

INSPECTION REPORT

EWANRIGG JUNIOR SCHOOL

MARYPORT, Cumbria

LEA area: Cumbria

Unique reference number: 112136

Headteacher: Mr T W Heron

Reporting inspector: Mrs P J Allison
21420

Dates of inspection: 28 February – 2 March 2000

Inspection number: 193304

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Ennerdale Road Maryport Cumbria
Postcode:	CA15 8HN
Telephone number:	01900 812330
Fax number:	01900 812330
Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Holmes
Date of previous inspection:	10 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paula Allison	Registered inspector	Science Information technology Religious education	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well is the school led and managed? What should the school do to improve further?
Jillian Moore	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Roger Fry	Team inspector	Mathematics History Geography Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Peter Nettleship	Team inspector	English Art Design and technology Music Special educational needs	

The inspection contractor was:

Lincolnshire Inspection Team

37 Park Drive
Grimsby
DN32 0EG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average junior school with 167 pupils aged 7 to 11 on roll. The school has had falling rolls in recent years, but there are signs that they are now rising again. There are similar numbers of boys and girls, and all pupils are of white ethnic background. The school is situated in an estate of rented properties, and takes most of its pupils from the immediate locality. The area is recognised as one with severe social deprivation; there are high levels of unemployment and poverty. Half of the pupils are eligible for free school meals, and over a third of pupils have been identified as having special educational needs. Both of these figures are well above average. Pupils' attainment on entry to the school is very low. Last year the number of pupils entering the school who had achieved the level expected for pupils aged seven was very low compared with the national average.

HOW GOOD THE SCHOOL IS

From a position of serious weaknesses in the last inspection, the school has improved considerably. Although standards are still low, and were particularly low last year, they are improving and pupils' achievements overall, are satisfactory. There have been significant improvements in pupils' behaviour and attitudes and these are now satisfactory and often good. New members of staff joining the school have had a major impact on the quality of teaching overall, and the standard in most lessons is now at least satisfactory and often good. Although there are still weaknesses in the leadership and management of the school, this has improved and is satisfactory overall. The school is now generally effective and provides satisfactory value for money.

What the school does well

- The quality of teaching has improved considerably and is almost always satisfactory and often good.
- The behaviour of pupils is good and attitudes are improving; this is having a positive impact on the achievement of pupils.
- The provision for pupils with special educational needs is good; support staff make a valuable contribution to the progress of pupils.
- The school provides well for pupils' social and moral development.
- The school works effectively with the community.

What could be improved

- Standards in English, mathematics and science are not yet consistently high enough.
- The school does not always have high enough expectations of its pupils, and is not sufficiently focused on raising standards.
- There is insufficient monitoring of teaching and learning and there are inconsistencies from class to class.
- The curriculum for information technology is unsatisfactory; pupils do not gain appropriate skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and was found to have serious weaknesses. The school has addressed the issues from the inspection satisfactorily, although there are still some weaknesses in the leadership and in the curriculum. Standards have improved and pupils' achievements are currently satisfactory. However, the major improvements have been in the ethos of the school, affecting positively the behaviour and attitudes of pupils, in the quality of teaching and in the provision for pupils with special educational needs.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E*	E	well above average A
Mathematics	E	E	E*	E	above average B
Science	D	E	E*	E	average C
					below average D
					well below average E
					very low E*

Standards in 1999 were low. The school's performance was in the lowest 5% nationally and, even compared to similar schools, standards were well below average. However, prior to that standards had been improving and had improved considerably, particularly in mathematics and science, since the last inspection. Poor attitudes of a number of pupils and a high percentage of pupils with special educational needs affected the standards achieved last year. Major changes in pupils' attitudes, in the quality of teaching and in provision for pupils with special educational needs are resulting in the higher achievement of all pupils currently. Work seen during the inspection indicates that the school is on course to meet if not exceed its targets for this year, but the targets themselves are too low and expectations need to be even higher. Taking into account the low level at which pupils enter the school, most are now achieving satisfactorily. The performance of boys is consistently lower than that of girls, in all subjects.

Attainment in mathematics is lower than that in English and science, but the quality of teaching numeracy is improving and should result in higher standards in the future. Pupils achieve relatively high standards in religious education; their attainment is in line with the locally agreed syllabus for religious education. Standards in information technology are very low. Pupils are not receiving a satisfactory curriculum and this results in their not having the opportunity to achieve in this subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes have improved considerably and this is recognised by parents and the local community. A few pupils can still sometimes display negative attitudes, but most are interested and try hard in school.
Behaviour, in and out of classrooms	Behaviour has also improved and is now good. Most pupils behave very well in lessons and around the school.
Personal development and relationships	Relationships are usually positive and supportive, although this can vary from class to class. When given the opportunity, pupils take on responsibilities, and through activities such as 'Circle Time' are beginning to reflect on the impact of what they do on others.
Attendance	Despite the school's efforts, which have met with some improvement, attendance is still below average and affects the achievement of a minority of pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Satisfactory

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

During the inspection, the quality of teaching in most lessons (95%) was at least satisfactory. In many lessons (44%) teaching was good or better, and in some lessons (19%) the teaching was very good. The teaching of English is good; the teaching of mathematics is satisfactory. There are particular strengths in the teaching in the Year 6 class and in the teaching of pupils with special educational needs. The quality of learning in these classes is very high.

There has been a marked improvement in the quality of teaching since the last inspection. Teachers plan well and have clear ideas of what they want pupils to learn. In the best lessons teachers have high expectations and challenge pupils to achieve highly. Support staff make a valuable contribution to the quality of teaching in school, particularly for pupils with special educational needs.

The basic skills of literacy are taught well, which enables pupils to make good progress in these lessons. Skills in teaching numeracy are developing satisfactorily. The needs of most pupils are met, except in some lessons where there is insufficient challenge for the higher attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for literacy is good. Provision for numeracy and science is satisfactory. The curriculum for information technology is unsatisfactory. The rest of the curriculum is reasonably planned overall, but there are weaknesses in the development of skills in some subjects. There are strong and effective links with the local community.
Provision for pupils with special educational needs	Provision has improved considerably recently and is now good. Teaching and support staff work together to provide very well for pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good. There is now a clear framework for pupils' behaviour and pupils are taught to respect others and take responsibility for their own actions. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. Good procedures for monitoring attendance and promoting good behaviour.

Parents have positive views of the school. Links with parents are good. Some parents contribute well to the work of the school.

The curriculum for information technology does not meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management of the school has improved in effectiveness considerably since the last inspection. The school is now well organised and has a more positive ethos. Expectations of what pupils can achieve are not yet high enough.
How well the governors fulfil their responsibilities	Governors are committed to the school and its community, but they do not have a strong enough role in shaping the direction of the work of the school and ensuring that pupils achieve high standards.
The school's evaluation of its performance	The school is beginning to monitor and evaluate its standards. It does not sufficiently monitor and evaluate teaching and learning and consider what works best to ensure pupils' progress.
The strategic use of resources	Financial control and administration are efficient. Funding for meeting the specific learning needs of pupils is well targeted. The school is at an early stage in working to principles of best value.

Staffing, accommodation and learning resources are generally adequate. The teachers who have recently been appointed have brought in new enthusiasm and high expectations, which has had a positive impact on the school as a whole. The accommodation has been enhanced by a programme of refurbishment and is well cared for on a daily basis.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Parents find it easy to approach the school with questions or concerns. • The school encourages children to get involved in more than just their daily lessons. • The school has good links with the community • The school has improved substantially recently. 	<ul style="list-style-type: none"> • Pupils are not given enough homework • The school does not give parents sufficient information about their children's progress or about what they are learning in school. • A few parents feel that behaviour needs to improve further.

23% of questionnaires were returned; 10 parents attended the Parents' Meeting

- The inspection team agrees with the parents' positive views of the school, particularly the improvements made recently and the impact of these on pupils.
- The school's use of homework is inconsistent and largely inadequate.
- Reports are of good quality and provide sufficient information for parents. Meetings are held twice a year, but the school is reviewing the timing of these in order to more closely meet the needs of parents.
- There is a strong commitment to continuing to improve the behaviour and attitudes of all pupils.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in the school are low but are improving, and inspection evidence indicates considerable improvement currently. Changes in attitude and better quality teaching are enabling pupils to achieve well and make progress more in line with their potential.
2. 1999 results showed that standards at the end of the key stage were very low compared with national averages and well below the average of similar schools. In English and mathematics less than a third of pupils achieved expected levels and very few if any achieved above this. In science more pupils achieved the expected level, but few achieved above this. However, poor attitudes of a number of pupils and a relatively high percentage of pupils with special educational needs in that year significantly affected results. Both of these factors particularly affected the performance of boys, which was well below that of girls across all subjects. Teacher assessments are in line with test results
3. Prior to that year, standards had been improving and had improved significantly since the time of the last inspection. From 1996 to 1997 standards rose considerably, most noticeably in mathematics and science. However, improvement has not been consistent and the overall trend is only in line with national average. Standards in science are better than in English and mathematics; standards in mathematics are the weakest and have improved the least over the years. The performance of boys is consistently below that of girls.
4. However, standards in school currently are higher than these results indicate. Inspection evidence suggests that more pupils are working at an appropriate level and more at levels higher than this, especially in English and science. Substantial improvements in the attitudes of pupils, in the quality of teaching and in the provision for pupils with special educational needs have had a remarkable effect on pupils' achievements. Most pupils are now achieving at least satisfactorily; they are making more effort and beginning to work to their potential. Although its targets are fairly low, the school is on course to meet them.
5. Attainment on entry to the school is very low. Last year the number of pupils entering the school who had achieved the level expected for pupils aged seven was very low compared with the national average and this has been the picture for several years. The school has to work very hard to ensure that pupils acquire the basic skills they need to enable them to have access to the broader curriculum. The more focused teaching brought about by the literacy and numeracy strategies, and the more rigorous identification of the specific needs of pupils brought about by improved provision for special needs, are enabling pupils to make satisfactory and often good progress from this low baseline.
6. By the end of the key stage, standards in English and science are likely to be below average, and in mathematics they are likely to be well below average. But this is a considerable improvement on the standards achieved last year and will bring the school more in line with similar schools. In English, more pupils are working at expected levels, although few are working at levels higher than this. Many pupils are

beginning to talk with confidence in a range of contexts, for example when taking part in class discussions. They read fluently and accurately and respond well to what they are reading, demonstrating an understanding of significant ideas and themes in specific texts. Writing is weaker than other aspects of English, but many pupils are now writing in different forms and organising their ideas appropriately and sometimes imaginatively. Literacy skills have improved since the introduction of the literacy strategy, but on the whole pupils are not sufficiently confident in using these skills in other subjects and this can sometimes hinder their progress. For example, many pupils find writing difficult and when asked to record their learning in this form in such lessons as religious education or geography they do so laboriously and often with limited success. Teachers are beginning to use speaking and listening skills across the curriculum to good effect, particularly in the early years when these skills are so weak.

7. In mathematics, there are not as many pupils working at expected levels, although skills are improving and pupils are making satisfactory progress. Many pupils have a reasonable understanding of place value and use this to make calculations, such as multiplying £1.29 by 3. But only a few are confident with extending this to working with decimals. Many can find the area and perimeter of shapes, but are sometimes confused with the use of the terms themselves. Numeracy skills are developing well; this is demonstrated in the way in which pupils talk about their learning. These skills are used in some subjects; for example pupils estimate and measure length in design and technology. But on the whole there is not sufficient emphasis on using the skills across the curriculum.
8. Standards in science have been consistently higher than those in English and mathematics. Pupils gain a satisfactory level of knowledge and understanding across a range of science topics; for example most pupils in Year 6 know about the heart as a major organ of the body and can talk about its function. They know about food chains and about the effects of forces such as magnetism. Attainment in experimental and investigative science is not as high. Many pupils find it difficult to work on investigations independently and need support, for example in recording their findings.
9. Standards in information technology are well below average. Pupils do not gain skills in a progressive manner and do not reach the expected levels by the time they leave the school. For example, although many pupils in Year 6 are beginning to use word processing to create text, they do not confidently generate, organise and present their ideas. Currently some good work is taking place in Years 5 and 6, but pupils have not had the opportunity prior to this to develop the skills they need to become confident and independent in their use of information technology. Pupils do not have access to computers on a regular basis, work with computers is not planned into the daily work of the class and some teachers themselves lack confidence.
10. Some good work is being achieved in religious education. Many pupils in Year 6 are working at levels that are broadly in line with the expectations of locally agreed syllabus. They have a good knowledge and understanding about religion, for example being able to talk about key figures and festivals in different traditions. They are also beginning to learn from religion. For example, they understand how religion is important to believers and have considered how being a believer affects daily life. They express their own feelings and respond thoughtfully to the views of others.

11. Attainment of the oldest pupils in physical education, art and geography is broadly in line with what is expected of pupils of this age. Attainment in design and technology, music and history is below what is expected. In each of these subjects the curriculum is weak in how skills are to be developed through the school, there are inconsistencies between classes as a result, and pupils do not gain sufficient confidence to enable them to achieve at expected levels.
12. Achievement of pupils through the school is now satisfactory and often good. Pupils gain skills, knowledge and understanding across the curriculum. This is particularly the case in the more focused lessons where pupils build on prior learning in a progressive way. Only in some subjects is the progression less clear and pupils do not make these gains. There has been a substantial improvement in the attitudes of pupils and this has a strong impact on their learning. Now most pupils are willing to try hard, put in a lot of effort and are proud of their achievements. Data now being kept and analysed by the school provides evidence of pupils' progress through the school from whatever was their starting point. This progress is now becoming more consistent across all groups of pupils.
13. Due to the appropriate challenges being given to them and the quality of the provision being made for them, pupils with special educational needs make good progress, especially in those areas addressed in their individual learning plans. A small number of pupils at the school have emotional and behavioural special needs that directly affect their ability to learn. These pupils are making good progress, since their needs are carefully analysed and appropriate help is sought, if necessary. Higher attaining pupils are usually challenged appropriately and achieve well. This is particularly the case in the Year 6 class where expectations of all pupils are very high. Only in a few lessons are their needs not being met as they are given work that is too limited.

Pupils' attitudes, values and personal development

14. There has been a marked improvement in the attitudes of pupils since the last inspection, with the creation of a more purposeful ethos in the school. Further and quite considerable improvement is taking place currently, and its effects can be seen in classrooms and around the school generally. Parents recognise the difference in attitudes of pupils and the effect on their own children.
15. Attitudes are now satisfactory and often they are good. A few pupils still have negative attitudes, but this is not so obvious when lessons are interesting, expectations are high, work is challenging, and relationships are good. Only in a few lessons are poor attitudes tolerated, with a negative effect on the whole class. Most pupils listen well in lessons and are keen to learn. They show high levels of concentration and are proud of their achievements. They enjoy being in school and are happy to talk to visitors about what they are doing. They try hard with the work they have been given to do. For example, in a Year 5 geography lesson pupils were keen to answer questions using a text book to find the information they needed. There was a high level of attention and concentration and all pupils responded well.
16. Improvements in attitude are having a major impact on pupils' achievements. Poor attitudes, particularly of boys, have affected end of key stage results in previous years. The school has been successful in making improvements, and as a result achievement is now much better.

17. There have also been significant improvements in pupils' behaviour. In the last inspection behaviour was judged to be unsatisfactory; it is now good. The school was well supported in putting in place a framework for encouraging good behaviour and pupils have responded well to this. There are now clear expectations of how pupils are to behave and the whole school is more orderly and purposeful. Parents, members of the local and wider community and pupils themselves recognise what a different place the school now is because of an improvement in behaviour. Two exclusions took place last year, but none have happened recently and the school is confident in its use of other measures to avoid this situation in the future.
18. Behaviour in lessons and around the school is good. Pupils are polite and responsible. They respect others and listen carefully to adults in school. They play sensibly and take care of property. They walk around the school and enter classrooms and assemblies quietly. Many pupils are beginning to take more responsibility for their own actions. They are encouraged in this by having the opportunity to talk about behaviour, for example in 'Circle Times' when pupils discuss the issues that are important to them.
19. Pupils' personal development is satisfactory and often good. Relationships are satisfactory, although better in some classes than others. No bullying was witnessed during the inspection and pupils spoken to were not aware of this being a problem, although it has been in the past. The good provision for social development is beginning to have an impact on pupils. For example, Year 3 pupils talked confidently about the need for rules, and Year 6 pupils considered carefully the changes brought about in their class now that there were fewer arguments and disagreements. When given the opportunity, pupils are willing to take on responsibilities, for example in the distribution of milk and setting up of physical education equipment. Most pupils co-operate with each other, but some still find this difficult.
20. Attendance is still below the national average and unauthorised absences are higher than average. The school has worked hard to improve the figures and has made long-term plans and set targets for improvement. Some of these targets have already been met. The new policy is working well; absences are monitored fortnightly with first day absences being followed up wherever possible. There is a closer liaison between staff and the educational welfare officer with responsibility for the school, and this is aiding the improvement. Targets and the reasoning behind them are being shared with parents and their help is sought to improve attendance figures. Despite all this, the attendance of a minority of pupils is still a concern and has a negative effect on the progress of the individuals concerned. Attendance is worse in the top two years, and this has an impact on standards achieved at the end of the key stage.
21. Punctuality is not generally a problem, although it can affect the progress of some individual pupils. The newly established Breakfast Club is already having an impact on the ability of some pupils to get into school on time. Time keeping during the day is usually good. Lessons start on time and both teachers and pupils are ready to get on with work promptly.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching in school is satisfactory overall, but is often good. During the inspection, in almost all lessons observed the teaching was found to be at least

satisfactory. In almost half of lessons it was good or better, and in one in five lessons the quality was very good. There are particular strengths in the Year 6 class and in the teaching for pupils with special educational needs. Teaching was consistently very good in these lessons. The quality of teaching across the different subjects is variable, but generally the teaching in English, science and religious education is good and in other subjects it is satisfactory. Only one information technology lesson was observed during the inspection, but based on other evidence and on pupils' lack of progress, the teaching is unsatisfactory.

23. There have been marked improvements in the quality of teaching since the last inspection. In the first instance, teachers were well supported in improving their planning and became much more clear about their learning objectives. Then the literacy and numeracy strategies were taken on and helped teachers become more focused in their lessons. Recently the appointment of some new teachers has improved the situation further, as they have brought new enthusiasm and higher expectations. The improvements in teaching have been recognised by parents and have had a considerable impact on pupils' motivation and achievement.
24. One of the major strengths now is the teaching of basic skills. The literacy and numeracy strategies have been effectively taken on and these skills are now taught competently by all teachers. These lessons are focused and pupils make good progress. For example, in a Year 4 literacy lesson based on using interesting words the teacher showed through her planning that she had a thorough grasp of all elements of the literacy skills to be taught. She also knew how to put over the learning in a way that caught and kept the pupils' attention. The lesson moved quickly through all its parts and the pupils made good progress in gaining and consolidating skills. Teaching in numeracy is not yet as good, but is satisfactory and is improving as teachers gain more confidence in such aspects as mental work.
25. Teachers plan effectively. They identify clear learning objectives and ensure that this is where the focus of the lesson remains. When these objectives are communicated to pupils, they understand what they are learning and are in a position to evaluate their own learning. Because their lessons are carefully planned they use time well. The pace of lesson is usually good and teachers manage to fit a lot into the available time. This keeps pupils interested and encourages them to work at a good pace themselves. Teachers use resources well. For example in a Year 6 science lesson, the carefully planned use of different visual aids, including a model, a video and a CD Rom, kept every pupil interested and enabled them to learn effectively. On the whole however, information technology is not used sufficiently in the daily work of the class.
26. Relationships in classes are usually good and this is major factor in the improving attitudes of pupils. In the best lessons there are positive, supportive relationships and the teacher uses humour alongside high expectations to skilfully manage any potentially negative attitudes in pupils. For example, in the Year 3 class the teacher has established supportive relationships and pupils know what is expected of them. In this secure context the teacher encourages class discussions of a very high quality, despite pupils' limited speaking and listening skills. Most pupils feel sufficiently confident to take part and they make good progress. In most classes, high standards of behaviour are set and consistently kept to. Pupils respond well to this. These classrooms have a purposeful ethos; pupils behave well and get on with their work. Occasionally, in weaker lessons relationships can be a bit strained. Expectations of behaviour and attention may not be sufficiently high; for example a

level of inattention is tolerated and some non-participation by pupils accepted. This has a negative impact on levels of concentration within the class generally.

27. In the best lessons, expectations of what pupils can achieve are high and this has a positive impact on the standards achieved. Pupils are given work that challenges them and are thus encouraged to aim high. Pupils respond well; even though they may need support to complete the work they have been given, they apply themselves well and try hard. In some lessons the enthusiasm of the teacher inspires and motivates pupils to high achievement; for example in an art lesson in the Year 6 class the teacher motivated the pupils to produce some good quality work. Occasionally in lessons expectations are too low. The work pupils are given is not sufficiently challenging and the teacher accepts low standards of work. This particularly affects the higher attaining pupils in these lessons, who find the work too easy and are not given the opportunity to develop their understanding further.
28. Generally teachers have a satisfactory level of knowledge and understanding of the subjects they teach. This is often demonstrated in the level of questioning used. For example, in literacy lessons teachers vary their questioning to challenge different pupils. Sometimes teachers lack confidence in certain subjects. Where there is good guidance for teachers to help them in their planning, for example in physical education, this is then not a problem. But in some subjects, for example, design and technology and music, guidelines are limited and the quality of teaching and learning is dependent on individual teachers and is inconsistent from class to class. Some teachers lack confidence in information technology. They do not plan for this, pupils have very limited access to computers and do not gain the skills they need.
29. Teachers use a range of teaching methods and usually do this effectively. Teacher expositions at the beginning of lessons are followed by individual or group work. When the teacher organises groups, especially with the help of additional adult support, so that she can focus her attention on one group this is very effective and all pupils make progress. Sometimes the teacher's attention is spread too thinly as she tries to interact with all pupils. Occasionally there is a limited range of organisational methods used. For example, in some classes there is little use made of pairs of pupils or small groups working together, and too much individual recording. Teachers are very good at introducing lessons, but sometimes they get the balance wrong and do not leave sufficient time for pupils to complete the tasks they have been given to do. Teachers do not always know what works most effectively, and currently they are not sufficiently supported in this by the management of the school.
30. Teachers assess pupils' work well on a daily basis. They are usually well aware of when pupils are having difficulties with understanding and take steps to remedy the situation. In introductory and plenary sessions most teachers use questions to assess the level of understanding of the class and of individuals. Marking is sometimes used well to encourage pupils and provide them with targets, but this is inconsistent between classes. Where pupils are being helped to evaluate their own learning, they become more independent and motivated. Homework is not used sufficiently or consistently enough to support work in class, or to encourage parental involvement in their children's learning. There are occasions when pupils are encouraged to work at home, for example in finding something out in science, but this does not happen regularly or in every class.
31. The teaching for pupils with special educational needs is good and often very good. Teachers' planning ensures that work is well matched to pupil needs and takes

account of the differing attainment levels within the class. Teachers are very sensitive to the needs of pupils. For example, those pupils who find difficulty in expressing themselves with confidence are given very sensitive encouragement to speak, in the 'circle time' activities as well as in class discussions. This is a particularly strong feature in the Year 3 and Year 6 class. Pupils' individual education plans contain clear targets, and they are sufficiently practical for the teacher and support staff to implement fully. The learning support staff is very well trained in providing a good blend of help and challenge, for example in all withdrawn groups. A strength of the special educational needs provision is the good degree of teamwork that now exists between all staff. The special educational needs co-ordinator herself provides very good quality teaching, as she draws on a high level of expertise to meet pupils' needs and enable them to make good progress.

32. Support staff generally in school are effectively deployed. Whether they are working independently in withdrawal situations, or are supporting teachers in classrooms, their work is invariably of a high standard and makes a valuable contribution to the quality of learning of pupils, particularly those with special educational needs. The patience and understanding with which they work, and yet the high expectations they have of what pupils can achieve, make a positive context in which pupils feel secure and often make very good progress. A few parents and other volunteers work in school on a regular basis, and they also make a good contribution to pupils' learning, enabling them to take part in activities such as baking and claywork which they would not otherwise have the chance to do.

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

33. The school provides a satisfactory curriculum that is adequately planned. Teachers usually share expertise effectively and plan together across the year groups and between classes of the same age range. There are particular strengths in the provision for literacy and for pupils with special educational needs. The school has effectively implemented the National Literacy and Numeracy Strategies and this is having a positive impact on pupils' achievements.
34. The school does not however meet statutory requirements in full. The curriculum does not include sufficient attention to all the subjects of the National Curriculum. The links between subjects and the use of old planning are not always effective and in some subjects pupils do not gain skills in a progressive manner through the school. The curriculum for information technology is weak. There is no scheme of work and standards are low.
35. A key issue in the previous inspection was to improve curriculum planning and bring schemes of work up to date. The school has made satisfactory progress, but weaknesses remain. There is an effective overall plan for the school and termly plans have improved. Teachers now plan coherently across the school. Provision for most subjects, including English, mathematics, science, religious education, physical education and art is now satisfactory. Provision for music and geography has improved. There are weaknesses in the curriculum for design and technology, history and information technology.
36. Pupils of all ages and capabilities benefit from a curriculum that meets their social, intellectual, physical and personal needs adequately. The content and organisation

of the curriculum ensure equal opportunities for learning. However, at times pupils who are withdrawn for additional help find themselves losing lesson time in other subjects. There is occasionally a mismatch between the lessons and the group activities. Although staff have considered the options carefully and have reached a reasonable compromise, there are still occasions when the situation is not satisfactory for individual pupils. Health matters, sex education, drugs awareness and improving pupils' self-esteem are taught effectively in personal and social education lessons.

37. Provision for pupils with special educational needs is good. Pupils receive specific help in, for example, literacy lessons and pupils with emotional and behavioural difficulties are supported well by individual programmes to ensure that they participate in all school activities. The newly appointed special educational needs co-ordinator is having a marked impact in providing direction and consistency in the working of the school's systems. Teachers are involved in the preparation and review of individual educational plans and they are put into practice effectively. The level of teaching and support for pupils with special educational needs has recently improved significantly, and this is recognised by parents. In most lessons there is adequate provision of challenging extension activities for higher attaining pupils, although occasionally their needs are not fully met.
38. The provision for extra-curricular activities is satisfactory. Over the year there are football, netball and rugby clubs. In music, there are recorder, percussion and singing clubs. These are all well attended and enhance the school's overall provision. The school has very recently started a breakfast club, which is well supported.
39. There is good communication with the secondary school. For example, the school shares various facilities, including the swimming pool and information technology suite. The pyramid of schools shares in a project to raise achievement in language, which is showing signs of success. There is a good flow of information about pupils' strengths and weaknesses to staff in the secondary school and parents have several opportunities to learn about what will happen to their children. There are also good links with nearby infant schools. Opportunities for careful induction into the school and for transfer to the secondary school are provided. This helps to ensure that pupils move with confidence to the next stage of their education.
40. The curriculum is enriched by the school's good links with the community. There is a strong school association, which raises large amounts of money for the school, but also provides a social focus for the community. The new 'Credits' development promises to be a useful link between the community and the school. Pupils participate in local events, such as the 'Festival of the Sea'. The school feels there is now good support from parents and this link is strongly encouraged by the governing body and staff.
41. Provision for pupils' social and moral development is good. Provision for pupils' spiritual, and cultural development is satisfactory. Religious education lessons provide pupils with knowledge and understanding of other religions and opportunities to discuss things that are important to them. Acts of collective worship are positive community experiences. They are broadly Christian in character and the chosen themes encourage pupils to reflect on moral values. However, opportunities are sometimes missed to make assemblies more interesting and meaningful, with opportunities for pupil to participate or to reflect on what they have heard.

42. Provision for moral development is good. It is this provision that has had the positive impact on pupils' behaviour and brought about the considerable improvements. There is an effective whole school system of credits and order marks, which pupils respond well to and find motivating. There is a clear framework for what is expected in school and most staff consistently adhere to this. There are however, a few inconsistencies between classes and not all teachers always have the same high standards as others. The school promotes values, such as fairness, honesty, respect for truth, effectively in assemblies and in lessons. Teachers offer opportunities for pupils to discuss issues about behaviour and this is helping to make pupils more aware of their own responsibilities and how their actions affect others.
43. Provision for social development is good. There is a sense of community in the school and positive relationships between staff and pupils. Pupils are encouraged to listen to others and value their work and contributions. Pupils are expected to care for and respect others. Pupils are often encouraged to work together in lessons, for example they work as teams in physical education. However, opportunities for pupils to work co-operatively are inconsistent from class to class. Pupils' experiences during outdoor and adventurous weeks have a very positive effect on their social development. Pupils move around school sensibly. A significant number of pupils accept responsibility for jobs around the school. Pupils help to run assemblies, good class work is shown to the school and there are library and register monitors. Pupils use their initiative to clear away quickly after lessons and have learned to work for short periods without direct supervision in literacy and numeracy lessons.
44. Provision for pupils' cultural development is satisfactory. A range of activities in and out of school provides pupils with an appreciation of their own cultural traditions. Displays around the school and interesting collections of photographs highlight these and other events. Pupils have worked with a local artist and have made collages for the Festival of the Sea. In history, pupils study various decades, including the 1960s and 1970s. The school makes commendable efforts to enhance pupils' multicultural development. Various sets of artefacts around the school are well presented. Pupils study India in geography and have borrowed Indian costumes from a local college.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school takes care of its pupils and has a good relationship with parents and other agencies. These good relationships enhance the level of care given. The school has improved since the last inspection. The behaviour policy is being used well to improve standards of behaviour and includes a rewards and sanctions element. Pupils understand this and a regular achievement assembly takes place. Improvement in standards is evident around the school, and parents and pupils recognise this. An anti-bullying policy is in place and is effective. The education welfare officer is working effectively with the headteacher, staff, and other agencies to enhance pupil welfare and to improve attendance. The school's long-term strategy to improve attendance is beginning to work and some targets have already been met. Parents are encouraged to help in this.
46. Child protection legislation is complied with and the systems are working within the school. There was evidence of the policy in action during the week of inspection. The headteacher is the designated adult and all staff members are trained in the procedures.

47. The school's personal, social and health education policy is in place and working around the school. The policy includes a section on citizenship but it is too soon to see if this is effective. Examples of good practice are evident in 'circle time' every week. Pupils are encouraged to build relationships and understand each other's problems and beliefs. Pupils are willing to take responsibility and initiative when given the chance and can act with a high level of maturity. For example, the headteacher was given the opportunity of having milk for pupils during school time, but there was a problem of the extra work involved. The headteacher joined the Year 6 circle time and shared his worries. Two days later the pupils returned to him with a rota in which they all would take part. They run the scheme and collect and manage the money themselves. Pupils are reminded during the school day of health care, for example during PE.
48. The breakfast club, which is run in conjunction with Barnardos, is a good example of co-operation within the community. The school works as an equal partner with Barnardos and the pupils benefit greatly from this co-operation. The holiday play schemes are also run by the link with Barnardos. The Governors forged this link and they can be justly proud of their contribution to the pupil's welfare and social development. There are plans for an after school club but this is dependent upon funding being found.
49. The school has an equal opportunities policy and it is satisfactory within the curriculum. There were however, signs that boys can dominate the playground and the Prospectus referred to 'he' throughout when 's/he' would better reflect today's society.
50. The school's health and safety policy is out of date. A new one must be a priority and must include all current legislation. There are some weaknesses in procedures; for example fire procedure notices are not present in all classrooms and the school's electrical equipment has not been checked and marked for two years. The caretaker is well aware of health and safety issues and ensures that all cleaning fluids are under lock and key. There is no health and safety committee and the governors need to make this a priority. The accident book is up to date and medicines are covered in the First Aid Policy, and staff and parents know the procedures. Some risk assessment analysis has been done but completing it is a priority.
51. The school complies with the special educational needs code of practice; provision is good. There has been a significant improvement in the procedures for the identification and monitoring of pupils requiring support since the appointment of the new special educational needs co-ordinator. Good use is now made of outside support agencies if the school is unable to make an accurate assessment. Increasingly, concerns are shared to ensure that pupils' needs are being fully met
52. Assessment procedures operating in the school are now good and represent a major improvement since the previous inspection. There is a thorough assessment policy. On entry to the school, baseline measurements are established in English and mathematics. These tests highlight the lower achievers, who are then considered for special needs provision. The tests will be repeated at the end of Year 3 to note progress made. Evidence from the Key Stage 1 tests is analysed. Later, the optional tests, taken in Years 4 and 5, and the Key Stage 2 tests are also scrutinised to identify areas of strength and need. There is now an annual schedule for monitoring achievement. Results are tabulated and graphed so that patterns can be noted and comparisons made. All teachers now have standardised folders in which

cumulative records on each individual pupil are kept. Reading is tested termly and progress noted. Also on a termly basis, pupils' provide samples of English, mathematics and science work which are assessed and annotated to determine their levels. Assessment of behaviour is also now established for each individual child.

53. Some of these initiatives are only recently in place. Nevertheless they indicate the school's commitment to assessment and to the analysis of the data collected. This is particularly strong in the identification and monitoring of those pupils with special educational needs. High quality records are maintained by the Accelerated Learning Support staff and by the special educational needs co-ordinator and support staff in the Curriculum Support Unit.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Although only a small percentage of parents returned the questionnaire sent out and only a few attended the meeting, this was sufficient to obtain an idea of what parents feel about the school. Parents have positive views of the school. They feel there are strengths in the way in which they are welcomed into the school and can approach staff with concerns. They feel the school has strong links with the community and encourages pupils to become involved with more than just their daily lessons. They feel their children are happy in school. But most of all they feel that the school has improved for the better in recent years. They recognise improvements in pupils' behaviour and attitudes, in the quality of the teaching and in the quality of the provision for pupils with special educational needs. The inspection team agrees with the parents' positive views of the school, particularly in the improvement that has taken place and the impact on pupils. The only concerns parents had were to do with the timing of meetings to discuss their children's progress, the amount of homework given and the need for behaviour to continue to improve. The school is reviewing the timing of parents' meetings. Homework is an issue taken up by inspectors, but one of which the school is aware. The school is committed to continuing to improve the behaviour and attitudes of pupils.
55. The school's relationship with parents is good. Parents feel welcome in school and know that the school listens to their concerns and values their contribution. Children with special educational needs are well catered for and much information is available about the school's provision for these pupils. Parents are involved at all stages. The school actively encourages parental involvement, but only a few parents respond to this. A small group of parents and other volunteers work regularly in school, and provide some valuable support. There is an active school association made up of parents and friends of the school. This association raises funds and organises social events which are well attended.
56. Communication with parents is satisfactory. Most communications are clear and informative but some of the documents do not contain the statutory requirements. For example, the annual governors' report to parents does not give the date of new parent governor elections, an Ofsted Action Plan up-date or the Key Stage 2 targets for the school. Letters are informative, but do not always reflect in their style the kind of welcoming approach the school is trying to promote.
57. There are regular progress reports sent to parents. These are clear, have areas for development, are helpful and contain an opportunity for parental comments and involvement. There are parents' evenings, one at the start of the year to inform parents of the year ahead, and one at the end of the year for parents to discuss

progress. Many parents take up the offer of an individual interview with the class teacher. The school is currently reviewing the timing of these meetings to bring them closer to what parents need. Parents are also invited to the achievement assemblies to join in the school's celebration of success.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The management of the school has improved in effectiveness considerably since the last inspection, when it was found to be a serious weakness. There is now much more coherence and consistency in the way the school is managed. Agreed policies are in place and the whole school gives the impression of being organised and purposeful. The improved ethos has been recognised by parents and members of the local and wider community. It has had a positive impact on the attitudes and behaviour of pupils and on their achievements.
59. The headteacher is now promoting a stronger ethos, based on good relationships and teamwork. A senior management team is well established and directs and supports the work of the school. New members of staff have brought in enthusiasm and high expectations that are influencing the rest of the staff. Staff are beginning to make a real team and have much more commitment to improvement than they have had in the past.
60. The headteacher and senior management team are now providing strong and effective management for the school. They are beginning to provide leadership and a sense of direction for the work of the school. They are in the early stages of analysing data and thereby monitoring standards. This information is starting to be used to set targets. However, this is only a beginning in the process of monitoring standards and the progress of pupils. It is a step in the right direction but is not yet sufficiently rigorous, nor is it communicated to a sufficiently wide audience. Expectations of what pupils can achieve are often not high enough; for example targets are set too low and some teachers have low expectations of their pupils. There is still an element in the school of standards being limited. The school does not yet fully involve pupils and parents in the drive for success.
61. The school development plan is comprehensive and detailed in its action plans. It has ensured that improvements have been made to provision, for example in organising the curriculum. However, it is too wide in scope and when reviewed needs to be more focused and realistic in what it is expected will be achieved. Currently the development strategy is not sufficiently focused on raising standards.
62. Governors are loyal and committed to the school and its community. Some good work is happening as governors get closely involved with the work of the school, for example in the areas of community links, financial planning, provision for special educational needs, numeracy and literacy. However, individual expertise and interest are not used efficiently or effectively; for example there is limited use made of committees. As a result some statutory duties are not carried out effectively; for example the monitoring of health and safety. Governors are involved in decision making and supported well the response to the last inspection, but they are not sufficiently involved with development planning, for example in setting targets and monitoring progress towards them. They are not sufficiently involved with encouraging high expectations and raising standards in the school.

63. New teaching staff have been effectively inducted into the school. They have been well supported in the planning teams. The staff handbook provides good and useful information for new staff. However, the review process for teacher performance is not sufficiently rigorous and does not provide teachers with targets or help them improve their work. Although there has been some effective monitoring of the implementation of the literacy and numeracy strategies, there is insufficient monitoring generally of teaching and learning. There are inconsistencies between classes and these are not identified and used as positive ways forward in raising standards. Teachers are now beginning to discuss more openly their individual strategies in teaching. This is a positive approach, but is not yet sufficiently supported by the headteacher and other members of staff with management roles
64. The role of co-ordinator has been more clearly identified since the last inspection. They are now taking more responsibility for provision through the school. They have worked hard to produce policies and support planning and this has had a positive effect on pupils' learning. Some new teachers are taking on co-ordinator roles and have enthusiasm and expertise to offer the school. Although established co-ordinators have been involved in analysing data and are well on the way to using this to monitor standards and set targets, they are not clear about how standards are to be raised and do not always have high enough expectations of what pupils can achieve. They have only had a limited role in monitoring teaching and learning through the school.
65. The governors and headteacher have addressed the issue of special educational needs provision well and have appointed a very strong team, including a co-ordinator, to meet the wide range of needs of pupils at this school. The priorities for improvements in the teaching of pupils with special needs are very thorough, appropriate to the school's needs and have been largely implemented already.
66. There are sufficient qualified teachers to teach pupils from seven to eleven years of age. And there are an adequate number of support staff, mainly deployed to support pupils with special educational needs. Experienced teachers lead the core subjects. In other subject areas, teacher qualifications and subsequent training show a satisfactory match to curriculum responsibilities. However, expertise is lacking in areas of design technology and, for a number of teachers, in information technology. The school already has plans to address the latter. Staff confidence in the teaching of music is being raised by the new scheme of work that has been recently introduced. Very good appointments have been made in recent years to strengthen the teaching and support staff and this injection has had a major impact on the education provided by the school. This is seen in the high quality, and much improved, special needs team and in the enthusiasm, commitment and skill demonstrated by recently qualified staff. However, staff have between them little experience of what goes on in other schools, and this can sometimes limit the scope of their work, for example in trying different approaches to raising standards or in dealing with pupils who display challenging behaviour.
67. The accommodation is adequate for the delivery of the curriculum. There is a rolling programme of improvements to the building and decoration, which is carried out as funds become available. The level of decoration and of daily care is good. The security fence has improved the safety of the site and vandalism has been reduced. The new computer room is nearly complete, but computers will still need to be available in classrooms to ensure access for all pupils. The physical education and games accommodation is good. Some classrooms are small for the number of pupils

and this can make teaching and learning difficult at times, for example when pupils need to move into groups. Some other problems have arisen which can impact on the concentration of pupils; for example one class is still open plan and is used as a thoroughfare, one class has very noisy chairs. The central heating is effective but noisy and has to be switched off at times in order for staff to be audible.

68. Resources are satisfactory overall. Facilities for physical education are good. The school has a good flat playground, large hall and a field. Book resources for most subjects are being developed effectively as funds become available. However, the library is inadequate. There are insufficient books and pupils do not know how to find information.
69. Financial planning is satisfactory. Funding for meeting the specific learning needs of pupils is well targeted and effective in raising standards. The school is at an early stage in working to principles of best value, but has begun to compare itself with other schools in several aspects of its provision. Day to day financial control and administration is efficient. The secretary has a pleasant manner with pupils, parents and visitors and helps to develop the positive ethos of the school. She uses new technology well and this helps in making the school more efficient. The school has a higher than average income, due to the extra funding for pupils with special educational needs, but taking into account the improvements that have been made in provision the school is now providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The school has recently made considerable improvements in the quality of education provided. With this sound basis, the governing body, headteacher and staff must now make a determined effort to raise the attainment levels of pupils, until standards are at least consistently in line with those of similar schools. To do this they must:

- (1) Raise expectations in the school by:
 - continuing to develop systems of monitoring and evaluating standards and the progress made by pupils through school (*paragraph 60*)
 - using this information to judge potential and set challenging targets (*paragraph 60*)
 - reviewing progress towards meeting targets (*paragraph 62*)
 - involving parents and pupils in creating a climate of success (*paragraph 60*)

- (2) Develop a clearer focus on raising standards by:
 - ensuring that governors work more closely with staff in school development planning which supports improvement (*paragraph 62*)
 - ensuring that the focus of development is on raising standards (*paragraph 61*)
 - putting in place procedures to monitor the outcomes of development work and its impact on pupils' achievement (*paragraph 62*)

- (3) Ensure that there is a consistently high quality of teaching and learning throughout the school by:
 - developing more effective procedures for monitoring teaching and learning and finding out what brings about successful learning (*paragraphs 29, 63, 64*)
 - ensuring that all teachers have high expectations of pupils, demonstrated in their planning and in the attitudes of pupils in their classes (*paragraphs 13, 26, 27, 42, 92*)
 - widening the horizons of all teachers by enabling them to find out what happens in other schools (*paragraph 66*)

- (4) Provide pupils with the opportunity to achieve in information technology by:
 - helping all teachers to develop confidence with computer technology (*paragraphs 9, 28, 127*)
 - planning for all pupils to have regular access to computers (*paragraphs 9, 25, 126*)
 - putting in place a curriculum for information technology which will enable pupils to develop skills through the school (*paragraphs 34, 128*)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve the efficiency of the governing body by setting up a system of committees. (*paragraph 62*)
- Ensure that governors and the school focus more clearly on checking that statutory requirements are met. (*paragraph 50, 62*)
- Ensure that delivery of the National Curriculum in all subjects is firmly based on Programmes of Study. (*paragraphs 11, 34, 35, 114*)
- Introduce clearer guidance for teachers in all subjects to help them in their planning. (*paragraphs 28, 99, 114*)
- Review the timetable to ensure that there is a subject match between the class lesson and group tuition for which any pupil has been withdrawn. (*paragraphs 36, 92*)
- Develop a policy for homework and communicate this to parents to ensure that homework is used consistently through the school and parents know what to expect. (*paragraphs 30, 54*)
- Improve the quality of acts of collective worship to help them contribute more positively to pupils' spiritual development. (*paragraph 41*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19%	25%	51%	5%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	167
Number of full-time pupils eligible for free school meals	-	85

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	-	9
Number of pupils on the school's special educational needs register	-	59

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.4

Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	8
	Girls	8	9	11
	Total	13	13	19
Percentage of pupils at NC level 4 or above	School	39 (49)	39 (42)	58 (53)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	8
	Girls	8	9	11
	Total	13	13	19
Percentage of pupils at NC level 4 or above	School	39 (51)	39 (49)	19 (62)
	National	68 (n/a)	69 (n/a)	75 (n/a)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	167
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	22.2
Average class size	27.8

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	97

Financial information

Financial year	1998/9
	£
Total income	307,019
Total expenditure	306,548
Expenditure per pupil	1857
Balance brought forward from previous year	3336
Balance carried forward to next year	3807

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	163
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Agree	Neither	Disagree	Strongly agree
I feel the school encourages parents to play an active part in the life of the school.	29	66	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren).	39	61	0	0	0
The school handles complaints from parents well.	16	66	13	5	0
The school gives me a clear understanding of what is taught.	18	68	11	3	0
The school keeps me well informed about my child(ren)'s progress.	18	69	8	5	0
The school enables my child(ren) to achieve a good standard of work.	24	71	5	0	0
The school encourages children to get involved in more than just their daily lessons.	39	55	3	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home.	21	66	3	10	0
The school's values and attitudes have a positive effect on my child(ren).	31	63	3	3	0
The school achieves high standards of good behaviour.	21	69	5	5	0
My child(ren) like(s) school.	47	50	0	3	0

NB

The school sent out the incorrect questionnaire, but this was noted at the Parents Meeting and parents who attended were given the opportunity to respond to questions not on the questionnaire above.

Other issues raised by parents

- Not enough homework
- Not enough opportunity to find out about children's progress
- A strong feeling that the school has improved considerably recently, especially in terms of pupils' behaviour and attitudes, quality of teaching and quality of special educational needs provision

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

71. The results of the National Curriculum tests for eleven year olds in 1999 show the performance in English was very low in comparison to the national average. The percentage of pupils reaching average levels was very low and no pupils attained higher than average levels. Taking the four years 1996 to 1999, English was well below the national average, with boys and girls performing at an equally low standard. Even in comparison with schools of a similar background, the pupils' performance in English was well below the average. Standards have improved since the last inspection, but improvement has not been sufficiently consistent.
72. The findings of this inspection indicate that there has been a considerable improvement in standards in English during the last year. The quality of the teaching, especially at the end of the key stage, is raising levels in reading, writing, speaking and listening across all ability levels. Lower attaining pupils are receiving much higher quality instruction, enabling them to make very good progress in English. For the first time, average and higher attaining pupils are being carefully targeted and given very specific training to enable them to reach higher standards. The National Literacy Strategy is giving teachers the framework to ensure that skills and knowledge are taught progressively and in depth. As a result of these factors, the pupils' behaviour in, as well as their attitudes to, the literacy lessons is now mainly good and in Class 6 it is very high.
73. Inspection findings indicate that attainment in English will be below average by the end of the key stage. A much greater proportion of pupils will reach the expected levels, though relatively few will exceed them. All pupils make at least satisfactory progress and most are now making good progress. Pupils in Class 6, and those with special educational needs throughout the school, are making very good progress. In view of the very low attainment on entry, this represents good progress overall in all areas of English.
74. Standards in speaking and listening are well below average on entry. They are average overall, and by the end of the key stage they have made considerable progress to reach satisfactory levels. Standards throughout the school are improving due to the structure and regular challenges arising from the Literacy Hour. In many classes, the quality and range of questions posed extend pupils' thinking and reasoning significantly. In these classes, high expectations of teachers are met with positive pupil responses. Good selection of texts are made that engage the interest of the pupils and promote good responses. Pupils who have difficulty in expressing their ideas are especially well encouraged, through very sensitive prompting, in Class 1 and by the special needs co-ordinator and her support staff.
75. Standards in reading are very low on entry and are below average by the end of the key stage. Progress in reading is always satisfactory and is sometimes good. Reading in the literacy hour shows that most pupils are approaching or reaching expected levels in Years 5 and 6. Evidence from the reading sampling undertaken indicates that there are higher attaining pupils in all classes reaching above average standards for their age. In group sessions, when pupils are withdrawn from classes, they develop their phonic skills well to help decode unfamiliar words. Individual

needs are being very well met. Pupils have limited experience in using the Dewey classification system in the school library to locate reference books. However, they develop their ability to use contents and index pages to locate relevant information, once a suitable text is found. There is not a standard procedure for setting reading homework. In some classes, such as Class 1, a regular system operates, with many parents taking an active involvement in recording their child's progress in their reading diaries. In other classes, however, homework is not as routinely undertaken and pupils do not make the same progress without this encouragement.

76. Standards of writing are below average. In Year 3, higher attaining pupils reach above average standards using sentence structure accurately, joining their letters together fluently and completing extended stories. Average attaining pupils print letters to a consistent size, have an awareness of sentence structure (though it is not consistently applied) and show a good awareness of their readers by including descriptions. Lower attaining pupils produce much written work and most letters are correctly formed. Good progress is evident in books at all levels of attainment.
77. This progress is not always maintained in Year 4. Longer stories are produced, but they lack quality both in content and presentation. Skills of cursive handwriting, learnt in Class 1, are not securely developed. Lower teacher expectation can lead to a drop in standards. However, lower attaining pupils begin to express themselves in basic sentences, using good letter formations and spelling simple words correctly. This group makes the best progress with writing. In Year 4, the good progress made by pupils in listening and speaking is not reflected by similar gains in writing. It does not receive the same emphasis and, consequently, insufficient work is produced. The most progress in writing is seen in the books of the lower attaining pupils.
78. In Year 5, pupils make better progress and work to higher standards in writing, especially the more able pupils. This is maintained and extended in Year 6. Higher attaining pupils write in paragraphs and express themselves in complex sentences using adventurous vocabularies. Average attaining pupils write with fluency, accuracy and imagination. Rules of grammar are increasingly applied and all are working to the level expected of pupils of this age. Lower attaining pupils produce work in a range of contexts, and though much is rather predictable, it is accurately produced. Dictionaries are used to find spellings and cursive styles of handwriting are established.
79. Since the previous inspection there has been little progress in some areas of English. Throughout the school, very little use is made of computers to extend literacy work; the development of joined script remains inconsistent; in a few classes there are still ineffective strategies to gain the attention of pupils before explaining or instructing. Insufficient emphasis is given to re-drafting, allowing pupils to improve the quality of their work. However, the introduction of the National Literacy Strategy has had a strongly beneficial effect, both on teaching and learning. The range of work has increased considerably, the match of appropriate work to pupils' levels of ability is much improved and pupils, themselves, are better aware of the learning, which they are achieving. Higher levels of behaviour are resulting from these improvements in the delivery of the subject.
80. Pupils' attitudes to English and responses in the literacy hour are invariably good or better. Most pupils listen well and participate enthusiastically in whole-class reading or in discussions. The highest levels of concentration, perseverance and co-operation are shown in those lessons where high expectations are linked to good teacher/pupil communication and well-matched, challenging activities. They are also very evident in the booster groups (to raise standards), the accelerated reading

groups and the work in the Curriculum Support Unit. In Years 5 and 6, a recent development has been the introduction of targets for improvement; some of them set by the pupils themselves. These give the pupils responsibility for monitoring and improving their own work.

81. The standard of teaching in English is never less than satisfactory, most is good and some is very good. A feature of many lessons is the clear explanation of lesson objectives at the beginning. In some instances, these are reviewed at the end of the lesson to give the pupils a clear perception of exactly what they have learnt. Books selected for class reading are well linked to pupils' abilities and interests. Teachers in the Year 3 and Year 5 classes deliver very high quality reading of texts. Good subject knowledge is evident in the correct usage of terms and the high quality questioning skills to extend thinking. Opportunities for language extension are well exploited and later reinforced by support staff in group activities. However, in some lessons, the allocation of time between the different elements is poor, with pupils being unable to complete their writing tasks. Pupils' work is well displayed, such as the extended writing about 'The Iron Man' in Class 2, the book reports in Class 4 and the Macbeth inspired manuscripts of Class 6 in the school hall. Literacy is used well across the curriculum with direct links made to a range of subjects, for example in using narrative formats to record learning in religious education. However, the difficulties some pupils have with writing can make this kind of activity into a chore. Word-processing is under-used throughout the school and pupils do not gain these skills. Teachers' daily lesson planning is good and specific to the needs of the pupils. Evaluations of lessons are thorough and assessments of pupils' individual achievements are well recorded, especially for those pupils with special needs.
82. Co-ordination in the subject has been good in establishing the National Literacy Strategy throughout the school and the staff has responded very positively to the initiative. A supportive, whole team ethos has been a strong contributory factor to the success in its delivery. Increasingly, assessment is being used for target setting, both for individuals and for groups. However, there are inconsistencies in the work produced in different classes and this is not sufficiently monitored by the management of the school.

MATHEMATICS

83. Pupils enter the school with very low standards in mathematics. Standards in mathematics over the last four years have been very low in National Curriculum Tests. The results of National Curriculum tests at the end of Key Stage 2 show that standards last year were very low. In comparison with similar schools, results were well below average last year. Standards observed during the inspection are well below average. The school met its low target last year. The target for this year is not high enough. Overall standards are not high enough but there has been good improvement since 1996, when standards were exceptionally low. Pupils make satisfactory progress and standards are improving as a result of the school's increased awareness of its low performance, better teaching and better attitudes of pupils. The National Numeracy Strategy has provided the school with a very good structure for mathematics. Its implementation has had a positive effect on pupils' standards and progress. Standards have improved slightly since the last inspection. Over the last four years, boys have achieved less well than girls. The main reason for this is the difference in attitudes to school, particularly in the past.

84. Currently the oldest higher attaining pupils work with equations and numbers up to 10,000. They measure angles in degrees and draw shapes using positive and negative number co-ordinates. They subtract decimals correctly and draw accurate nets of shapes. Pupils work out what four sevenths of a number is correctly. Pupils successfully use the memory function of a calculator to help them work out the area of compound shapes. Average attaining pupils work with short division of numbers up to 1,000 and beyond and multiply £1.29 by 3. They calculate the basic area of squares and rectangles but occasionally confuse the area with the perimeter of shapes. Pupils check their answers on square centimetre paper successfully. Lower attaining pupils order simple fractions and add £37.48 to £14.89 usually successfully. Pupils add squares to calculate the area of regular shapes successfully on squared paper.
85. Pupils, including those with special educational needs, achieve satisfactorily through the school. There is evidence that pupils' progress is improving. They acquire knowledge and understanding across all aspects of the subject. In Year 3, higher and average attaining pupils learn to order numbers, work with money up to one pound, weigh objects in grams and understand time to the nearest quarter of an hour. Lower attaining pupils could not subtract 19 from 100 but understand halves and quarters of shapes. In Year 4, most pupils work with numbers up to one thousand, use money up to two pounds and show an understanding of hundreds, tens and units. They learn the two and four times multiplication tables and how to calculate the area of shapes by counting the squares covered by them on centimetre square paper. In Year 5, many pupils' understanding of number has progressed to solving top heavy fractions, subtracting 45 from 479 successfully and using the short division process effectively. Higher attainers work out discounts on goods using percentages. Average attaining pupils cover similar work and lower attainers still have difficulty with subtraction.
86. Numeracy skills are used in some other subjects, but the school does not place sufficient emphasis on this aspect of mathematics. Pupils use measuring and weighing skills in science to help them quantify their results. In design and technology, pupils estimate and measure lengths; in geography, pupils begin to see that numbers are an important part of the subject when using co-ordinates. In history, pupils know that dates are very important and are used to order time. Very little use is made of information technology to support mathematics apart from work in the computer suite for Year 6 at the secondary school.
87. Pupils' attitudes are satisfactory; they respond well to their teachers' enthusiasm and work well at the tasks they are given to do in most classes. Pupils mostly behave well and enjoy lessons and this has a positive effect on the standards they achieve. Generally positive relationships are a major factor in enabling pupils to work collaboratively and to learn from each other. Pupils enjoy class duties, such as giving out books. Girls generally make a greater effort and achieve better standards because they engage more easily with tasks and sustain concentration better than boys. Boys' attitudes to work often improve when they work on their individual and small group tasks. Pupils' listening skills vary from unsatisfactory to very good. Boys in some classes answer teachers' questions less frequently than girls do.
88. The introduction of the Numeracy Strategy throughout the school has resulted in pupils developing a better understanding of what they are taught. This is demonstrated by the way in which they confidently talk about what they have learnt. The co-ordinator has an effective understanding of the subject but is unsure whether

standards can be raised much higher. The school has begun to evaluate test results for their strengths and weaknesses and adapt lesson plans accordingly. The school now has records of pupils' attainment on entry and attainment on leaving the school, which provide very useful data upon which to judge how much value the school is adding to pupils. The co-ordinator has a good detailed action plan and the school has benefited from the intensive support for numeracy provided by the local education authority. The co-ordinator has few opportunities to monitor teaching and learning.

89. The implementation of the numeracy strategy, good displays such as about how to solve problems and the range of mathematics resources have a positive impact on pupils' standards of work. There is an issue about pupils occasionally being withdrawn from mathematics lessons for a literacy 'booster' class. This is an unsatisfactory arrangement, as these pupils often miss important sections of the lessons.
90. The quality of teaching is satisfactory; it is nevertheless a major factor in the standards that are achieved. Teachers are competent in teaching the basic skills of mathematics. For example, most pupils understand numbers using hundreds, tens and units by Year 4. Teachers' knowledge and understanding of the subject generally are satisfactory. This feature was particularly evident in a very good lesson about area in Year 6. The teacher's competence in the subject and very good pace led to very good learning. Her teaching style had a very good impact on pupils' attitudes and the level of effort, which meant that no time was wasted. Pupils settled quickly to their tasks. The lesson was a mixture of new learning about finding the area of compound shapes and revision of what pupils already knew. Work was very well matched to pupils' capabilities and every pupil was well challenged. Whilst some groups were working on area problems, the teacher worked with two higher attaining groups to teach them how to use the memory function of a calculator to speed up their calculations. The very good teaching had a very positive influence on learning, progress and achievement of pupils.
91. Planning is well focused and teachers are clear about what they want their pupils to learn. However, some teachers have higher expectations than others about what pupils can achieve. Lessons are productive and pupils work at satisfactory pace. Teachers make accurate assessments of what pupils know, understand and can do, but these are not always used to best effect. This process in most classes allows teachers to group pupils so that they are well matched to the tasks they undertake. Pupils understand what they are doing and average and higher attainers are always able to say how well they have done and how they can improve further. Support staff and to a lesser extent parent helpers have a positive impact on pupils' concentration and effort in lessons. In one lesson where a support member of staff took a group with special educational needs, the impact of her work was very good, as were pupils' attitudes and enthusiasm for mathematics.
92. In two less successful but satisfactory lessons, pupils' behaviour and attitudes to work were of some concern. Teachers were not fully aware of what pupils were doing and sometimes ignored low level disruptive behaviour. This had a negative impact on the progress that pupils made. Boys were not made to concentrate as they should, which slowed the pace of the lesson for everyone. Teachers make insufficient use of homework to reinforce points made during lessons.

SCIENCE

93. Although pupils achieve higher in science than in English and mathematics, standards are well below average and below those of similar schools. Standards have improved since the last inspection, but this improvement has not been consistent and they were very low last year. Currently pupils are working at higher levels than these results indicate, mainly due to improvements in teaching and attitudes of pupils.
94. 1999 results showed that standards at the end of the key stage were very low compared with national averages and well below the average of similar schools. More pupils achieved the expected level in science than they did in English and mathematics, but few achieved above this. However, the poor attitudes of a number of pupils and a relatively high percentage of pupils with special educational needs in that year significantly affected results. Both of these factors particularly affected the performance of boys, which was well below that of girls across all subjects. Teacher assessments were in line with test results
95. Prior to that year, standards had been improving and had improved considerably since the time of the last inspection. From 1996 to 1997 standards rose dramatically. However, improvement has not been consistent and the overall trend is only in line with national average. Standards in science are better than in English and mathematics. The performance of boys is consistently below that of girls.
96. Standards in school currently are higher than these results indicate. Inspection evidence suggests that more pupils are working at an appropriate level and more at levels higher than this. Substantial improvements in the attitudes of pupils, in the quality of teaching and in the provision for pupils with special educational needs have had a remarkable effect on pupils' achievements. Most pupils are now achieving at least satisfactorily; they are making more effort and beginning to work to their potential. Although its target is fairly low, the school is on course to meet it.
97. Pupils in Year 6 have gained a satisfactory level of knowledge and understanding across a range of science topics; for example most pupils in Year 6 know about the heart as a major organ of the body and can talk about its function. Most can locate the heart correctly in the body, although some need support in order to do this. Higher attainers correctly use scientific names, for example 'vein' and 'artery'. Most pupils know about food chains and about the need for healthy eating. Attainment in experimental and investigative science is not as high. They have undertaken a good range of investigations, for example to find out which paper makes the best parachute, but many pupils find it difficult to work on investigations independently and need support, for example in taking measurements and recording their findings.
98. Achievement is satisfactory. Pupils gain knowledge and understanding and develop this through the school. In Year 3 pupils learn about how things move and forces such as pulling and pushing. In Year 4 they develop their understanding of physical processes by learning how air resistance affects the movement of objects. Year 5 pupils learn about the effects of gravity, and by Year 6 pupils are confident with investigating magnetic forces. This progression in learning has been brought about by the introduction of an overall plan for science which ensures that pupils cover all aspects and at appropriate levels. Teachers provide interesting topics and pupils are keen to learn.

99. Pupils do not gain investigative skills so well. They have the opportunities to take part in a good range of experiments and investigations, for example Year 3 pupils investigate the movement of parachutes, Year 4 pupils explore the effects of air resistance, Year 5 pupils record their pulse rate and consider the effect of exercise. However, much of this work is teacher directed and pupils do not learn the skills of independent investigation. A lot of time is spent, particularly in Years 3 and 4, on recording laboriously the work they have done. Many pupils find the skills of recording difficult, and many find it hard to describe their findings and communicate them to others. There is no scheme of work for science and there is no agreed system of teaching investigative skills. Much of the planning is based on what has happened in the past and is very knowledge based. There is little reference in teachers' planning to how pupils are going to be taught scientific skills.
100. Pupils of different attainment levels make equally satisfactory progress in science. Pupils with special educational needs are well supported, either by extra adult support or by the teacher's ensuring that the work they are given is appropriate. In some classes they make good progress as they find they are interested in the practical nature of the lessons. Higher attaining pupils are usually well challenged by the work presented, although expectations are not always high enough and in these circumstances they do not make the effort of which they are capable.
101. Teaching in science is good overall, although there are inconsistencies between classes. All teachers provide interesting information and activities and keep pupils motivated and keen to learn. When these are presented in a lively way and the pace of the lesson is good, pupils respond well and make good progress. For example, in a Year 5 lesson, the pupils were investigating pulse rate, learning to take accurate measurements and make comparisons. The teacher paced the lesson so that there was a balance between her exposition and class discussion and opportunities for pupils to get on with the investigation themselves. Throughout the lesson, the teacher kept the attention of all the pupils, directing questions at individuals, making pupils think and using appropriate visual aids. Pupils responded well and made a lot of effort during the lesson. In comparison, a similar lesson in the Year 5 and 6 class was also well paced and the teacher used a range of different approaches, but she failed to keep all the pupils' attention and some did not make the progress of which they were capable.
102. Recording of learning is also inconsistent. Some teachers expect pupils to spend a lot of time recording, often with limited success as pupils do not understand what they have laboriously copied from the board or have written with a lot of adult support. In other classes, recording is well differentiated and imaginatively presented to meet the needs of pupils of different attainment levels. For example, in the Year 6 class work on the position and function of the heart was very well differentiated and supported sensitively so that all pupils made good progress in consolidating and developing their learning.
103. Attitudes of pupils have been a concern in the school and have badly affected the achievements of pupils in the past. They have particularly affected the achievement of boys. Attitudes have improved considerably and it is possible to witness in Years 5 and 6 how this is having a positive impact on achievement. Although the whole ethos of the school has changed, in science the effect of the quality of teaching has a strong effect on attitudes. For example, the Year 6 teacher skilfully ensures that all pupils take part in the lesson and sensitively deals with any potentially negative attitudes. The Year 5 teacher has very high expectations of pupils' behaviour and by

the nature of her interactions ensures that all pupils attend well in lessons. In other classes, good lessons can be marred by a tolerance of inattention and non-participation by individual pupils.

104. The co-ordinator for science is aware of standards in science, but has no clear strategy for raising them further. She has little opportunity to find out what learning is going on in other classes. Resources for science are satisfactory and are used well. Computers are insufficiently used to support the subject.

ART

105. By the end of the key stage, standards in art are broadly typical and pupils, including those with special educational needs, make good progress.
106. In Years 3 and 4 most of the art work is linked to broader topic themes, such as 'St Lucia', in geography or 'Ancient Egypt' in history. This gives the art work added relevance, but delivers an uneven coverage of the areas of study in the subject itself. When art is taught as a discrete subject, such as in the line and tone pencil drawings of bicycle parts in Class 3, much higher quality work is produced. In classes 1 and 2, however, too much of the work is teacher directed and pupils are given insufficient opportunity to create and explore for themselves. There is an over-reliance on the use of templates and the colouring-in of printed pictures, where challenges are reduced and learning opportunities missed. In Years 5 and 6 pupils are given many more opportunities to create. Tiger collages in Class 4, still life paintings created by Class 5 pupils and work inspired by Henri Rousseau in Class 6 are examples of close observation and individual creativity. The use of sketchbooks to promote experimentation would raise standards still higher.
107. Attitudes to the subject are good. Most pupils enjoy their work, concentrate and apply themselves well in practical activities. Good co-operation and praise are observed. In two rainy indoor break-times, some Year 6 pupils chose to develop their Rousseau-inspired pictures.
108. The quality of teaching is satisfactory overall, though it ranges from unsatisfactory to very good. Support staff play a full part in extending pupils' learning, especially through discussion. Parents and friends of the school also give practical and regular support. In the best lessons, learning objectives are well explained to give pupils a clear idea of skills to be improved. Themes are explored in a range of media, such as the work on elephants (drawn / painted / modelled in clay). The art of other cultures is also extended (Indian carpet and Mendhi patterns). Group activities to produce collages and tapestries also benefit pupils' social development.
109. Recently appointed in the post, the co-ordinator is committed to raising standards in the school. The inherited policy and scheme of work develops the teaching of knowledge and skills in a clear order, but the results of pupils' work are not sufficiently monitored to ensure that skill development is sustained in all areas. Evidence of pen and ink work and printing is very limited, though some is planned for later in the year. The subject has a satisfactory range of resources. Occasional use is made of information technology for design purposes but this is only isolated and is insufficient.

DESIGN AND TECHNOLOGY

110. Standards achieved by the end of the key stage are below those seen in most schools and pupils, including those with special needs, make unsatisfactory progress. This represents very little improvement since the last inspection, though there are extenuating circumstances. A policy document and a scheme of work has been introduced and recently appointed teachers are extending the range of the design and technology delivery.
111. Only two full lessons were observed but evidence was also obtained through discussions with the subject co-ordinator, teachers, volunteer parents and with pupils. In addition, an analysis was made of the planning and policy documents and the scheme of work. By the end of the key stage, pupils are able to design for a purpose (for example a suitable bag for carrying trainers). They can produce a template and pattern, select appropriate materials and use finishing techniques to complete the work. At all stages, they are able to assess the practical implications and results of their work. However, this is a relatively simple task and they do not have the previous experience and background knowledge to use these same skills across a range of design technology areas of study. They have developed a degree of competence in measuring, cutting, assembling and fixing using certain materials. However, they have had few opportunities to construct framework models, mechanical and electrical skills are less developed and construction kits less well used. Little use is made of computer programming to direct their models.
112. Attitudes to the subject are good and pupils respond well to the challenges given. Pupils know what they are expected to make and respond positively, even though they are unsure of *how* they will accomplish the task.
113. Teaching skills, throughout the school, are unsatisfactory in the extent to which they are able to deliver the full range of National Curriculum areas of study. Food technology is well taught to small groups, on a regular basis, by two volunteer helpers. Often, the food prepared is well linked to topic themes being explored across a range of curriculum subjects (e.g. Egyptian rice bread or Indian vegetable curry). However, this does not enable all the pupils to benefit from experience in all the areas of food technology studies. Design and technology lessons are well planned for each half term and this gives good continuity to each theme. Insufficient use is made of information technology to support the subject.
114. There was a long period during which the previous co-ordinator was absent and this has had an effect on the standards in the subject. Demands of national initiatives have also rightly been given priority. However, now that the new National Curriculum guidelines have been published, the subject delivery will have to be re-evaluated. Some areas of the subject may continue to be linked to wider topics, but it is now necessary to ensure that *all* Programmes of Study are included, with much design and technology work being planned that is discrete from other subject areas.

GEOGRAPHY

115. Judgements are based on the four lessons observed, a scrutiny of pupils' work and discussions with the co-ordinator and pupils working in lessons. Pupils make satisfactory gains in knowledge but progress in the development of skills and understanding of key geographical ideas is inconsistent. Overall, pupils make

satisfactory progress and achieve what they should. The teaching and pupils' attitudes and behaviour are satisfactory.

116. In Year 3, pupils study St Lucia. They comment on its climate, the types of jobs which people have and look more closely at a St Lucian family. In the lesson observed, higher attaining pupils found places using co-ordinates and pupils expressed opinions about whether they would like to go there or not. All pupils identified some similarities and differences between schools here and there. Pupils found the work interesting. Attitudes, behaviour and levels of effort were good. The teacher had provided an interesting range of activities which led to satisfactory learning and progress overall. Average and below average pupils' reading and writing skills limited the amount they could record.
117. In Year 4, pupils draw basic plans of the class, record directions around the school and make a brief study of different types of houses. In pupils' recorded work, the emphasis is on description rather than understanding why things are as they are. Pupils of different levels of attainment often record similar points. The work observed shows at times that pupils have had too few opportunities to develop geographical skills and to record judgements about evidence individually.
118. In Years 5 and 6, pupils study life in an Indian village. Pupils successfully gathered information from text and pictures in one lesson. The teacher's careful framing of questions allowed pupils to make a good response to the questions they had to answer. The key ideas of 'similarities' and 'differences' were well taught, and pupils made good progress, for example, in their understanding of differences in life styles. The special needs assistant gave good support in another geography lesson, which allowed pupils with special educational needs to make effective progress. Lessons are more successful when teachers match the work appropriately to pupils' different levels of attainment. Pupils are then suitably challenged and their attitudes to work, productivity and standards of work are better. In a lesson where the match of work was inadequate, boys tended to fidget and not follow the lesson and they made unsatisfactory progress at times.
119. The curriculum reflects the programmes of study of the National Curriculum. Since the last inspection there have been good improvements in assessment procedures and in the range of reference materials for pupils to use. The policy and guidelines for geography provide sufficient guidance for teachers but some of the planning taken from them emphasises description rather than analysis of key ideas. The newly appointed co-ordinator has a good action plan to improve the school's provision and has an initial qualification in the subject. Standards of work have been maintained but the quality of it varies from year to year. Too much of pupils' writing is copied. The teaching has not been sufficiently well monitored. Similar to the last inspection, insufficient use is made of information technology and opportunities for pupils to research information are limited.

HISTORY

120. Judgements about history are largely based on a scrutiny of teachers' planning and pupils' work. They are also based on discussions with the co-ordinator, teachers and pupils, and observations of displays around the school. No history lessons were observed. Pupils make satisfactory progress with knowledge and understanding of historical facts but unsatisfactory progress with the acquisition of skills and key ideas.

Therefore, pupils make unsatisfactory progress overall and do not achieve what they should.

121. In Years 3 and 4, pupils study ancient Egypt, the Vikings and Saxons. They know how the Egyptians made paper, how they used the river Nile and some facts about their gods. Pupils of all levels of attainment have recorded similar work. In Year 5, pupils study Victorian Britain. From the evidence of pupils' work, they have made some comparisons between then and now, for example, about patterns of work for children, the degree of poverty and differences in travel and transport. Pupils' work shows many similarities and an emphasis on facts rather than the development of important skills and ideas. Little emphasis is placed upon individual pupils explaining the consequences of important events or about how the past is represented. Insufficient use has been made of the good sets of books found in the school's topic boxes for research by individual pupils.
122. In Year 6, more emphasis is placed upon historical understanding. Pupils, for example, study Great Britain since 1930. Their inquiries are directed towards important ideas, such as disease and ignorance. Pupils of different levels of attainment have opportunities to run write more fully about what they understand and can do.
123. The curriculum reflects the programmes of study of the National Curriculum. Since the last inspection there have been good improvements in assessment procedures and in the range of reference materials for pupils to use. However, the policy for history is a very brief and does not provide sufficient guidance for teachers. There has been no improvement in standards of work in history. The newly appointed co-ordinator has a good action plan to improve the school's provision. Too much work is copied and the success of lessons depends heavily on teachers' expertise. The teaching has not been sufficiently monitored. Insufficient use is made of information technology.

INFORMATION TECHNOLOGY

124. Standards in information technology are well below average. Pupils do not gain skills in a progressive manner and do not reach the expected levels by the time they leave the school. Standards were weak in the last inspection and have not improved. Pupils having limited access to suitable computers is part of the problem, but a major factor is a lack of teacher confidence and a lack of guidance on planning to help them.
125. Although in Year 6 now there are often computers in use and the Year 6 teacher encourages their use, pupils have not had sufficient opportunities prior to this and have therefore not developed the skills they need in order to be confident. Most of the work they do has to be teacher directed and supported and is not developed sufficiently. For example, they sometimes use word processing to create text, but they do not confidently generate, organise and present their ideas. They have carried out some data handling, but do not have the skills to add to, amend and interrogate stored information. Some Year 6 pupils have worked with a 'logo' program but have not achieved expected levels in control technology.
126. Although there are computers in school, many of them are outdated and are not easy to use, but often even when computers are available they are rarely switched on.

When computers are used, it is usually for individual pupils to work with adults on a specific task. Teachers do not plan for pupils to have access to computers on a regular basis and Information technology is not used to support other subjects. Therefore pupils do not gain the skills they need and their achievement is poor.

127. Some teachers, particularly in Years 5 and 6, have more awareness of, and in some cases expertise in, information technology and they make an effort to use computers when they are available and it is possible. Also in these years pupils have access once a week to the suite of computers at the secondary school. This is having a positive impact on developing confidence and improving attitudes. However, in the younger classes, teachers are lacking in confidence and tend to avoid using them. The school has not tackled the issue of teacher confidence, neither have there been any moves to provide guidance for teachers in planning for the use of computers. This unsatisfactory situation has been allowed to continue for some time and it has had a negative impact on pupils' achievement.
128. The school now has a co-ordinator who has expertise and enthusiasm and is ready to take the subject forward. The school has acquired a suite of computers as part of the Credits scheme and these will be available for use by the school, as well as by the community, very soon. This should raise the profile of information technology through the school. The management of the school now need to support the co-ordinator in addressing the issues of teacher confidence, regular access to computers for pupils and the development of a curriculum which provides pupils with their entitlement.

MUSIC

129. Pupils attain standards in music that are below those seen in most schools. On the limited evidence available, little progress is seen from the findings of the previous inspection. However, a new music co-ordinator has recently been appointed and she has already introduced a new (published) scheme of work. Other recently appointed teachers are also providing a new stimulus to the delivery of music through the school.
130. By the end of the key stage, pupils are listening to and appraising Saint-Saens 'Carnival of the Animals' and composing their own animal themes; they play percussion instruments and prepare pieces for performance. Having listened to JS Bach and plainchant, they compose a contrasting rap and use voices to interpret graphic symbols. Performances are tape-recorded for appraising. Some pupils learn to play recorders in lunchtime clubs. Because the Year 4 pupils have limited experiences in the areas of listening and appraising / composing and performing, they are working at levels below those planned for their age. Although very few can read conventional notation, most pupils understand that notation guides the playing and singing and recognise elements shown in a simple score (such as in a BBC published booklet). Standards of singing are satisfactory. In the hymn practice, little actual teaching takes place and the quality of the singing only improves during favourite, familiar choruses. In lessons too, insufficient emphasis is placed on adopting a good singing posture or improving breathing. Expectations are often too low.

131. Most pupils have satisfactory attitudes to the subject. When there are low expectations in a lesson, a number of pupils do not participate and learning is very restricted. However, most pupils do sing in tune and, when encouraged, add both expression and volume to their voices.
132. In the few lessons observed, teaching was satisfactory and, even when teacher expectations are low, most pupils sing and play to acceptable standards. The newly introduced scheme is already providing a useful framework around which the teachers can plan and organise their work. Unfortunately, it is not extended throughout the school, and Classes 1 and 2 continue to use their familiar tapes (which fit in with the wider topics they are undertaking). As a consequence of this, the foundations for the Programmes of Study, set out in National Curriculum, are not being laid and this will have an impact on the future development of music throughout the school

PHYSICAL EDUCATION

133. Pupils throughout the school make satisfactory progress in physical education overall. They make good progress in swimming. Last year, 90 per cent of pupils could swim 25 metres or more. The teaching and pupils' attitudes and behaviour are satisfactory.
134. In Year 3, higher attaining pupils slide down the legs of a tall stool into a headstand and finish with a forward roll. Others walk along a narrow three-metre beam successfully and balance on one foot. Average pupils jump off a stool into a forward roll and climb around the wall bars with confidence. Lower attaining pupils jump off the stools with adequate control. Pupils at the beginning of the lesson are given opportunities to set out the apparatus safely and they do this well, getting into their work-groups quickly. Pupils prove willing to try ideas and the teacher keeps firm control. The impact of the teaching and of pupils' attitudes is good learning. Pupils improve the quality of their work, mostly as a result of trying new ideas rather than as an effect of the teaching of specific skills.
135. Average Year 4 pupils can side roll, stand on their hands briefly and can almost jump the length of a gymnastic mat. Higher attainers form a bridge successfully, backward roll safely and add cartwheels and headstands to their sequences of movements. Lower attainers occasionally have difficulty concentrating on tasks but can jump half the length of a mat, and carry out a side roll successfully. Teachers make good use of the available equipment. Pupils have good attitudes to work, which are strongly reinforced by the teaching but boys are less keen to demonstrate their work. Lessons are purposeful because teachers have definite clear plans about what should happen and relationships are good. Pupils watch their classmates demonstrate their best sequences. Often pupils try what others can do and improve their work accordingly.
136. Pupils from Years 5 and 6 attend the local swimming pool. This year's higher attaining pupils swim 30 metre lengths of the pool frequently during the lesson, learn to surface dive and release their breath underwater effectively and tread water for two minutes. Average pupils swim through a ring and make steady progress with knowing when to breathe as they swim. Lower attaining pupils can already swim a few strokes. The teaching conducted by the instructors at the pool is very competent. They teach pupils specific skills, which allow pupils to make good progress. Pupils'

attitudes and behaviour are very good and they make the most of their time in the water. The swimming facilities are good and little time is lost travelling to the pool.

137. The curriculum fully reflects the Programmes of Study of the National Curriculum. Outdoor and adventurous activities contribute positively to pupils' personal and social development. Since the last inspection there have been good improvements in assessment procedures and standards have been maintained. Pupils' attitudes to work have improved. The policy, guidelines and commercial schemes provide sufficient guidance for teachers. The school's resources are good. The playground space, field and adequately large hall have a positive impact on standards of work. During the inspection football and net ball extra curricular clubs were observed. They are well attended and pupils have very good attitudes to work. The co-ordinator has begun to incorporate the new National Curriculum into the school's plans. The programme of monitoring teaching has not yet had a significant impact on the quality of teaching specific skills in gymnastics.

RELIGIOUS EDUCATION

138. Some good work is being achieved in religious education. Many pupils in Year 6 are working at levels that are broadly in line with the expectations of locally agreed syllabus and there is good achievement through the school. The curriculum is broad and the introduction of 'circle time' has provided opportunities to enhance it further.
139. Year 6 pupils have a good knowledge and understanding about religion; for example they talk about key figures, stories, festivals and symbols in Christian and Hindu traditions. They are also beginning to learn from religion. They understand how religion is important to believers, and have considered how being a believer affects daily life, for example, when experiencing the atmosphere of a Hindu temple constructed in the classroom. They express their own feelings and respond thoughtfully to the views of others. They approach moral issues in a mature way; for example when considering how they react to people arguing.
140. Achievement through the school is good. Pupils gain knowledge and understanding of religions. In Years 3 and 4, pupils have been following the story of Moses and exploring some of the issues inherent in the stories, such as imprisonment, escape, obedience, gratitude. Pupils in Years 5 and 6 have learnt about symbols and their significance in different religions. Currently they are gaining a good understanding of the Hindu religion through its artefacts, buildings and stories.
141. At the same time pupils are beginning to learn through religion. For example, in Year 3 pupils talked about the need for laws and related this to the Ten Commandments. They shared their ideas about which laws were most important to them. In the Year 5 class pupils responded thoughtfully when asked to make choices of colours to be thrown on people in the Festival of Holi. In the Year 5 and 6 class, pupils recognised qualities in others as they added to 'compliment slips'. In each of these lessons, an ethos of trust and respect for others had been established and so pupils were able to communicate their thoughts and feelings confidently.
142. Religious education is well taught in the school. There can be a tendency to have pupils recording too much of their learning in writing, especially in the younger classes, but sufficient time is also given to encouraging pupils to talk to each other and to discuss issues and ideas. The subject is made interesting and pupils respond well and are keen to learn and find out more. The subject has a positive impact on

pupils' spiritual, social and moral development, and this is increasing all the time as teachers become more confident with contexts such as 'circle time' and pupils' attitudes improve.

143. The subject is well planned through the school and complies with the requirements of the locally agreed syllabus. The new co-ordinator is enthusiastic and has good ideas about how she wants to further develop the subject, for example trying to introduce more first hand experiences into the curriculum. The school is building up a collection of artefacts and these, well used by teachers, have a positive impact on pupils' interests.