had broken down. All had used simulation and problem solving programs, and LOGO to control events on the screen. They had used suitable art programs and had used a data handling program last year to keep a tally and to produce bar graphs. Pupils have previously monitored external events using the computer, but the computer with this facility is now beyond repair. These pupils spoke of frequent equipment break downs and that this meant that they were not able to use computers for long periods.
103. Pupils observed working at those computers still in use were enthusiastic and well behaved. When working in pairs, they co-operated well and shared equipment amicably. Although no lessons were observed, it is evident from teachers' planning that they plan carefully for all aspects of information technology. In conversations, they are keen to deliver the curriculum and find it frustrating that their plans are frequently thwarted by unreliable equipment.
104. The curriculum meets statutory requirements and all aspects are present. There is a suitable policy and a suitable scheme of work to support teachers in their planning and practice. A key issue in the previous report was to improve planning, and this has been achieved. There are no formal procedures to assess pupils progress and standards of attainment. The co-ordinator has only recently taken over responsibility for the subject, but has sound subject knowledge and offers appropriate support and advice to her colleagues. Resources are currently unsatisfactory. Although there is an appropriate range of programs available, hardware is old and outdated, and frequently breaks down. A significant number of computers were broken and could not be used during the inspection. The local authority is to provide new equipment next April, including connection to the Internet, and both staff and pupils are looking forward to its arrival.

OTHER SUBJECTS OR COURSES

Art

105. Progress is satisfactory at both key stages in two-dimensional work and the study of famous painters. The little three-dimensional work that was seen was of satisfactory quality overall, but the clay models available for inspection were of good quality. Pupils of all levels of prior attainment, including those with special educational needs, make similar progress. These findings are similar to those stated in the previous report.
106. Pupils at Key Stage 1 handle paint brushes well and make bold confident statements using a range of markers. Throughout the key stage, pupils produce work in a variety of two-dimensional media. Pupils in the mixed reception and Year 1 class show good levels of skill in placing and sticking torn paper squares to produce a montage in the style of Matisse. In Year 2, pupils have successfully combined a study of street scenes by Lowry with observations made during a geographical walk in the area around the school, to record their interpretations of local buildings. In their pastels and paintings, their individuality of style is pleasingly clear. The effective mixing of colour, and use of tone and texture, are sound features of much of the work, with some pupils extending details observed on buildings into their work on pattern.

107. At Key Stage 2, pupils' work in the style of Cezanne, shows that they are able to use quality of line to indicate hard and soft textures in pencil drawings. Pupils' mixing of colour to match Cezanne's tones were satisfactory in both paint and pastel. Pupils in Year 4 have made effective paper-layered masks, in the style of ancient Greek theatre masks. These showed a developing ability to depict character through use of paint and collage materials. In Years 5 and 6, pupils used their clay modelling skills well to make pottery in the style of the Peruvian artefacts studied in geography. The use of sketch books is being encouraged at Key Stage 2, but pupils have not yet reached the stage of experimenting, for example, with colour and applied texture, or annotating the results for future reference. Work produced by pupils in the weekly-held art club is of a good standard and provides a good example to other pupils.
108. Pupils' response to art is good at both key stages, and this has a significant impact on the progress they make. They display interest in given tasks and in the techniques demonstrated to them, for example, when pupils in Class 3 were shown how to lay down a water-colour wash. They ask sensible questions about techniques and style, and are sometimes able to say how their work might be improved. They take pride in their work and are pleased when it is displayed. They are often eager to show and praise the work of their peers. Pupils co-operate effectively in sharing materials and equipment, and their behaviour is good overall.
109. The quality of teaching is satisfactory at both key stages. It was often good in observed lessons. Teachers' subject knowledge is sound and most are able to provide effective demonstrations of skills and techniques. Relationships are very good and this has a positive impact on the progress pupils make. In a good lesson at Key Stage 2, for instance, very good relationships enabled pupils to act in a mature manner and to be reflective in their approach to their work, and this in turn enabled them to make good progress. Teachers provide appropriate opportunities for pupils to study the works and styles of famous painters and this is having a beneficial effect on pupils' work. Opportunities to study the work of artists other than painters are not planned so effectively. When work is well focused, for example, on Peruvian pottery, pupils gain good levels of inspiration and enthusiasm. Teachers have planned to integrate information technology with art, but old and unreliable equipment has limited its use. Overall, art is making a sound contribution to pupils' cultural development, but studies of living artists and of the arts of non-western European cultures are limited.

Design and Technology

110. No lessons were observed in design and technology, but other evidence indicates that pupils progress is generally satisfactory throughout the school. It is clear from the objects pupils have made that their making skills are sound. Pupils clearly take care and pride in finishing their products. Appropriate emphasis is given by most teachers in their planning to the development of pupils' knowledge and understanding of the importance of the design and evaluative elements of the process. Less emphasis is given to providing suitable opportunities for pupils to choose from an appropriate range of materials, components, ingredients and techniques, and this is a weakness. Pupils' products generally have a sameness about them and they are usually provided with insufficient choices during the design stages of their work. Too few regular opportunities are provided at Key Stage 2 for pupils to design their own individual products, or to make written evaluations of their success or how they might be improved. This is broadly the same position as at the time of the previous inspection. A key issue in the previous report was to improve planning and this has been achieved. Planning for most classes is now sound.

Geography

111. Pupils at both key stages make satisfactory progress. Pupils with special educational needs receive effective support and are helped to attain standards in accordance with their individual education plans.

112. Pupils in Year 1 are able to use appropriate geographical vocabulary when naming the major features of a landscape. Pupils in Year 2 can often give alternative names for greater or lesser features, for example, hills or mountains, streams or rivers. They are able to separate features seen in the area local to the school into physical or man-made categories. Higher attaining pupils can give satisfactory reasons for their decisions. Pupils in Year 3 have a sound grasp of the similarities and differences between daily life and climate in England and India. Pupils in Years 4 and 5 have a sound knowledge of the world's continents and of the countries within them. They know how to give accurate directions using eight compass points, and can use the index of an atlas successfully to locate countries. Pupils in Year 6 used secondary sources of evidence effectively to come to conclusions about how the climate and physical features of Peru affect people's lifestyles. Scrutiny of the work of last year's Year 6 shows that they acquired a sound geographical knowledge of rivers and their important features.
113. Pupils' response to geography is good overall, but ranges from very good to unsatisfactory. They are keen to take an active part in lessons, willingly offering ideas and thoughts. They concentrate well, co-operate in group work and share knowledge amicably. Where special educational needs pupils were supported by a non-teaching assistant, the group was characterised by polite interchanges and attention to task. Due to the teacher's poor management skills in a lesson at lower Key Stage 2, the pupils' response was unsatisfactory. Many took advantage of the situation and disrupted the lesson.
114. The quality of teaching is satisfactory overall, but ranges from unsatisfactory to very good. Better teaching is characterised by clear, appropriate tasks for the target group, sound subject knowledge and good classroom relationships, and results in pupils making satisfactory progress. Very good teaching is characterised, in addition, by high expectations of all pupils, a brisk pace that maintains attention to task and the use of good questioning techniques that challenge pupils of all abilities. As a result, pupils make good progress. Unsatisfactory teaching is characterised by poor classroom organisational and management skills, a failure to engage pupils' attention, and a lack of progress on the part of pupils.
115. The school has in place a policy of good quality that addresses effectively the key issue from the last inspection to "develop curricular plans which ensure that skills in geography are taught progressively". The policy includes a clear list of appropriate concepts, skills and attitudes, and is used successfully by most teachers. The school has sensibly taken note of the recently produced Qualifications and Curriculum Authority document. The scheme of work, which is based on a rolling programme of units of work to avoid repetition in mixed-age classes, is cross-referenced for fieldwork and vocabulary development opportunities as well as available secondary sources for each unit. Teachers make good use of the neighbourhood around the school as a resource for fieldwork.

History

116. History was not time-tabled to take place in most classes during the inspection, but two lessons were observed, one at each key stage. Judgements about progress are based on these lessons, on a scrutiny of pupils' work and teachers' planning, and on discussions with pupils. The school has maintained the satisfactory standards observed at the last inspection and pupils at both key stages make sound progress overall. In the two lessons observed, they made good progress, primarily because the teachers involved showed skill in adapting the tasks given to pupils to their different levels of attainment. Pupils with special educational needs make satisfactory and sometimes good progress.

117. Pupils at Key Stage 1 are developing an appropriate sense of chronology, for example, through their studies of changes in their own lives and the lives of people in living memory, such as their parents and grandparents. The majority of pupils sequence objects appropriately in relation to their age, and use suitable historical words and phrases indicating the passage of time. They are also able to identify differences between ways of life at different times, particularly with respect to their own family circumstances. By the end of the key stage, pupils have an understanding of the concept of “generation” and are beginning to understand the impact of new technology on people’s lives.
118. Pupils at Key Stage 2 have a sound knowledge of Greek myths and legends. They are able to pursue historical enquiry effectively, using different sources of information to good effect, including computerised evidence, for example, when researching the Greek Pantheon.
119. It is a characteristic of the teaching observed that good links were made across subjects. For example, pupils were asked to reflect on differences between the religion of the Greeks and aspects of Christianity. The teaching in Class 3 also provided scope for pupils to think imaginatively about the subject they were studying. They were, for example, asked to speak in the character of one of the Greek gods. Interviews with pupils in Year 6 revealed that they also enjoyed learning about aspects of World War Two through reading a story in the literacy hour, which dealt imaginatively with the life of a child in that period, and by writing about events at this time from the point of view of characters in the story. In both cases, the fact that pupils enjoyed the process of learning led to their making good progress.

Music

120. Pupils make satisfactory progress at both key stages in the development of their musical skills, knowledge and understanding. Standards are lower than at the time of the previous inspection, when music was judged to be a strength. Pupils’ singing skills are satisfactory throughout the school. Pupils at Key Stage 1 have a suitable knowledge of the elements of music, for example, ‘loudness’ and ‘softness’, and are able to clap from a score following the loud and soft symbols satisfactorily. Pupils are also able to sing loudly and softly as required. Pupils’ rhythmic skills are sound. At Key Stage 2, pupils are able to clap in time to a song when singing. Pupils in Years 3 and 4 are able to sing a two part round with reasonable accuracy, although performances are not consistent. The listening skills of some are well developed. A pupil, for example, pointed out to the teacher that the singing of the round was out of tune. Although the rhythmic skills of older pupils are generally satisfactory, some find it difficult to hold a steady beat and tend to speed up. Pupils have a satisfactory knowledge of different styles of music, for example, ‘classical’, ‘pop’ and ‘modern’. Older pupils understand the importance of form in music and identify music written in binary, ternary or rondo form. When played Pachelbel’s Canon, one pupil was able to say it was a ground bass with variations. The musical skills of some are enhanced by attendance at additional lessons for guitar and recorder.
121. The response of pupils throughout the school is good. Pupils enjoy their music and show interest in their work. They are enthusiastic and eager to play a full part. When given the opportunity, pupils work well together in small groups. Their positive approach to music enables pupils at Key Stage 2, for example, to sustain their interest in lessons which last an hour. The quality of teaching is satisfactory at both key stages and this enables pupils to make satisfactory progress overall. Subject knowledge is good and there is generally a satisfactory structure to lessons. In one lesson observed, however, too many elements were introduced and this led to some confusion among pupils, for example, between the symbols used for short notes or soft notes. Although the pace of lessons is generally satisfactory, the pace of lessons lasting one hour is sometimes slow. In one lesson lasting an hour, for example, pupils had no time to perform music which they had practised in groups.

Physical Education

122. Overall progress at both key stages is sound for the majority of pupils. During the inspection four lessons were observed in the main school, three of which were dance and one gymnastics. A fifth was seen at the swimming baths. Quality and standards have improved since the previous inspection, especially in dance and swimming.
123. Pupils in the mixed Reception and year 1 class show good body awareness using co-ordinated movement to express the changing moods and tempo of music. Higher attaining pupils interpreted given situations effectively, demonstrating the use of varying levels and speed. Pupils in Year 2 showed suitable awareness of different ways of travelling, using narrow and wide body shapes. During the lesson, they refined both shape and movement, and higher attaining pupils were able to link together a series of movements involving narrow and wide shapes. Pupils in the mixed Year 4 and 5 class are aware that moods in music can be linked to body movements, when exploring feelings and moods. They demonstrated this effectively when interpreting events of sadness and joy for wartime evacuees. During a 'matball' club, older pupils showed clear understanding of the use of space and individual off-the-ball movement in attack. They catch a ball securely at high and low levels, and at various speeds.
124. Attainment in swimming is good overall and almost all pupils are able to swim the required 25 metres by the time they leave school. Pupils respond well to the very good quality instruction provided and work hard to improve their skills. Many are very competent swimmers, for example, one pupil has achieved a certificate for swimming two miles. They are able to swim using a variety of strokes with good attention to style. Pupils who are just learning to swim are making very good progress. Most are already able to swim a width of the baths unaided, using the breast stroke.
125. The response of pupils is good generally throughout the school, but is poor in the lower Key Stage 2 class. In good lessons, pupils enjoy the activities and participate willingly and with signs of pleasure. They concentrate and work hard to improve their performance, and this has a positive impact on the progress they make. They show confidence when called upon to demonstrate what they have learned. When asked to move or put away equipment, they do so efficiently and safely, following well ordered routines. Behaviour and relationships in these lessons are good overall. In the lesson observed where the response was poor, many did not take part in the lesson and became a source of disruption from the sidelines. A general refusal to follow instructions meant that the few pupils who wished to participate were unable to make progress, and the progress for all pupils was unsatisfactory. Pupils who participated in the 'matball' club showed good self-discipline and sportsmanship when taking part in a game. They were appreciative of the skills displayed by their peers and showed pleasure at their own prowess. They understand the need to practise and learn skills, and were appreciative of the time their teacher spent with them.
126. The quality of teaching is satisfactory overall, but ranges from good to poor. All teachers dress appropriately for lessons and are good role models for pupils. The management and organisation of lessons is generally good, with particular attention paid to safety. Although commercially produced audio tapes are used for dance, teachers are well prepared and stop the tapes appropriately to make or reinforce teaching points. In the poor lesson observed at lower Key Stage 2, unsatisfactory class management skills enabled non-participating pupils to get out of control and disrupt the lesson.

127. A key issue in the last inspection report was, “to develop curricular plans which ensure that skills taught in physical education are taught progressively”. This has been accomplished and a sound policy is in place that properly makes progression and enjoyment priorities for the subject. Pupils receive a full range of experiences and have opportunities to extend them by participation in a wide variety of seasonal sports clubs. There is good provision for pupils to undertake adventurous activities during a residential course, held at a local centre in the Spring term. The school competes successfully in a range of inter-school matches. Good arrangements are made for pupils to receive specialist training from outside agencies. The success of these ventures was endorsed by the announcement in an assembly during the inspection that two boys had been selected for the town’s under-eleven football team.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

128. The inspection was carried out by a team of four inspectors. Over a period of four days, the team completed a total of 14 inspection days.
129. For the majority of time in school, the inspectors visited classes, talked to individual pupils and groups of pupils about their work, and evaluated their progress and attainments. Forty-six lessons were observed for a total of 33 hours and 50 minutes. A range of work from a representative sample of pupils from each year group was examined, including work from the previous Year 6, together with pupils' records and reports. A representative sample from each year group was heard to read and was interviewed, and some groups were interviewed on specific curricular topics. Approximately 30 hours were spent on these activities.
130. In addition:-
1. interviews were held with the acting headteacher, all subject co-ordinators and a range of governors, including the chair;
 2. informal discussions took place with non-teaching staff and parents;
 3. informal discussions took place with many pupils as part of lesson observations;
 4. the documentation provided by the school, including teachers' planning, was carefully analysed;
 5. the school's attendance registers and discipline documents were examined;
 6. playground arrangements, dining arrangements, registration periods and collective worship were observed;
 7. the school's budget figures were analysed;
 8. a parents meeting was held, which was attended by eight parents, and completed questionnaires were received from 46 parents. Seven parents submitted issues in writing. The issues raised helped inform the inspection process.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	138	0	40	25
Nursery Unit	19.5fte	0	1	0

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	6
Number of pupils per qualified teacher	23

Education support staff (YR - Y6)

Total number of education support staff	2
Total aggregate hours worked each week	45

Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	19.5

Education support staff (Nursery unit)

Total number of education support staff	1
Total aggregate hours worked each week	30

Average class size:	26.25
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Financial data

Financial year:	1998/99
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	£
Total Income	266,092
Total Expenditure	262,944
Expenditure per pupil	1,335
Balance brought forward from previous year	553
Balance carried forward to next year	3,701

PARENTAL SURVEY

Number of questionnaires sent out:	119
Number of questionnaires returned:	46

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	50	04	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	67	31	0	2	0
The school handles complaints from parents well	26	50	22	2	0
The school gives me a clear understanding of what is taught	22	63	13	2	0
The school keeps me well informed about my child(ren)'s progress	46	43	09	2	0
The school enables my child(ren) to achieve a good standard of work	52	42	04	2	0
The school encourages children to get involved in more than just their daily lessons	37	43	20	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39	46	13	2	0
The school's values and attitudes have a positive effect on my child(ren)	59	39	02	0	0
The school achieves high standards of good behaviour	48	43	09	0	0
My child(ren) like(s) school	54	42	04	0	0

Other issues raised by parents

Although a few parents raised some issues, no single issue was raised by more than one parent.