

INSPECTION REPORT

**OUR LADY QUEEN OF HEAVEN RC PRIMARY
SCHOOL**

Crawley

LEA area: West Sussex

Unique reference number: 126044

Acting headteacher: Mrs A Cook

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 11 – 14 June 2001

Inspection number: 193845

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hare Lane
Langley Green
Crawley
West Sussex

Postcode: RH11 7PZ

Telephone number: 01293 526 057

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Appropriate authority: Governing body

Name of chair of governors: Mr P Evans

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L Woods 21079	Registered inspector	Foundation Stage Science	What sort of school is it? How high are standards? How well is the school led and managed?
Mrs C Webb 9614	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr D Houghton 21121	Team inspector	English Music Physical education	How well are pupils taught?
Mr J Flinn 20649	Team inspector	Information and communication technology Geography History	How good are curricular and other opportunities?
Mr J Sharpe 18636	Team inspector	Mathematics Art and design Design and technology Equal opportunities Special educational needs English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady Queen of Heaven RC Primary School is a large primary school situated in the west of Crawley. There are currently 345 boys and girls on roll between the ages of 4 and 11 years. Most pupils live in local rented accommodation, although a small minority arrives by bus, to take advantage of the denominational nature of the school. Eight per cent of pupils are known to be eligible for free school meals, which is low compared to the national picture. The actual figure is likely to be higher, but cooked school meals are not provided by the local education authority and take-up is consequently reduced. Thirteen per cent of pupils come from different heritage groups, with Italian and Portuguese families working at the nearby airport. Ten per cent of pupils are learning English as an additional language, which is high. Twenty-three per cent of pupils are on the school's register of special educational needs, which is broadly average. Twenty-four of these pupils are at Stage 3 and above of the Code of Practice¹ for the identification of such pupils, and three have statements of special educational needs. Pupils' attainment on entry to school is below average.

HOW GOOD THE SCHOOL IS

This is an improving school. The school has endured a considerable period of uncertainty, with low staff morale and unsatisfactory leadership. This period is now behind it and the acting headteacher has achieved significant and measurable improvements both in morale and in the strategic management of the school in the short time she has been confirmed in the post. All staff work as an effective team, although senior management posts are vacant and, consequently, delegation of responsibility is a serious concern for the school to address. Standards in the core subjects of English, mathematics and science have improved and are now average. Pupils' achievement is good, particularly in English and science. Teaching and learning have improved since the last inspection. They are sound overall and are good in the Foundation Stage² and much of Key Stage 2. In the light of the clear improvements that have been made, the school provides satisfactory value for money.

What the school does well

- The enthusiasm and dedication of the acting headteacher provide effective leadership.
- Teaching in the basic skills of literacy and numeracy is good, and standards are improving as a result.
- Teachers manage pupils well; relationships are good, pupils enjoy coming to school and behave well.
- Provision for pupils with special educational needs is good.
- Procedures for monitoring attendance and behaviour are good.
- Provision for pupils' moral and cultural development is good.

What could be improved

- Standards in information and communication technology, which are below average.
- The balance of time allocated to the different subjects, assessment in some subjects and provision for activities outside lessons.
- Delegation of management responsibilities, to involve more staff, and the role of the governing body in monitoring the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the key issues from the previous inspection in April 1997, although it acknowledges that there is still much work to be done. The school takes full advantage of the richness in its pupils' backgrounds and pupils now have a good understanding of cultural diversity. Staff subject knowledge in information and communication technology has improved and government sponsored training is being used well to continue this development. The curriculum for

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act. Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

² The Foundation Stage begins when children reach the age of three and ends at the end of the reception class.

children in the Foundation Stage is good and is firmly based on the recommendations in the early learning goals³ as well as the National Literacy and Numeracy Strategies. The whole school curriculum is supported by policies and schemes of work and is planned appropriately to ensure statutory requirements are met. Assessment in English and mathematics is comprehensive and the school can clearly establish progress made by pupils in these subjects. The school does all it can to involve parents and the majority is fully supportive of its work. Some parents are understandably concerned about the leadership of the school and do not feel that the school provides sufficient information. The acting headteacher has created an effective team spirit within the school and raised staff morale considerably. All staff share a determination to provide pupils with a broad education and to raise standards, and subject co-ordinators have produced detailed action plans for the development of their areas of responsibility. Other management roles, however, remain unfilled and this is a serious concern as it leaves too heavy a workload for the acting headteacher.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	D	D
Mathematics	E	C	E	E
Science	E	D	D	E

Key	
very high	A *
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E *

The table shows that standards in the tests for 11-year-olds in 2000 were below the national average in English and science, and well below average in mathematics. Compared with similar schools, standards were below average in English and well below average in mathematics and science. In mathematics and science, the percentage of pupils achieving the higher Level 5 was below the national average. Standards have been below average overall over the past four years. The school has successfully implemented the National Literacy and Numeracy Strategies and targeted improving standards in spelling, writing and science, with noticeable success. Inspection evidence shows that, for current pupils, standards in English, mathematics and science are average by the end of Key Stage 2, and results from the 2001 tests are likely to reflect this improvement.

The 2000 tests for seven-year-olds showed standards in reading were average, and in writing and mathematics were above average. Compared with similar schools, standards were above average in writing, average in mathematics, but below average in reading. These results showed a considerable improvement over standards in previous years. Inspection findings show that standards in English, mathematics and science are average for the current pupils in Year 2, which reflects a higher proportion of pupils identified as having special educational needs within this group of pupils.

Standards in art and design, design and technology, geography, history and physical education are average throughout the school. In music, too little work was seen at Key Stage 1 to judge standards, but they are average at Key Stage 2. Standards in information and communication technology (ICT), however, are below average. Pupils have a sound understanding of the value of ICT to support their work across the curriculum, but they have not developed their skills satisfactorily because there are not enough machines for them to work on. Children in the Foundation Stage make good progress, particularly in developing basic literacy and numeracy skills. By the end of the reception year, their attainment is broadly in line with expectations for their age in personal, social and emotional development, communication,

³ [Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.](#)

language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and work hard at their lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well and are thoughtful and considerate towards each other.
Personal development and relationships	Good overall. Warm relationships permeate the school. Pupils enjoy taking responsibility, although opportunities for this could be improved.
Attendance	Unsatisfactory. Attendance is below the national average and unauthorised absence is above average.

Relationships throughout the school, teachers' management of pupils and their behaviour are strengths of the school. Procedures for monitoring attendance are good, but parentally condoned absence contributes significantly to the unsatisfactory attendance rate.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	satisfactory	satisfactory

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

The quality of teaching overall is sound and makes a positive contribution to pupils' attitudes and learning. Teaching was at least satisfactory in 96 per cent of lessons. It was good in 38 per cent of lessons and very good in 7 per cent of lessons. Much of the teaching at Key Stage 2 was good and only a small proportion of unsatisfactory teaching, 4 per cent, was seen. This is a considerable improvement since the last report when 15 per cent of teaching was deemed to be unsatisfactory. Teaching in English and mathematics, and in the basic skills of literacy and numeracy, is good throughout the school and is having a noticeable impact on standards. In the Foundation Stage, teachers have a good understanding of the needs of the youngest children and work hard to develop their basic skills and love of learning. At Key Stages 1 and 2, teachers have a secure knowledge of the different subjects. All teachers manage pupils well and in most lessons provide an interesting range of activities, matched appropriately to the needs of different groups of pupils, which capture their imaginations. Teaching assistants provide very valuable support in lessons and for small groups of pupils, which makes a positive contribution to the quality of learning, particularly for pupils with special educational needs. Specialist teaching for pupils learning English as an additional language is good and these pupils are supported well within the classrooms. In a very small number of lessons, activities lack sufficient challenge and the pace is consequently slow, so that pupils do not work effectively throughout the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. All statutory requirements are met and the curriculum is interesting and relevant. The balance of time allocated to different subjects and the provision of activities outside lessons are areas for development.
Provision for pupils with special educational needs	Good. Pupils are well supported both within the classrooms and in small group sessions, and their needs are understood fully.
Provision for pupils with English as an additional language	Good. Provision has recently improved significantly. Specialist teaching is good and all teachers are now aware of these pupils' needs within the classroom.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision is good for their moral and cultural development, and satisfactory for their spiritual and social development. Provision for their personal development is sound overall, but opportunities for taking responsibility and for undertaking independent research are limited.
How well the school cares for its pupils	Satisfactory overall. Appropriate procedures are in place and are good for monitoring attendance and behaviour. Good assessment procedures for English and mathematics need extending to other subjects.

The school does all it can to involve parents in its work and provides them with a good level of information. A significant minority of parents, however, remains concerned over the future of the leadership of the school. The school works hard to make the curriculum interesting and relevant, but the balance of time allocated to different subjects is unsatisfactory, as is the range of extra-curricular activities currently offered.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Just satisfactory. Following her confirmation in the role, the acting headteacher now provides good, dedicated leadership for the school and is supported well by all staff. However, she carries too many responsibilities in the absence of a complete senior management team
How well the governors fulfil their responsibilities	Unsatisfactory. Governors are interested and committed. However, many are very new to their responsibilities and the governing body overall does not take a sufficiently active role in monitoring the work of the school.
The school's evaluation of its performance	Good. Teaching and learning are monitored effectively and the school has a clear picture of areas where improvements need to be made.
The strategic use of resources	Satisfactory overall. Specific grants are used well and planned expenditure is monitored carefully. Teaching time, however, is not used to maximum effect.

The school has sufficient qualified and experienced teachers. They are very well supported by trained and dedicated teaching assistants. Accommodation is good and is used well. Resources overall are satisfactory and are used well, apart from the time available for teaching. After a period of considerable uncertainty, the school is now led well by the acting headteacher. However, support from governors needs to be improved, and senior management posts appointed. The school makes careful use of its financial resources and applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Teaching is good and the school has high expectations. The school encourages children to become mature. Children enjoy coming to school, behave well and make good progress.	Some parents are not happy about homework. Some parents feel the school does not work closely with them or keep them informed about their children's progress, and are uncertain about the future of its leadership. Parents are not happy with the range of activities outside lessons.

Inspectors support parents' positive views fully. Inspection findings show that homework is set appropriately throughout the school. The school does all it can to keep parents informed about its work and the future, but in some aspects the level of information that it can provide is beyond its control. Inspectors agree with parents that the range of extra-curricular activities is unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school in the reception classes, their attainment is below expectations for their age. As a result of good teaching, they make good progress, particularly in developing basic literacy and numeracy skills. By the end of the reception year, their attainment is broadly in line with expectations for their age in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.
2. In the national tests for 7-year-olds in 2000, standards in reading were average, and in writing and mathematics they were above average compared to the national picture. In writing in particular, the percentage of pupils reaching the higher Level 3 was well above the national average. Compared with schools having a similar intake of pupils, standards in writing were above average; they were average in mathematics but were below average in reading. In the teacher assessments for science, standards were below average compared to the national picture and well below average compared with similar schools. Over the past four years, standards in reading have remained much the same, but in writing and mathematics they have shown a greater variation. Although there is little difference overall between the performance of boys and girls, standards each year are affected by the proportion of pupils with special educational needs in the year group.
3. In the 2000 tests for 11-year-olds, standards in English and science were below the national average and were well below average in mathematics. Compared with similar schools, standards were below average in English, and well below average in mathematics and science. Attainment at the higher Level 5 was broadly average in English, but below average in mathematics and well below average in science. Over the past four years, standards have varied widely, mainly as a result of the proportion of pupils with special educational needs in each group taking the tests, but have been below average overall. There is little difference in performance between boys and girls in mathematics and science, but boys have consistently done better than girls in English, which is against the national trend.
4. The school has been concerned to raise standards. It has set challenging, but realistic, targets and over the past year it has focused on writing and spelling throughout the school, and science at Key Stage 2. Additional strategies, such as booster classes in Year 6 in English, mathematics and science and additional literacy support in Years 3 and 4, together with improved implementation of the National Literacy and Numeracy Strategies, are having a positive impact on standards in the school and in the national tests. Whilst results from the recent national tests are not yet available, the school is confident that it has reached its targets and improved standards overall. Inspection findings support this view. Evidence shows that standards in English, mathematics and science are average by the end of both key stages, and pupils achieve well in English and science at Key Stage 2.
5. Standards in the core skills of speaking and listening, reading, writing and numeracy are average throughout the school. Most pupils listen attentively to their teachers and each other and make relevant and interesting contributions to discussions. Occasions such as class assemblies show that they speak clearly and audibly to an audience. Reading skills are appropriate to the pupils' ages. Younger pupils develop their skills steadily through the structured reading scheme and, by the age of 11, most pupils read fluently and with

understanding. They read extensively for pleasure, but their skills at locating information in reference books are underdeveloped. Writing skills have improved considerably. Pupils develop a neat, cursive script from reception onwards. By the end of Key Stage 2, pupils understand how to draft and structure their writing and use their skills extensively in other subjects, such as science, history and geography. Pupils' ability to calculate mentally is satisfactory and their skill and speed at accurate calculation are improving through effective use of strategies from the numeracy hour. Mathematical skills are used appropriately across the curriculum, for example to produce graphs and charts in science. Pupils' skills in scientific enquiry are satisfactory and are used well in other subjects, for example in investigative work on coastlines in Key Stage 2.

6. Standards in art and design, design and technology, geography, history and physical education are average throughout the school, and pupils make satisfactory progress. In music, too little work was seen at Key Stage 1 to judge standards, but they are average at Key Stage 2. Standards in information and communication technology (ICT), however, are below average. Pupils have a sound understanding of the value of ICT to support their work across the curriculum, but their skills have not developed satisfactorily because there have not been enough machines for them to work on.
7. Across the school, pupils with special educational needs make sound progress to achieve the standards and targets identified in their individual education plans or statements of special educational needs, especially in developing the basic skills of literacy and numeracy. They receive effective support from the special educational needs co-ordinator, teachers and teaching assistants. Pupils speaking English as an additional language make good progress in the group activities observed during the inspection and attain standards that reflect their differing range of competencies in using English. The part-time teacher works very effectively with pupils whose abilities range from little or no English to those with well-developed competencies. Pupils' needs are identified and assessed in detail and, as a result, planned learning activities are closely matched to identified targets. In class lessons, close collaboration, especially in planning, by all relevant staff ensures that these pupils receive effective support and make sound progress.

Pupils' attitudes, values and personal development

8. The school continues to instil a love of learning and the positive attitudes noted in the last inspection report. Parents are pleased that home values are reinforced by those promoted at school. Children and pupils like coming to school and most of them arrive on or before time in the mornings. Registration and prayers provide a calm start to the day. However, the overall attendance percentage at 93 per cent is well below the national average and is unsatisfactory. Parentally condoned absence for such events as birthdays and buying shoes contributes to the above average unauthorised absence rate, although parents are reminded frequently of the importance to their children's education of regular attendance and punctuality.
9. A purposeful working atmosphere pervades the classrooms. Children and pupils are interested in, and enthusiastic about, their lessons. They want to learn and ask sensible questions; for instance, when reception children were busily engaged in making their invitation and food lists for a party, following discussion about who invited Cinderella to the ball. Year 1 pupils were eager to share their excitement about colours found in the 'rainbow' glasses and kaleidoscopes before registration began. In a Years 3/4 music lesson, pupils concentrated hard and enjoyed producing a good rhythmic performance through their clapping, tapping and chanting in groups. Investigating litter in the school grounds was taken very seriously by the same class. Those in a Years 5/6 lesson on choices made thoughtful observations as they considered 'good' and 'bad' drugs.

Discussion was wide-ranging with some pupils anxious to talk about drugs they had to take, for instance for asthma. All work well together in class and help those who need it. Pupils with special educational or other needs and those learning English as an additional language are well integrated and supported by their peers.

10. Behaviour at school is good overall. Teachers have high expectations and pupils know the sanctions that will result if the six Golden Rules are not observed. Thursday detentions are not popular and prove an effective deterrent in the upper school. Almost all the quiet chatting in classes is about the subject being studied. On the rare occasions when pupils are not challenged by the lesson, this talk can become more general. During the Key Stage 1 assembly, most pupils were listening attentively, but a few boys lost interest and some silliness occurred. This was quickly stifled when the acting headteacher moved the offenders. Relationships between pupils and with all adults are good and underpin the caring ethos of the school. In the class assembly, the Golden Rules were recited and the rest of the school, and parents, siblings and other relatives, listened eagerly to what the pupils had to tell them. There have been no exclusions during the past year.
11. Outside on the field, supervision is good and although some play is exuberant few incidents result. Children and pupils play well together, with the older pupils being concerned to make sure the youngest are happy. No bullying or inappropriate behaviour was observed during the inspection. Older pupils chat quietly whilst they eat their packed lunches on the grass, enjoying each other's company. Those in Year 6 were eagerly anticipating their forthcoming residential trip as they speculated on what it would be like to sleep in dormitories and take part in the challenging activities planned.
12. Pupils' personal development is good. They are polite and willing to help when asked to do so. However, duties are only allocated for very short periods, which allows all to take their turn but does not give sufficient time for pupils to demonstrate if they are capable of sustained responsibility. The acting headteacher plans to introduce a house system next term and to trial a school council in order to give pupils more responsibilities. Talks from the school nurse, the Catholic 'Here I Am' programme, themed assemblies and discussions known as circle time all contribute to pupils' awareness of the difficulties and dangers to be faced outside their school environment. Pupils are aware of those less fortunate than themselves and collect enthusiastically for charities. Over £400 was raised at the last Red Nose Day and 'own clothes' days are always popular. Pupils are proud of their school and the friendships they enjoy. They are well prepared for transfer to their secondary schools.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching overall is sound and this makes a positive contribution to pupils' attitudes and learning. Teaching was at least satisfactory in 96 per cent of lessons. It was good in 38 per cent of lessons and very good in 7 per cent of lessons. Only a small proportion of unsatisfactory teaching, four per cent, was seen. This is a considerable improvement since the last report when 15 per cent of teaching was deemed to be unsatisfactory.
14. Teaching in the Foundation Stage is good overall, which represents a significant improvement since the previous inspection. Teachers have a clear understanding of the needs of young children. They and their assistants know the children very well and work hard to make activities stimulating and relevant to their level of interest. This is particularly successful in whole-class sessions, such as those used to improve children's literacy and numeracy skills. The warmth of relationships is clearly evident and teachers carefully involve all children in thinking and talking about the focus of the session, using

challenging questions. Children respond eagerly and answer confidently. Teaching assistants use this time well to support less confident children and those with special educational needs, to keep them focused on the discussion and to record assessments of individual responses.

15. Additional activities are planned appropriately to reinforce the main focus of the session. Classroom routines are well established and children work with interest and concentration, even when not directly supervised. In most activities led by an adult, good questioning effectively develops children's skills and their understanding about what they are doing. In a few of these, however, the adult directs the activity too closely, telling children what to do and providing answers rather than asking for opinions. As a result, whilst their knowledge and skills improve, children's thinking and understanding are not so effectively engaged.
16. Teaching in Key Stage 1 is satisfactory or better in just over 90 per cent of lessons seen, and 23 per cent of that is good. Good teaching occurs where work is matched well to pupils' levels of achievement. Unsatisfactory teaching was seen in two lessons and this was caused by the lack of an appropriate level of challenge and the slow pace within lessons. At Key Stage 2 the quality of teaching is sound overall with 97 per cent of lessons being satisfactory or better. Very good teaching was seen in 11 per cent of lessons and good teaching was observed in 43 per cent of lessons. The very good teaching occurs where the level of challenge is high, for example in geography where pupils were considering the impact of tourism on a coastal area. The small proportion of unsatisfactory teaching, one lesson, was due to a lack of organisation, so that pupils did not work effectively throughout the lesson.
17. Teachers have sufficient knowledge and understanding to teach most subjects, although some feel less secure when teaching subjects such as music. Teaching of the basic skills in literacy and mathematics is a strength throughout the school, for example teaching letter sounds at Key Stage 1, spelling at Key Stage 2 and in the development of pupils' ability at mental calculations. The National Literacy and Numeracy Strategies are fully in place and are having a positive impact on teaching and, consequently, on pupils' learning. The successful implementation of the literacy hour ensures that all aspects of pupils' language development are given appropriate attention. In Years 5 and 6, for example, pupils are consistently challenged to improve the quality of their writing. The daily mathematics lesson contributes positively to improving pupils' mental calculation skills, although there is less emphasis on teaching pupils to solve problems or on the investigate aspects of mathematics.
18. Teachers' management of pupils is good and has a strong impact on learning. For example, pupils work well in groups, without direct supervision, which enables the teacher to work intensively with other pupils in the class. Teachers are well aware of the needs of pupils with different levels of attainment and provide additional support where appropriate, especially in the core subjects of English and mathematics. Relationships between teachers and pupils are good and the few pupils who become easily distracted are managed well. Teachers use a good range of strategies in lessons; they question pupils effectively and use a good balance of direct instruction, exemplification and demonstration. In English, for example, they use texts to show the impact of using different words to convey feelings, and in physical education they demonstrate skills such as ball control well. This helps to develop pupils' appreciation and understanding and to improve their performance. However, pupils are not always encouraged to use the library for individual research and, consequently, library skills are underdeveloped.
19. Teachers' planning for the core subjects of English and mathematics is both good and consistent. It is well linked to the National Literacy and Numeracy Strategies and this

ensures that lessons are well paced and skills are developed in sequence. In all subjects, teachers plan together effectively and this ensures consistency in what is being taught in different classes with pupils of the same age. This is very apparent from the work in pupils' books and the work displayed in the classes. Teachers work hard to ensure that there are good links between subjects, for example in the use of data handling in geography and writing to describe science experiments. However, in some subjects where teachers are less secure, there is an over-dependence on using commercial schemes, without any modification to meet the needs of particular classes. Teachers use resources effectively to support and enhance their lessons, for example the Internet to find information in science and geography and phonic games to consolidate pupils' learning.

20. Teaching assistants are used very effectively. They are well informed and make a positive contribution to pupils' learning, for example by taking groups or by monitoring the contributions pupils make in lessons to help teachers with their assessments. The extra support provided for literacy and numeracy, through the additional literacy support programme and through booster classes, is having a positive impact on these pupils' learning. Identification of pupils with different levels of attainment, including those with higher levels of attainment, has recently resulted in grouping pupils by their prior attainment, and this is having a positive impact on teaching in literacy and numeracy at Key Stage 2.
21. Teachers know their pupils well. Their assessments of what pupils can do in the core subjects of English and mathematics are very good and are used very effectively in planning to set targets for individuals and groups of pupils. This is making a positive contribution to raising standards. However, this very good practice has not yet been extended to other subjects, where assessment is limited and is too dependent on individual teachers' knowledge of their pupils. This is partly due to the lack of formal assessment opportunities being identified at all levels of planning. The new marking policy has not yet been fully implemented. There are still too few helpful and pertinent comments to support pupils' learning. Homework is set regularly and used satisfactorily to support pupils' work in school, for example by consolidating previous work or finding out information in preparation for new work. The home/school contact books for reading in Key Stage 1 provide a useful means of communication between the school and home about pupils' work, and the school is planning to extend this into Year 3.
22. Teaching for pupils with special educational needs is satisfactory throughout the school. All staff provide sound and understanding support for pupils. Assessment is used to good effect to identify and record progress and to plan future learning opportunities. Class teachers have good knowledge of their pupils' requirements and have realistic expectations. They set suitable targets and plan work that matches identified needs, especially in literacy and numeracy. This ensures that pupils experience success, which in turn contributes towards raising their self-esteem. Teachers and other adults manage pupils with emotional and behavioural needs with patience and understanding. A key aspect of this is that teachers are prepared to be flexible and respond positively to the circumstances that may be causing distress or difficulty. This allows particular pupils to feel secure and valued in school and so encourages them to engage in their learning activities with minimal disruption.
23. Teaching for pupils learning English as an additional language is sound overall and is good when the specialist teacher teaches pupils in small groups. The specialist teacher often works in class alongside the class teacher. This means pupils speaking English as an additional language are supported in their own classroom, which enables them to enjoy the same experiences as their classmates effectively. In addition, this arrangement allows the teacher to utilise her expertise for the benefit of many other pupils. On other

occasions, she works with small groups to help support learning by extending their understanding of the work they are doing in literacy or numeracy. These sessions are planned in great detail, using the class teacher's plans, suitably modified, to explain difficult language or contextual situations. The teacher's clear explanations extend pupils' understanding and enable them to complete successfully carefully modified written tasks, which closely match their abilities and link directly to the work of their classmates.

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

24. The curriculum provided by the school has undergone considerable development since it was judged to be unsatisfactory at the time of the last inspection. Significant improvements mean that the school now provides all its pupils with a curriculum that is relevant to their interests and includes all National Curriculum subjects.
25. The school has responded well to the key issue from the previous inspection to establish, develop and deliver an appropriate curriculum for the youngest children. The curriculum in the Foundation Stage is based securely on the early learning goals and activities are interesting and relevant to the age and experience of the children. Planning ensures good coverage of the areas of learning, using the structure of the literacy and numeracy hours and the 'Here I Am' framework to support these well. However, clear objectives directly related to the early learning goals are not always explicit within the planning. Most activities are organised appropriately to support the main focus of the session. However, the level of available adult support means that some of these do not receive direct supervision and a few activities are used more to occupy children rather than to develop specific skills.
26. The curriculum meets National Curriculum requirements for Key Stages 1 and 2. However, it is not appropriately balanced, with the result that there are several literacy and numeracy lessons which are too long, and not enough time is allocated to a number of other subjects. The result is that some subjects are not being covered in sufficient depth, for example art at Key Stage 2 and design and technology at Key Stage 1.
27. Long-term planning ensures the school meets statutory requirements, including those for personal, social and health education, and teaching about sex and drugs misuse. Schemes of work are based sensibly on guidance from the Qualifications and Curriculum Authority and some commercial schemes. Good practice in subject planning and curriculum monitoring developed by individual co-ordinators, however, is not yet identified or shared across the school. The school has not evaluated the impact that teaching pupils in mixed-year classes, for example in Years 3 and 4, has on delivery of the curriculum or on the attainment of the older pupils in the class.
28. Useful educational visits are made to nearby places of interest; for instance, pupils in Years 3 and 4 went to Fishbourne Palace and Year 6 pupils enjoyed their *Physics in Action* exhibition at the Brighton Centre and reported back to the school during an assembly. However, the overall provision for extra-curricular activities is unsatisfactory. Few activities are provided for pupils to develop their interests during the lunch period or after school. No opportunities exist for pupils to use the school computers and no computer is available in the school library for pupils to use. The school does, however, provide a number of sports training activities, such as tennis and football, with the support of a local leisure organisation. French classes are available to some pupils after school and a good range of musical instrument tuition is available.
29. Provision for pupils with special educational needs is good. The requirements of those pupils with statements of special educational needs are met fully, as are the requirements

of the Code of Practice. The school has an effective policy to secure equality of opportunity and complies fully with relevant legislation, which declares that all pupils are to have equal access to the whole of the curriculum. Boys and girls are encouraged to work together in lesson activities. Pupils with special educational needs and those learning English as an additional language are fully included in lesson activities as a result of the good level of learning support that they receive. However, the withdrawal of pupils from lessons or parts of lessons for a variety of purposes leads to some fragmentation of their learning. When pupils return from their alternative activities, teachers try to bring them up to date to allow their continued participation, but some disruption of the smooth flow of the lesson is inevitable. In addition, some pupils are withdrawn for additional teaching, for example in literacy or numeracy skills, when they have already been involved in the literacy and numeracy sessions earlier. Such arrangements create an imbalance of time spent on the full range of National Curriculum activities for a number of pupils.

30. Provision for pupils' personal, social and health education is satisfactory. The programme of activities is currently taught in a variety of ways, for example during group sessions known as circle time, religious education and science, with the school nurse involved in delivering part of the lessons. Drugs education and civic responsibility form part of the course, with the police giving talks about pupil safety and road safety.
31. The school has established good links with the local pre-school. Regular exchange visits take place and the supervisor is one of the school governors. The school also has good links with its partner secondary school and ensures that Year 6 pupils are made aware of what the school will be like, through a visit in the summer term. Staff from the two schools meet regularly and this is supporting the development of English, mathematics and science, but other subject co-ordinators have yet to benefit from joint school meetings. There are good links with the local parish and positive involvement in the life of the school by the parish priest. The church is used for services, such as Harvest Festival, and parishioners as well as parents and other relatives attend masses held at school. All are invited to school fund-raising events. The choir visits an elderly residents' home and sings with them, and a few local people speak to pupils about their experiences during World War II.
32. The planned provision for pupils' spiritual development across the full range of subjects is satisfactory. However, although a number of opportunities are identified in subject plans, these are not always used fully within actual lessons. There are some instances where spiritual development is effectively promoted. In history lessons, for example, pupils experience the feelings of a child of another age through the Victorian schoolroom activity. In science lessons, pupils express amazement at the size of bones and at the wide variety of different light sources. Pupils' poetry on display shows very sensitive use of language.
33. Provision for pupils' moral development is good. The school's Golden Rules are well known and are used effectively to focus pupils' attention on the importance of good behaviour in the life of the school. Most pupils behave well in lessons and around the school. The *Education for Personal Development* course has a clear focus on the development of moral values. In a number of subjects, for example geography, pupils discuss sensitive issues, such as urban development on the coastline, and form their own judgements on these.
34. Provision for pupils' social development is satisfactory, but the limited range of activities provided outside the school day affects the development of their social skills. Pupils enjoy collecting money for charity, but older pupils are not involved sufficiently in organising school events. Duties are allocated for short periods to allow all pupils to take

a turn. Pupils taking charge of registers, the overhead projector in assemblies and handing out the hymn-books carried out their tasks conscientiously. At the end of the academic year, pupils in Year 6 are encouraged to read with those in the lower school. In lessons, there is good collaboration between pupils as a result of the wide range of paired and group activities provided within most subjects. Pupils with differing needs are integrated well in lessons and are positively supported by the teacher and other pupils. The Year 6 residential activity develops pupils' social skills effectively through team building activities and is a sound preparation for their transfer to the secondary school.

35. Provision for pupils' cultural development is good and this represents a considerable improvement from the time of the last inspection, when pupils' knowledge of cultural diversity was found to be poor. Displays in the school feature the languages and countries of origin of pupils in the school. A *Crafts from Africa* display develops pupils' interest in a different culture. A few subjects have a clear cultural focus; for example, in music pupils listen intently to the story of Rama and Sita. In geography, pupils are given the opportunity of comparing their life with that of a child in India. Assemblies celebrate the festivals of different cultures and religions and children from other societies have been into school to talk about their own customs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Procedures for ensuring pupils' health and welfare have improved since the last inspection and are now good. The school has upgraded security and had coded keypads fitted. Health and safety enjoy high priority and governors and key staff undertake regular risk assessments. One of many trained staff administers first aid as necessary and records any incident. However, inspectors observed some girls wearing unsuitable footwear for life at school. The school follows local authority child protection guidelines and has booked training for three members of staff, who will share this with their colleagues. Teachers know their children and pupils well, who in turn trust them to deal with any concern effectively. As a result of concerns about lunchtime disputes, supervisors have undertaken additional training, including aspects of safe restraint. The number of recorded incidents has, as a result, reduced. Pupils with special educational or other needs and those who are learning English as an additional language are supported well by staff and integrated well with their peers.
37. Systems for supporting and monitoring pupils' personal development, although largely informal, are satisfactory. Teachers know their pupils well, but their personal development is only recorded in their annual reports. Good, comprehensive and effective systems are now in place for promoting and monitoring pupils' behaviour. Staff have undertaken behaviour management training and implement the school's policy consistently. Teachers display the six Golden Rules in every classroom and often quote these. Pupils eagerly seek stickers, stars and the headteacher's awards, and celebrate the award of these. They perceive sanctions as fair, although those on the Thursday detention do not always like to have to explain why they are there. The school uses *Time Out* sparingly. The school does not tolerate racist remarks or bullying behaviour and neither was observed during the inspection. There have been no exclusions, fixed term or permanent, during the past year and the school's practice of inclusion is good.
38. The school has good procedures for promoting and monitoring attendance. These include first day telephone calls to parents of those pupils whose attendance is causing concern, and the bronze, silver and gold certificates awarded for good attendance and punctuality. However, due to recent staff shortages, some monitoring procedures have not been rigorously followed and are, therefore, not as effective as they could be. The education welfare officer visits the school weekly to review attendance with the acting

headteacher and is looking for further ways in which to help the school in order to improve the percentage.

39. The school makes good provision for pupils with special educational needs. It uses assessment effectively to identify pupils' needs at an early stage, which allows intervention to be considered without undue delay. Teachers track pupils' achievements and progress systematically and maintain comprehensive records. This enables them to plan work that is closely matched to the developing and changing needs of particular pupils. The school reviews the realistic targets in pupils' statements of special educational need and individual education plans regularly, and invites parental participation in accordance with the requirements of the current Code of Practice. Provision for gifted and talented pupils is at an early stage of development. The school has a draft policy for identifying these pupils following consultation and agreement meetings with relevant staff and governors, but this has not yet been implemented.
40. Assessment in the Foundation Stage is good. The initial assessment of children's attainment when they start school is repeated at the end of the year and establishes effectively the progress they have made during their time in reception. Teachers assess writing and number skills monthly and the records show clearly how these are improving for each child. All adults undertake on-going observations as children work. These are recorded carefully, but currently focus mainly on developing literacy and numeracy skills and could usefully be extended to cover all areas of learning more comprehensively.
41. The school meets requirements for National Curriculum testing at the end of Key Stages 1 and 2. It has made good progress in developing an assessment system since the time of the last inspection. There are very good procedures for testing and recording attainment in the core subjects of English and mathematics. Regular testing results in a good level of information about individual pupils' attainment in these core subjects from the reception classes through to Year 6. The data is available to all teachers, who set and record targets based on test information and their knowledge of each pupil's work in lessons. In other subjects, such as history, geography and design and technology, teachers complete their own individual records of each pupil's attainment. However, this information does not form a part of the whole-school assessment process and is not analysed sufficiently by subject co-ordinators to ensure that relevant information is collected and recorded. This results in an incomplete overview of the progress and attainment each pupil is making over time in all aspects of their education.
42. The school has made good progress in using the information about pupils' attainment in the core subjects to identify pupils needing additional support. This has led, for example, to the provision of extra lessons in Key Stage 2 for pupils making insufficient progress in English, mathematics and science. These additional lessons have been successful in raising the attainment of a number of pupils. Teachers make good use of the data to modify lesson activities in English and mathematics to match the needs of pupils. This carefully planned approach, however, is not extended to other subjects, with the result that lessons are not all modified to meet the needs of individual pupils. The school does not use a computerised data recording system. This limits its ability to extract full information about groups of pupils needing additional support, for example the most able pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Links with parents are improving. The acting headteacher is trying hard to develop and maintain satisfactory relationships with all parents, many of whom have been disappointed with the lack of information about the situation regarding the headteacher over the past nine months. This information, however, has been confidential and beyond the school's control. Parents are delighted that their children attend this Catholic school and share the school's ambitions for their children. Few are able to offer their assistance, but those who do, grandparents as well as parents, are used well by teachers in the lower school. A father comes in to coach the football team. Most parents try to help their children with work at home and are pleased to have advance information on topics to be studied. Although only sent out recently, nearly three-quarters of the home/school agreements have already been returned, denoting parents' support for the school. The acting headteacher plans to repeat the successful Family Learning *Keeping up with the Children* project run with eight Key Stage 1 parents last year.
44. Parents are well informed about school events and their children's progress, and are welcome at any time to come into school to speak to staff. Attendance at consultation meetings is good and parents value these opportunities to view their children's work and discuss the targets that have been set. The home/school contact book is used very well as an effective means of communication in Key Stage 1, but trialling of a homework diary at Key Stage 2, whilst welcomed initially, proved a disappointment and was not used well after the first wave of enthusiasm wore off. The new style annual report gives parents satisfactory information about subjects covered and about the progress individual children have made, although comments from parents or children are not invited. Office staff are always willing to assist parents if they do not understand or need help with form filling.
45. Parents of pupils with statements of special educational needs and those who have individual education plans are regularly invited to participate in progress and review meetings at which they have opportunities to discuss the progress and achievements of their children. Parents of children learning English as an additional language are actively encouraged by the school to offer direct support and participate in their children's learning, and consultation evenings are used successfully to promote these links between home and school. Many visit the school to talk to pupils about their own culture, customs and heritage, for example their personal experiences of Chinese New Year celebrations and in connection with the imminent week of focus on Islam. This provides valuable support in increasing the cultural understanding of all pupils.
46. The parents-friends association runs enjoyable and well supported fund-raising events, organised by a few dedicated parents. Money raised at the Summer Fair and other events is spent for the benefit of the children, after consultation with the acting headteacher, and has provided extra books and contributed to the development of the environmental area and pond.
47. Parents and relatives, including siblings, love the class assemblies and as many as can attend them. School productions are very popular and an additional performance to accommodate all those who wish to come to a Key Stage 1 production has had to be arranged.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The acting headteacher provides good leadership. She has a clear vision of where the school needs to improve and has detailed plans to implement this. Since her confirmation in the role, in October 2000, she has considerably improved the morale of staff. She has enabled an effective teamwork amongst all those who work in the school and a common sense of purpose to raise standards. Her headteacher mentor and the local education authority have provided invaluable support in bringing about this improvement and she is assured of their continuing support in the future. The Key Stage 2 co-ordinator works tirelessly in her support. However, other management roles are unfilled. This is a serious concern for the school, as it leaves the acting headteacher with too heavy a workload. An acting deputy headteacher has been appointed for September and other management roles will be allocated at that time.
49. Governors are very supportive of, and interested in, the school. The chair of governors is a frequent visitor. He has considerable management expertise and provides informed support for the acting headteacher. Other governors visit as often as their commitments allow and keep up to date with their responsibilities and educational initiatives through a comprehensive training programme. Committees and the full governing body meet regularly and meetings are recorded appropriately. However, many governors are very new to their roles. The governing body ensures that it fulfils statutory responsibilities appropriately. However, its role in understanding the strengths and areas for development within the work of the school and its strategic involvement in monitoring standards and the cost effectiveness of decisions are unsatisfactory.
50. The acting headteacher, with the support of her mentor and the local education authority, monitors teaching and learning effectively, and she has a clear picture of strengths and areas for development within these areas. Subject co-ordinators play an active role in monitoring planning to ensure curriculum requirements are met. They have written useful and detailed action plans to show how their subjects will be developed. However, their roles are not fully defined and most do not have sufficient time to manage all aspects of their subject responsibilities. All staff meet regularly to evaluate the standards of work in the core subjects of English, mathematics and science. The school is aware that this process is time-consuming and of the need to streamline evaluation and assessment procedures.
51. Management of provision for pupils with special educational needs is sound. The acting headteacher is responsible for co-ordinating provision for pupils with special educational needs. Despite her considerable additional responsibilities, she gives clear direction to the work of the school in this area. The programme is well managed, particularly with regard to the needs of pupils with statements of special educational needs and those with individual education plans. The co-ordinator is effective in raising and sustaining levels of awareness through appropriate in-service sessions for teachers and teaching assistants. Sound monitoring procedures are in place and, consequently, the progress of pupils on the register of special educational needs is kept under regular review. Effective links between the school and the governing body, however, are not well developed and there has been little monitoring of the efficiency of the school's policies and practice by the school governors. This situation is now improving and purposeful working relationships are being expanded. The newly appointed governor responsible for special educational needs is aware of the previous limitation and is very committed to supporting this aspect of the work of the school.
52. Management of provision for pupils learning English as an additional language is good. Current arrangements, however, have only recently been implemented, as the headteacher was against receiving support for these pupils. Positive working

relationships have been created and ambitious plans for further development are under consideration. The acting headteacher gives good support to the specialist teacher. Together, they have been successful in raising staff awareness of the needs of these pupils. A series of training activities for staff, organised by the specialist teacher, have focused on effective strategies for developing language skills. The acting headteacher and teacher of English as an additional language effectively monitor this aspect.

53. The school has a sufficient number of appropriately qualified teachers to teach National Curriculum subjects and their responsibilities are matched as far as possible to their expertise. They are ably supported by well-trained and committed teaching assistants. Under the acting headteacher's leadership a strong team spirit is emerging. Well-qualified specialist staff give good support to pupils with special educational or other needs and for those learning English as an additional language. Newly qualified and supply teachers enjoy good induction and mentoring procedures. Performance management interviews have already taken place and targets have been agreed. The clerical assistant, who also administers first aid and deals with parents' concerns, and the enthusiastic and committed premises manager make positive contributions to the smooth running of the school.
54. Accommodation is good for the numbers on roll. The rolling maintenance programme is planned well and the school is clean and well maintained. Walls in classrooms and along the corridors are enhanced by good displays of pupils' work. The assembly hall, specialist rooms and areas outside classrooms are used well, although the libraries in both key stages are not.
55. Outside the site is well secured with new wire perimeter fencing and padlocked gates. Vandalism is rare and litter minimal. The premises manager is conscientious in dealing quickly with any problem he can and immediately concreted the uneven flagstone noted during the inspection. The tarmaced areas are well marked for playground games and are in good condition. Children in the Foundation Stage enjoy their enclosed play area, but the gate is not always secured. The large field has some trees on the perimeter, but lacks sufficient shade for pupils in very hot weather and the school has plans to improve this.
56. The school has sufficient resources to deliver the National Curriculum and these are good for teaching in the Foundation Stage, English and history. Current resourcing for information and communication technology is satisfactory and the creation of the information and communication technology suite next term will be an asset to the school. Book supplies in classrooms are good, but whilst there are a sufficient number and wide range of books in the Key Stage 2 library that for Key Stage 1 is under-resourced. Specialist material for teaching pupils who have special educational needs and for those learning English as an additional language are satisfactory.
57. Management and control of the school's finances have improved as a result of the acting headteacher's clear focus on educational targets and the more in-depth provision of information about the school's finances to the governors. The governors' finance committee meets regularly to receive information about the school's finances. This ensures that governors have sufficient information to approve financial changes, but the process of evaluating spending is less well developed. There is little formal or systematic evaluation by the governing body of the effect spending decisions have upon pupils' learning experience or their standards of attainment.
58. The school makes satisfactory use of computerised financial systems. The school, however, is temporarily without a bursar and the full range of financial reports is not readily accessible to guide the governors' financial decisions. The recent audit report

indicates that all funding has been appropriately used and that systems of financial control are sound. The school makes good use of specific grants, for example for staff training in numeracy and the use of computers, and for special educational needs and pupils learning English as an additional language, and this is having a positive impact on the school's development. The school applies the principle of best value in the purchases that it makes.

59. Standards in the core subjects of English, mathematics and science are average and the level of pupils' achievement is good. The quality of teaching and learning has improved since the last inspection. It is sound overall and is good in the Foundation Stage and much of Key Stage 2. The school has endured a considerable period of uncertainty, with low morale and unsatisfactory leadership. This is now behind it and the acting headteacher has achieved significant, measurable improvements both in morale and in the strategic management of the school in the short time she has been confirmed in the post. All staff work as an effective team and subject co-ordinators' roles in managing and monitoring their areas of responsibility are improving. Whilst senior management posts are vacant, and consequently the delegation of responsibility is unsatisfactory, plans to redress this issue are in hand. Taking these factors into account, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, acting headteacher and staff should now:

- raise standards in information and communication technology throughout the school by:
 - continuing implementing plans to improve computer provision;
 - ensuring this is used to the full in all curriculum areas;
paragraphs 6, 56, 118-122, subject sections
- continue improvement to the balance and teaching of the curriculum by:
 - reviewing the structure of the school day in order to make full use of the time available for teaching and to ensure appropriate time is allocated to all subjects;
 - making appropriate use of the library to enable pupils to develop their research skills;
 - improving provision of activities outside lessons;
 - reviewing arrangements for providing additional support for pupils to ensure they do not miss their entitlement to a full curriculum;
paragraphs 5, 18, 26-29, 54, 56, subject sections
- formalise assessment procedures in all subjects and use assessments to:
 - ensure pupils' knowledge and skills are developed progressively, particularly in classes with mixed year groups;
 - identify higher attaining pupils and provide appropriate challenge for them;
paragraphs 21, 39, 41-42, subject sections
- address the serious concerns about the management of the school by:
 - appointing staff to senior management posts to
 - reduce the workload of the acting headteacher, and
 - ensure that all aspects of the school's work are monitored effectively;
 - defining clearly the roles of those with management responsibility, including subject co-ordinators, and ensuring they have sufficient time to carry out their duties effectively;
 - urgently increasing the role of the governing body in the strategic management and monitoring of the work of the school, for example in relation to evaluating the effectiveness of spending decisions.
paragraphs 48-50, 57-58, subject sections

In addition to the key issues above, the school should:

- continue sterling efforts to improve pupils' attendance (8, 38);
- provide more opportunities for pupils to use their initiative, to improve development of their social skills (12, 33);
- improve the use of effective questioning by all staff who work in the Foundation Stage.
(15, subject sections)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	38	51	4	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	345
Number of full-time pupils known to be eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	79

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	22	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	21	21	24
	Girls	16	19	19
	Total	37	40	43
Percentage of pupils at NC Level 2 or above	School	77 (79)	83 (67)	90 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	21	21	21
	Girls	20	17	19
	Total	41	38	40
Percentage of pupils at NC Level 2 or above	School	85 (75)	79 (85)	83 (85)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	16	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	13	17
	Girls	12	10	14
	Total	27	23	31
Percentage of pupils at NC Level 4 or above	School	71 (58)	61 (64)	82 (76)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	15	17
	Girls	12	12	14
	Total	28	27	31
Percentage of pupils at NC Level 4 or above	School	74 (68)	71 (67)	82 (80)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	4
Black – other	4
Indian	5
Pakistani	2
Bangladeshi	0
Chinese	1
White	320
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.4
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	220

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
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	£
Total income	688,453
Total expenditure	644,709
Expenditure per pupil	1,902
Balance brought forward from previous year	0
Balance carried forward to next year	43,744

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	345
Number of questionnaires returned	144
Percentage returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	38	6	2	1
My child is making good progress in school.	53	41	5	1	0
Behaviour in the school is good.	38	51	9	1	1
My child gets the right amount of work to do at home.	21	51	25	2	1
The teaching is good.	51	41	4	2	2
I am kept well informed about how my child is getting on.	40	39	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	46	41	10	3	0
The school expects my child to work hard and achieve his or her best.	53	41	5	0	1
The school works closely with parents.	28	47	19	6	0
The school is well led and managed.	31	43	14	6	6
The school is helping my child become mature and responsible.	43	51	2	2	2
The school provides an interesting range of activities outside lessons.	20	24	33	13	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal social and emotional development

60. Children's personal, social and emotional development is in line with expectations for their age. Children come eagerly into the classroom at the start of the day and settle happily to the activities laid out. They are keen to learn in most sessions, confidently offering their opinions and news and generally waiting their turn and listening to each other sensibly. They concentrate well for reasonable periods of time and respond promptly to instructions, such as to tidy up and gather on the carpet. Teachers develop children's independence well, encouraging them to take responsibility for their work, care for their environment and dress and undress independently. They consistently reinforce good behaviour and consideration for others and set good examples in their own attitudes and relationships. As a result, children have a clear understanding of what is right and wrong, although a few do not always behave as they know they should, or consider other's feelings during group activities.

Communication language and literacy

61. Standards in communication, language and literacy are in line with expectations by the end of the reception year, and in some aspects exceed expectations. Teaching in this area of learning is good. Teachers read aloud expressively to create an effective atmosphere and, as a result, children enjoy listening to stories and songs, joining in with familiar parts enthusiastically. They share their news eagerly, explaining clearly what they have done at the weekend, and are disappointed when time does not allow more to make a contribution. Teachers carefully encourage all children to take a full part in discussions and to listen to each other, which develops speaking and listening skills well. Most children speak clearly, but some have very quiet voices and indistinct speech patterns. In most group activities, adults ask challenging questions, which encourages children to increase their vocabulary and improve their reasoning skills. In a few sessions, however, the tasks are over-directed. Children are told what to do and provided with answers, and these sessions are consequently less effective in developing their communication skills.
62. Teachers place a high emphasis on developing skills in reading and writing. All children handle books carefully and retell stories imaginatively. Whilst some still use the pictures to tell the story, two-thirds of children are well launched into reading and around half of the children are confident readers. Teachers use the structure of the literacy hour well, for example to develop children's knowledge and understanding of letter sounds. They make learning interesting and exciting, such as using socks with consonants written on to encourage children to spell words ending in 'ad', and the list produced is impressive. Children enjoy experimenting with writing and many are developing a neat, cursive script. The majority of children write independently, for example when producing a list of guests to invite to a party. Their understanding and use of capital letters and full stops is above expectations for their age. Whilst all children make creditable attempts at writing their names, some are still trace-writing and not all form the letters correctly.

Mathematical development

63. Children's mathematical development is in line with expectations for their age, and exceeds expectations for many children. All children count confidently to 10, both forwards and backwards, and many recognise and count beyond. Teachers take every

opportunity to reinforce counting skills, for example leading enthusiastic number rhymes and counting children present and absent during registration. During mathematical activities provided at the start of the day, children explain the patterns they are making with coloured pegs and their reasons for sorting teddies by colour and size, using appropriate mathematical vocabulary. They competently complete jigsaws and recognise and match numbers to objects confidently. Teaching is good. Teachers make good use of the structure of the numeracy hour to develop children's mathematical thinking and understanding. For example, children enthusiastically predicted how many cubes would fit into a plastic container, counted these together and congratulated the one whose estimate was closest. In another good session, children debated whether a child could hold more teddies than an adult with serious concentration. Their predictions were sensible, but foiled by the fact that the child chose smaller teddies than the teacher had!

64. Children have a sound understanding of telling time to the hour, which is above expectations for their age. Whilst many are uncertain what time they get up in the morning, all are quite clear about when they go to bed! All enjoy playing *What Time is it Mr Wolf*, which reinforced their understanding effectively. They place the hands of a clock accurately to indicate the hour and sequence pictures of different daily activities correctly. It was noticeable, however, that many children reversed their numbers when drawing their own clock faces.

Knowledge and understanding of the world

65. Children's knowledge and understanding of the world is in line with expectations for their age. They enjoy exploring the texture of materials, such as wet and dry sand. They were quite clear, for example, that the play-dough provided for modelling numbers was far too sticky for the job! Children use a computer mouse with reasonable competence when following a story on screen and enjoy listening to stories on the tape recorder. They build competently with both large and small construction kits, creating, for example, a castle for Cinderella, with three ballrooms, but no bedrooms. When asked where she would sleep, the questioner was told firmly 'she will go home of course'. Children are fascinated by the natural world, closely observing the development of beans and caterpillars as they grow and mature. They experiment with the way materials change when, for example, making chocolate-crispies and modelling mice with clay, with serious concentration. Through the 'Here I Am' programme, children gain a clear understanding of the area where they live, creating a lively three-dimensional map of the streets around the school. They begin to recognise the different faiths represented by children in the class and special days in their own and other's lives.
66. Teachers provide a wide range of interesting experiences to promote children's knowledge and understanding of the world, and teaching is good overall. In most activities, adults carefully ask children to explain what they are doing and why, and challenge them to improve on their work. Children respond well to this challenge and work hard. In some activities, however, there is too much direction. Whilst this develops children's manipulative skills appropriately, such as modelling, cutting and sticking, the results are inevitably very similar. When making cards for special people, for example, the pre-cut pieces were assembled competently, but the resulting cards lacked variety.

Physical development

67. Children's physical development is in line with expectations for their age. Most children are well co-ordinated as they move around the classroom and the school. They control their movements well, for example running on the spot and around the hall and field, showing an appropriate awareness of space. They are reasonably skilled at throwing and catching balls. Teachers provide a good range of opportunities for children to develop

their physical skills. In lessons, they make sure that children warm up appropriately before engaging in physical activity, but do not always discuss with children the importance of exercise or the effect it has on their bodies. In most activities, children are enthusiastic and responsive, although in one outside session they were distinctly lethargic. The school has an appropriate range of wheeled toys to develop children's co-ordination, which they pedal enthusiastically. Whilst there is no large climbing apparatus, photographs show that visits to the adventure playground in the local park are enjoyed by all. Children handle tools and equipment, such as pencils and brushes, with reasonable control, but some find cutting with scissors difficult to manage.

Creative development

68. Children's creative development is appropriate for their ages. They sing familiar nursery rhymes enthusiastically and reasonably tunefully, know the names of percussion instruments and play these competently. Teaching in the session observed was satisfactory, but there were not enough instruments for all children to have a turn at practical music making. Children play happily together, making up imaginary worlds with construction kits and in the 'castles' in each classroom. Adults join in with these, encouraging children effectively to develop their imaginations and vocabularies. No sessions were observed when children were painting, but lively and colourful art work enhances both classrooms and shows a good range of both large and small-scale creative work, such as colour mixing to paint umbrellas and 'giant giants' in the castles.

ENGLISH

69. In the national tests in English for 2000, 7-year-old pupils achieved standards that were average in reading and above average in writing when compared with the national average. When compared with similar schools, standards were below average in reading and above average in writing. This difference in reading and writing is the result of the school recognising that writing was a weakness and it consequently receiving greater emphasis in the curriculum. Standards in speaking and listening based on teachers' assessments are average and a significant number of pupils attain the higher Level 3. Within the current year, evidence from pupils' work and lesson observations indicates that standards in both reading and writing may not be as high as in 2000. This is largely due to the difference in the percentage of pupils identified as having special educational needs in the year groups. Progress through the key stage is satisfactory overall, with pupils making good progress in learning the sounds of letters.
70. In the 2000 national tests for 11-year-old pupils, standards were below average in English when compared with all schools and with similar schools. The percentage of pupils attaining the expected Level 4 was slightly below the national average, with those attaining the higher Level 5 being the same as the national average. Work from pupils in the current Year 6 indicates that standards are improving, especially in writing which again has been a focus area for the school, and are average overall. Pupils' progress through the key stage is good, for example in the presentation of work and in the use of words and phrases to express feelings in writing, as seen in the evocative poems in Years 3 and 4. The targets set for 2002 are challenging, but achievable.
71. Standards at Key Stage 1 are not dissimilar to those reported at the last inspection whilst those at Key Stage 2 are improving. Standards over the last four years have been steadily improving at Key Stage 2 and those at Key Stage 1 are overall consistent, although they have been more variable in writing. Teachers are now placing a high priority on writing at both key stages, which is improving pupils' learning. In the work seen in class and in pupils' books, there was no significant difference in the attainment of boys and girls.

72. Standards in speaking and listening are sound at both key stages. Younger pupils are articulate and confident speakers. In a class assembly, pupils in Year 2 spoke clearly. Pupils listen carefully to their teacher and to each other and they answer questions sensibly using the appropriate vocabulary. Older pupils continue to make good progress and, by the time they leave school, they express their own ideas and thoughts confidently, such as when discussing the misuse of drugs. They critically evaluate their own and others pupils' work and make positive suggestions as to how the quality of learning can be improved. In a geography lesson in Years 5 and 6, pupils prepare carefully information for a debate about the effects of tourism on coastlines. Most pupils speak politely and make good progress with their listening skills. Teachers develop these skills through other subjects, such as music where pupils have to listen carefully to the changes in pitch and dynamics of a piece of music.
73. Standards in reading are average at the end of both key stages and pupils make satisfactory progress throughout the school. The average and above average pupils at the age of seven read confidently with those above average reading more expressively. The more able use the context of words to help them recognise, read and understand unknown words, whilst the less able pupils use clues in the pictures to a greater extent. There is strong emphasis on teaching phonics, letter sounds, in Years 1 and 2, and pupils use their knowledge well to help build unknown words. The average and above average pupils are generally aware of the errors they make and try to correct them. Sometimes they need support from an adult. By the age of 11, standards in reading are average. Pupils gain in confidence and, by the time they reach Year 6, the more able read a wide range of texts including fiction and non-fiction books. Pupils have favourite authors and many compare the styles of different authors effectively, for example R.L. Stein and J. K. Rowling. Nearly all successfully re-tell stories they have read and a high proportion draw inferences and express opinions about the plot and characters within the story. Pupils continue to use their word building skills effectively to read unknown words and most use dictionaries competently to find out the meanings of these words. The shared and guided reading elements of lessons are having a positive impact on learning; for example, in Years 3 and 4 when reading the story of *The Dancing Bear*, pupils read aloud with good expression and sensitivity. They read non-fiction texts within the classrooms to find information, but not enough use is made of the library. As a result their library skills are unsatisfactory.
74. Standards in writing are average throughout the school and are improving. There has been effective additional support in Key Stage 1 and standards are improving, although results this year are not expected to be quite as good as in the previous year. Pupils successfully write in different styles, including poetry, for example in Year 2, writing about *Choices*. Pupils in Year 1 retell stories effectively in their own way, such as those about the Rainbow Fish. They use words such as 'glistening' effectively to make their writing more interesting. By the end of the key stage nearly all use full stops and capital letters correctly and the more able begin to use speech marks effectively, which is above their expected level of attainment. Pupils use cursive script throughout the key stage well and by the time they reach the age of seven most write reasonably clearly. Spellings benefit from the emphasis on phonics and pupils progress from spelling simple words successfully to attempting longer words by the end of the key stage. Standards of writing in Key Stage 2 are improving steadily. By the age of 11, pupils write in a wide range of styles and a variety of purposes. In Years 5 and 6, for example, the writing about tigers ranged from information writing to poetry. Pupils, especially the higher attainers, use words sensitively to create an atmosphere; for example, one pupil wrote 'I looked inside the tiger and saw a face of orange and blue, a mouth of blood and hunger...' They write successfully in different styles; for example, following reading the poet William Blake's *Tiger! Tiger! Burning Bright* the pupils wrote 'He drinks no blood! He tastes no meat! As

he walks and stamps his feet...'. Handwriting is often good and spellings are usually accurate and plausible. Teachers identify aspects in other subjects where pupils can use their writing skills very effectively, for example persuasive and information writing in geography and report writing in science. This is a considerable improvement since the last inspection.

75. The successful implementation of the literacy hour has had a considerable impact on standards throughout the school. Lessons are now more sharply focused and, where the different parts of the literacy hour are followed closely, the pace is good and pupils learn effectively, for example consolidating and improving their phonic knowledge in Key Stage 1. The school also uses additional support materials effectively to improve standards, especially in writing at Key Stage 2. Literacy is used well in other subjects and the school plans where different styles of writing can be developed in other subjects effectively, for example the writing about city-states in history and report writing in design and technology. Pupils' use of computers is limited at present, but there are some good examples of word-processing seen at Key Stage 2 and of computers being used to support learning in phonics at Key Stage 1. Pupils with special educational needs and those who are learning English as an additional language are supported well both in class and through additional specialist support in small groups.
76. The quality of teaching is never less than satisfactory and much of it is good, especially at Key Stage 2 where some very good teaching was seen. Teachers have sound subject knowledge and high expectations. Planning is good and takes full account of the day-to-day assessments made by the teachers. This is reflected in pupils' positive attitudes to their learning and their enjoyment of the subject. Their work is often carefully presented and is a joy to read. Pupils think carefully about what they are writing and gain pleasure from reading a range of books written by different authors and poets. The current co-ordinator manages the subject very well and ensures that teachers are kept up to date with the latest developments in the subject. She is supportive and advises teachers well, which has helped improve standards. She has developed very good assessment procedures. Work is scrutinised each term and individual and group targets are then set. These are taken into full account when planning so that any weaknesses are addressed quickly. This has been a significant factor in the steady and significant rise in standards, especially in Key Stage 2. Although there is a new marking policy, it is still somewhat variable and comments are not always made that will help raise standards. Effective and regular monitoring of lessons is helping to maintain the overall good quality of teaching.

MATHEMATICS

77. Standards in mathematics in the 2000 National Curriculum assessments for pupils in Year 2 were below the national average. In comparison with similar schools, standards were also below average. The proportion of pupils achieving the higher Level 3, however, was above the national average. The trend from 1998 shows standards to be below the national average for the age group. Inspection findings from scrutiny of work and in lessons observed indicate that pupils currently in Year 2 are achieving standards expected for their age, which is a similar picture to that found by the previous inspection.
78. The results of the 2000 National Curriculum assessments for pupils in Year 6 were below average in comparison with all schools and well below average in comparison with similar schools. The number of pupils achieving Level 5 was below the average. The trend since 1998 shows that performance in mathematics fell below the national average for the age group. Current inspection findings are that standards have improved and achievement is average, as it was at the time of the previous inspection. Throughout the school, standards have improved because of better teaching, linked to the introduction of the National Numeracy Strategy. Improved lesson planning, including the better

matching of work to the ability of pupils and increasingly effective use of good assessment procedures, is a significant factor in this advance.

79. Progress in work on number is sound throughout the school. Pupils in Year 2 confidently count backwards and forwards up to and beyond 100 using equal addition and subtraction. They use correct number vocabulary to explain their calculations. They are beginning to multiply and divide and identify equal addition through number patterns. Pupils in Year 4 competently work in numbers to 1,000. They are aware of place value and they are sure of correct notation. They are beginning to record their calculations as expanded notation. They are aware of equivalent fractions and have begun to work to two places of decimals and relate this to accurate calculations in money. By Year 6, pupils have sound knowledge and understanding of number including fractions, decimals and percentages. They complete a range of accurate calculations using computation in the four operations.
80. Work in shape, space and measure is sound. In Key Stage 1, pupils investigate and explore shape and size and learn about the features of regular shapes using correct vocabulary. They measure and weigh and record their findings carefully. In Key Stage 2, pupils in Year 4 work with formal measuring using standard units. They use correct extended vocabulary of shape and space and are beginning to understand about symmetrical properties and the measurement of angles. Pupils in Year 6 know the correct mathematical terms to define two- and three-dimensional shapes and understand and can explain the effects of reflective and rotational symmetry.
81. Pupils' data handling skills develop less thoroughly than other areas of mathematics and not enough use is made of information and communication technology. Graphs, tables and charts are created and used in the context of the mathematics lessons and in a variety of ways, especially in support of other subjects. However, there is scant evidence of pupils collecting data and information from their own independent research before organising the information to represent or explain their findings.
82. The mental maths sessions within the numeracy lessons are used efficiently, for example in Year 6 where the teacher selects a relevant context, preparations for a party, to pose problems requiring quick calculations of amounts, change giving and cost comparisons. The teacher's expectations of answers include quick ways of calculation achieved by halving, doubling, rounding up and deducting. Pupils respond with enthusiasm and eagerly compete to be first with the correct answer.
83. Pupils with special educational needs and those with English as an additional language make sound progress. Their work is planned in collaboration with specialist staff teachers and the special educational needs co-ordinator. They are supported effectively by teachers and teaching assistants so that they join in confidently with whole-class work. When these pupils are withdrawn for group work, they continue to receive effective support from the special educational needs teacher or teaching assistants and when they return to class they are encouraged to take part in the final part of the lesson and talk about or demonstrate what they have learned.
84. Pupils make satisfactory use of their literacy skills in response to their teachers' questions when they confidently explain the mathematical thinking to support their answers. They use numeracy skills appropriately in other subjects, such as geography, to construct graphs to represent the amounts of litter collected in the bins as part of an environmental project. However, pupils have few opportunities to develop their own strategies for trying out ideas for solving problems or independently conducting mathematical investigations. This prevents pupils, particularly the more able, from using and applying the knowledge and skills that they have acquired in more challenging or creative ways.

85. Pupils' attitudes towards mathematics are sound throughout the school, and in most lessons observed in Key Stage 2 attitudes were good or better. Pupils listen carefully to their teachers and respond appropriately to questions and instructions. Relationships are good and, as a result, pupils co-operate well when they work together. They discuss their tasks, sharing ideas and talking purposefully in response to their teachers' challenges. They share resources sensibly and use equipment correctly. In a small number of lessons, unnecessary chatter and immature behaviour causes minor disruption. Most pupils take a pride in their work and presentation in books is satisfactory, with some good examples of work that is very neat and tidy.
86. During the inspection, the quality of teaching was at least satisfactory in 92 per cent of the lessons seen. It was good in 30 per cent and very good in 8 per cent. Throughout the school, the teaching of basic skills, especially of numeracy, is good. Careful planning, good classroom management, high expectations and the effective use of questioning to challenge pupils and extend their mathematical thinking are the significant features of the good and very good teaching observed. This results in pupils working hard and with good concentration as they complete their work. Where lessons are less successful, a lack of clear explanations in teaching leads to some confusion and so pupils do not make the progress intended by the teacher. Teachers make effective use of support staff in response to the needs of pupils with English as an additional language and those who have special educational needs. As a result, these pupils are successfully involved in class activities and achieve success within their varying abilities.
87. Teachers use assessment to good effect to track progress and identify areas in need of further teaching attention. They maintain detailed records of attainment and progress. Pupils' work is marked regularly and conscientiously, but teachers' comments only occasionally indicate what pupils need to do if they are to improve. The school shows a high level of commitment to achieving its target to improve standards in mathematics. Teaching in groups organised by prior attainment has been introduced during the current term. The revised arrangements are already beginning to show benefit as well as to offer potential for further improvement, such as opportunities to deliver more support teaching for pupils with special educational needs within the classroom situation.
88. The co-ordinator has been effective in promoting some improvement in the management of mathematics since the previous inspection. A revised mathematics policy has recently been created following consultation between the co-ordinator, acting headteacher and local education authority. The successful introduction of the National Numeracy Strategy has helped to improve the provision for mathematics by providing a structured curriculum framework from which all teachers can work. Improved planning and the assessment of pupils' work has been a particular feature of recent developments. The co-ordinator monitors medium-term and weekly planning by teachers and has undertaken a limited amount of classroom observation, but too little time overall is allotted to monitoring the mathematics programme. Sound assessment arrangements are now in place. Realistic targets are set and tracking and recording arrangements complement the assessment process. The governing body has had little effective involvement in overseeing the work in mathematics, but has recently appointed a new numeracy governor.
89. The school has spent wisely to provide for the requirements of the National Numeracy Strategy. Resources for mathematics are sufficient, except for the lack of suitable software to support the use of mathematics for data handling and to allow pupils to use information and communication technology in applying their mathematical understanding. Most classrooms have stimulating displays of aspects of mathematics that act as reference points to support or encourage learning.

SCIENCE

90. In the 2000 teacher assessments in science for 7-year-olds, standards were below average overall, although the percentage of pupils reaching the higher Level 3 was judged to be well above the national average. In the 2000 tests for 11-year-olds, standards were below the national average and well below performance in similar schools. Attainment at the higher Level 5 was well below average. Raising standards in science was a key focus for development for the school and evidence shows that its efforts have been successful. Teacher assessment for 7-year-olds in 2001 shows 94 per cent of pupils reaching the expected Level 2 and above, which is a considerable improvement. Whilst results from the tests for 11-year-olds are not available, the school is confident that an equal improvement has been achieved. Inspection findings agree that standards in science for current pupils are average by the end of both key stages, and this maintains the position found by the previous inspection.
91. Curriculum planning ensures that all aspects of science are covered fully. At Key Stage 1, pupils are currently investigating physical processes. In Year 1, pupils discuss enthusiastically different light sources. They predict where they will see these around the school with reasonable accuracy and are amazed, on their walk around the building, at the variety of light sources they find. The teacher effectively encourages this sense of wonder, by switching on the library spotlights, and reinforces safety issues well when discussing the fire-exit lights. In Year 2, pupils competently construct electrical circuits and understand that the circuit needs to be complete for the bulb to light up. However, there is considerable confusion about how the electricity flows round the circuit, with most pupils thinking it comes from both ends of the battery at once. When she realises this, the teacher sensibly reinforces the one-directional flow with the whole class.
92. Younger pupils at Key Stage 2 understand the structure of the skeleton. They appreciate the support the body needs and how a skeleton needs to be both strong and able to bend. In one good Years 3/4 lesson, the teacher led a lively discussion with a mixture of interesting information and good, challenging questions, which effectively encouraged pupils to think and to explain their ideas. Pupils were fascinated by the size of the bones of a cow and amazed at the fact that humans do most of their learning in the first two years of life. Pupils in Years 5 and 6 investigate the conditions necessary to encourage the growth of mould. In both lessons seen, good teaching effectively encourages interesting debate and pupils work hard to plan their experiments. They understand the need for fair testing and how to vary conditions to measure the effect of the condition they have chosen to investigate. Science makes a good contribution to pupils' literacy skills, such as when writing up experiments, and a satisfactory contribution to their numeracy skills, when they record results in graphs and charts
93. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have a sound knowledge and understanding of science and plan activities that capture the imaginations and interest of the pupils. In lessons seen, all pupils undertook the same activities. Whilst teachers support pupils with special educational needs and those with English as an additional language well, to ensure they take a full part in activities, extended challenge for the higher attaining pupils is not always planned for. Teachers maintain a good pace in both discussion and practical sessions, involving all pupils in these. They have high expectations of behaviour and pay appropriate attention to health and safety. Pupils consequently enjoy science and work well together in practical activities. Discussions are pertinent, equipment is handled carefully, lessons are packed with purposeful activity and pupils achieve well.
94. Co-ordination of the subject has developed effectively since the last inspection. The co-ordinator provides valuable support for her colleagues and keeps an appropriate overview

of the subject through monitoring planning and the outcomes of pupils' work. She is aware, however, that she needs to gain a more detailed picture of the work in Key Stage 1. She has produced a detailed action plan to develop science further and is eager to share recent in-service training on the development of pupils' knowledge and skills in mixed year classes, and appropriate challenge for higher attaining pupils, with her colleagues.

ART AND DESIGN

95. Standard in art and design are average at both key stages and all pupils, including those with special educational needs and those who are learning English as an additional language, make satisfactory progress. The school is continuing to achieve standards similar to those observed by the previous inspection. There has been some progress in addressing the previous issues, particularly with regard to extending the range of techniques used and improving resources, but some of the shortcomings remain and some aspects, such as three-dimensional work or work with clay, are still not fully developed.
96. In Key Stage 1, pupils explore and experiment with an appropriate range of art materials. Their skills develop successfully as they learn how to use a variety of media to represent their ideas in a variety of stimulating activities. For example, following careful observation of exotic fish in reference books, they carefully mix paint to create their own imaginary fish as they reproduce the colourful shapes and patterns that they have noticed. By the end of the key stage, they use charcoal effectively to draw carefully observed portraits of a peer sitting opposite them. The finished products show good attention to detail and developing skills of control.
97. Pupils continue to make satisfactory progress in Key Stage 2, as they broaden their range of techniques and skills. They use these well to create paintings and drawings using a range of media and materials. Pupils in the Years 3/4 classes, for example, look at advertising and posters and learn about the significance of bright, eye-catching colour and design and with text and lettering which aim to be memorable. They then use this knowledge to produce their own effective posters and advertisements. Pupils further increase their knowledge and appreciation of art through study of the works of famous artists, such as Cézanne, Van Gogh and Monet. They experiment with their own ideas in similar styles and produce pictures that are carefully executed, sensitive and pleasurable to look at.
98. Regular use of sketchbooks is a strong feature of artwork. They provide good opportunities for pupils to explore ideas and practise techniques and possibilities, and the final efforts frequently reflect improvement through practice. In addition to preliminary informal use, work in sketchbooks often provides a basis for pupils to review their own work and that of their peers. By the time pupils reach Year 6, their critical evaluation skills are good. They successfully review and evaluate their own work and that of others, clearly explaining their opinions and justifying their judgements.
99. Art successfully supports work in other subjects, including mathematics and in the literacy hour. For example, in Year 1, pupils produce a lively sequence of coloured illustrations to go on each page of their books retelling the story of the *Owl and the Pussycat*. Pupils in Year 5 recreate complicated decorative detail in representations of Greek artefacts or consider examples of batik work from other countries and cultures prior to working on their own wax resist designs. Throughout the school, attractive displays of art celebrate pupils' efforts and achievements, which gives a positive message to pupils that their work is valued and reminds them of the need to work to achieve standards worthy of display.

100. The quality of teaching is sound overall. Teachers have satisfactory levels of subject knowledge. They plan work together well, so that all pupils in each year group cover similar aspects and acquire a common range of skills. Teachers plan appropriate lesson activities and teach correct techniques as necessary, although this is often too prescribed by the teacher and allows little opportunity for pupils to experiment with self-chosen techniques and media. Teachers use clear explanations and effective questioning, requiring pupils to explain their thinking and justify their opinions. Most pupils respond well, work with acceptable levels of application and share and use tools and materials with appropriate care and economy. They understand, and explain clearly, what they have to do. They also talk confidently about their results and make comparisons with what they intended. Lessons run smoothly, although some are disrupted when materials have to be distributed, and it is often on such occasions that the attention of a few pupils begins to deteriorate. In the best lessons, activities proceed purposefully and make best use of available time for learning. Teaching assistants effectively support the work of the teacher. They skilfully offer unobtrusive support, especially to pupils with special educational needs or those with English as an additional language. As a result, these pupils are able to participate fully in the planned lesson and make satisfying gains in their learning. However, withdrawal of pupils from lessons in art and design for a variety of alternative learning activities interrupts the flow of lessons and reduces the specific curriculum entitlement for these particular pupils.
101. The co-ordinator manages the subject satisfactorily. She receives teaching plans and gives informal advice to colleagues when required, but has insufficient time to monitor the subject effectively. Assessment is not used sufficiently to monitor the systematic development of pupils' skills. As a result, teachers do not have a clear picture of pupils' progress as they move through the school. There are sufficient resources, which are stored efficiently and are readily available.

DESIGN AND TECHNOLOGY

102. Although no lessons in design and technology were observed during the inspection, evidence shows that standards at both key stages meet expectations for pupils' ages and progress, including that for pupils with special educational needs and those who are learning English as an additional language, is satisfactory. This represents an improvement in standards in Key Stage 1 since the last inspection, while standards in Key Stage 2 remain similar to those seen previously. The improvement is the result of teaching which is now confident and more effectively planned.
103. Pupils in Year 1 have studied playgrounds, linked effectively to finding out about how things move in science. They draw pictures and use construction kits competently to create playground equipment with which they are familiar, and discuss the features of the swings, seesaws and roundabouts sensibly. As a class, they share ideas confidently and draw plans for their own ideal playground. In Year 2, pupils have focused on textiles, making glove puppets. They examine a variety of different puppets closely to see how they work and then discuss the purpose for which they are intended. They make preliminary design sketches, creating templates, testing for size and to establish best fit, before making and using their puppets. They list the materials needed and write instructions to make the article, and record evaluations of the finished products sensibly. This makes a positive contribution to their literacy skills.
104. Pupils in Key Stage 2 build their skills and knowledge appropriately, through a suitable range of designing and making activities, many again linked effectively to science. For example, moving monsters made out of cardboard provide the stimulus to examine how forces, in the form of air pressure through a syringe and tubing, can be used to produce controlled movement. In making the monster, pupils learn effectively about joints and

hinges and resolve simple problems, such as how to get the tubing through the stiff cardboard. In their review and evaluation, pupils record carefully what worked and what needed to be changed and why. By the age of 11, pupils have a sound range of skills, working with materials and components, and knowledge and understanding about designing. These are used successfully as, for example, they design a bag to meet their specific purpose, for example to hold lipstick, blusher, hair bands, hairbrush and mobile phone. Initial design activities include appropriate preliminary sketches and step-by-step instructions. Execution involves careful measuring, cutting, sewing, fastening and decorating the finished product. When they have finished, pupils review their results against their initial intentions and evaluate their success. They record the relative strengths and weaknesses identified clearly and succinctly, for example 'next time I will use a fastener which is stronger than Velcro' and 'next time I will make the stitches smaller so that they won't show'.

105. Displays of completed work show ample evidence that pupils work with great care and concentration to achieve their intentions. They talk confidently and excitedly about the interesting activities they have undertaken, and as they explain the processes they show clear understanding of the principles that they have learned. All pupils have equal access to this area of the curriculum. Pupils who have special educational needs and those learning English as an additional language work happily alongside their classmates.
106. Teachers plan detailed lessons, which provide appropriate challenge to all pupils. They plan lessons for similar age groups together effectively, so that all pupils in the year group cover similar topics and learn a common range of skills and techniques. The school has created an impressive portfolio of assessed work of pupils in Years 2, 4 and 6, but there is little evidence of its use to influence teachers' planning. Assessment relies on informal procedures to review progress and achievement. There is no systematic arrangement for monitoring the development of pupils' skills, knowledge or understanding, and consequently teachers do not have a clear picture of pupils' progress as they move through the school.
107. The co-ordinator has little confidence in her personal expertise in this subject. In response to comments in the previous inspection, she has reviewed the curriculum and has used published guidance from the Qualification and Curriculum Authority sensibly to supplement the school's planned topic cycle. This has provided good support to other teachers who lack confidence in this subject area. However, the school acknowledges that too little time is made available for the subject. The co-ordinator has oversight of teachers' planning and offers informal guidance and support to colleagues when requested. However, she does not have any formal procedures for monitoring and evaluating the success of teaching and learning in this subject. Resources are adequate, but equipment for all aspects of control technology is inadequate.

GEOGRAPHY

108. Standards in geography are average at the end of both key stages, which maintains the picture found by the previous inspection. Pupils with special educational needs and those learning English as an additional language make good progress as a result of good in-class support that ensures that they are fully included in all lesson activities. Most pupils enjoy the subject and are keen to be involved in investigation and discussion activities.
109. During Key Stage 1, pupils identify places and specific features on maps and diagrams. They understand the features of a local area well, through their recording of different types of shops on a plan as part of a piece of local fieldwork. Their skills develop well, as pupils collect and record information about traffic movements. With good teacher support, Year 1 pupils use a computer program to produce charts about the traffic near

the school. They discuss reasons for the movements and are encouraged effectively to link their ideas to the data that they have collected. Pupils compare their local area with other locations sensibly. They use geographical language appropriately to talk about difference in the landscape and people's lives, write about them using simple written information, and complete maps and pictures satisfactorily. Opportunities for pupils to complete additional work, however, are very limited and this affects the development of the more able pupils.

110. At Key Stage 2, pupils' geographical knowledge is good as a result of their study of a suitable variety of human and natural features of the environment. Pupils identify features of rivers and coasts and recognise the impact that man and nature has on these. They compare the climate of the local area with that of India and suggest sensible reasons for the differences they have identified. Good, supportive teacher questioning encourages pupils to use key terms accurately. Pupils develop good recording skills and many plot information on a plan of the school grounds accurately during a study of litter. They use skills developed in mathematics to draw graphs to show the result of their investigation satisfactorily. Pupils' attitudes towards the subject are good and they show a lively interest, for example when talking about the information collected during their survey in the school grounds. Year 6 pupils talk confidently about landscape changes as a result of their fieldwork visit to the coast. Their recording of information is good and they use it effectively as a part of a role-play activity showing good insight into the attitude of different individuals and groups to change linked to leisure development.
111. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Tasks are well matched to pupils' levels of ability, but the use of additional tasks is not well developed and, as a result, the most able pupils are not fully stretched. Insufficient opportunities are provided for older pupils to take responsibility for their learning through their own choice of resources and by selecting methods to display and record information. Some use is made of information and communication technology within parts of both the Key Stage 1 and 2 curriculum, with pupils making use of their existing skills to draw graphs and collect information from the Internet. There is evidence of planning for the increased use of information and communication technology, but currently it is not sufficiently used to support pupils learning in lessons.
112. The co-ordinator maintains a satisfactory over-sight of the subject by checking teaching plans and pupils' work. Good practice in marking is developing well, with some comments clearly indicating what pupils have done well. Resources are satisfactory, although additional books, CD-ROMs and sets of photographs to enable pupils to carry out independent investigations effectively are limited. Collection of information about pupils' attainment is not fully co-ordinated and data is not available in a uniform format to guide planning and development of the subject to match the needs of all pupils.

HISTORY

113. Standards in history are average by the end of both key stages, which maintains the position found by the previous inspection. Pupils with special educational needs and those learning English as an additional language make good progress as a result of effective in-class support, which ensures that they are fully included in all lesson activities.
114. By the age of 7, pupils develop a good sense of how people used to live through their study of themes, such as holidays and schools in the past. They use clues in photographs, for example about the seaside holidays in different periods, to place events into a time sequence, so that by the end of the key stage pupils are able to record events accurately on a time line. Teachers encourage pupils to talk to one another about the

photographs and this supports their development of different interpretations about the evidence well. Pupils enjoy role-play about a Victorian schoolroom, which provides interesting first-hand experience of the topic being studied, as they find out what life was like for someone of their own age in the past through wearing the clothes of the period. This enables them to produce simply written, but accurate, work, well supported by their own pictures.

115. By the age of 11, pupils have a sound knowledge of people of the past and major events, linked to appropriate topics, such as the Romans and life since Victorian times. Teachers use books well to provide a range of evidence for pupils to interpret and these enable pupils to recognise and assess the way of life of different people in Ancient Greece. Visits to places of historical interest provide pupils with interesting first-hand information. For example, pupils collect evidence during a visit to a local Roman villa and compare it with the facts they know already about Roman life. A walk through the local area effectively develops pupils' ability to record and assess changes in buildings over the last 100 years. The work in pupils' books demonstrates satisfactory knowledge of the important facts about each theme studied, but groups and individuals have few opportunities for additional research, to develop their knowledge and understanding further. Some use is made of computers to provide additional information, for example about Roman villas, but currently the classroom computers are not used sufficiently to gather additional information about the range of topics studied.
116. Teaching is satisfactory and is supported by an appropriate framework, which matches current curriculum requirements. In-depth lesson planning and a fully developed scheme of work, matching that of subjects such as English, mathematics and science, is not yet in place. This makes it difficult for teachers to plan their lessons in a way that provides pupils with opportunities to acquire key skills in a progressive way, and to set more challenging tasks for older and higher attaining pupils. Teachers' knowledge of pupils' understanding in history is limited because they do not assess pupils' work sufficiently well using National Curriculum levels.
117. The co-ordinator has a good understanding of the subject and good knowledge of the strategies needed to develop the schemes of work and to improve assessment. She effectively monitors the work of teachers through discussion and an examination of pupils' work. Learning activities are enhanced effectively through the introduction of a range of artefacts for each topic together with photographs and video material. Books from the local library provide pupils with a range of materials, which ensures that all pupils develop their ability to sort through and assess evidence satisfactorily.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Information and communication technology is an improving subject, but it currently lacks the resources to support pupils' learning fully in all areas of the school curriculum. There has been a significant improvement since the last inspection, when teachers lacked the skills to use computers to support lesson activities. Teachers have received training and their increased awareness of the strategies for using computers is beginning to widen the range of opportunities for pupils to use these as an integral part of a lesson. The recent introduction of one computer into each classroom is starting to have an impact on the attainment of pupils through the increased amount of time pupils can spend using them during lessons.
119. Although standards have improved, they are below the levels expected by the age of seven. Pupils are introduced to some of the basic skills and show that they can use a mouse and keyboard to enter data they have collected, for example about traffic passing the school. They explain how to use a menu and show a clear ability to save and retrieve

their work. Simple graphs are produced from data and supportive teacher questioning enables pupils to explain the patterns they show. Good support is given to pupils with special educational needs and those learning English as an additional language, which enables them to make good progress in using computers. Pupils are given opportunities in literacy lessons to word-process their work and develop skills of using fonts and colour to highlight the important sections steadily. The use of a graphics program enables pupils to create and print a Christmas card and, together with the production of a label for the 'Here I am' books, this shows that a satisfactory range of skills is being acquired by all pupils. They understand how computers are used in daily life and can give examples, such as keeping records in a shop. However, the progress and attainment of all pupils are hindered by the use of a single computer, which results in a slow pace of learning and little opportunity for pupils to spend extra time improving their original work.

120. Standards by the age of 11 are below those expected for pupils' age. A wider range of skills is developed and the use of computer techniques is occurring in a number of subjects, for example geography. Pupils develop their word-processing skills to create poems in English and use CD-ROM encyclopaedia programs to collect information. In a few lessons, they make good use of the Internet to collect information about the local area and to support investigations in science. Pupils show clear ability to search for information, but few opportunities exist outside lessons for Key Stage 2 pupils to access the Internet, in spite of the school's large-scale investment in an efficient system. Pupils send message to other pupils using e-mail. Teachers support all pupils well in computer-based activities and as a result they make good progress in acquiring basic skills. Pupils gain a sound knowledge of control as they develop and test their own program to control lights and sound in a timed sequence. In geography, pupils use a range of skills to collect and display knowledge to support a fieldwork investigation about the coast. Although skills are acquired, there is insufficient time and computer access for individual pupils to refine their initial ideas and this contributes to the below average levels of attainment at the end of Year 6. Currently, there are limited opportunities for pupils to develop fully independent learning skills through the use of computers.
121. The quality of teaching is satisfactory as a result of the training teachers have recently received and this represents an improvement since the last inspection. Most pupils enjoy the subject, which supports the introduction of new techniques within the lessons. Teachers show more confidence in teaching the skills pupils need in order to make use of computers within subjects and show sound knowledge of key terms. There is an increased awareness of the opportunities that can be provided in each subject. The recently revised lesson plans show a sound range of planned activities, linked to the use of information and communication technology across the curriculum.
122. Management of information and communication technology is good. The co-ordinator has a sound knowledge of the subject and is aware of its possibilities for development. She has successfully guided the introduction of the classroom computers and Internet access and is involved in planning for the introduction of a computer suite. However, until this development takes place and most pupils are able to access computers regularly in lessons and outside the school day, attainment will remain at its current unsatisfactory level.

MUSIC

123. It is not possible to make a secure judgement about standards in music at Key Stage 1 because only one lesson was seen. At Key Stage 2, standards are average and appropriate to the age and ability of the pupils. This is similar to standards reported at the last inspection. Progress through Key Stage 2 is satisfactory. Younger pupils use untuned instruments to make and copy sequences of short and long sounds, but have some difficulty in distinguishing these especially when instruments which resonate, such

as drums, are used. Older pupils vocalise rhythms, for example in Years 3 and 4 where pupils listened to 'Monkey Chants'. Pupils change the pace of a rhythmic beat successfully, although some have more difficulty when the pace is slow. They work sensibly in groups and use clapping, counting and chanting in different beats effectively. Pupils progress to learning about pitch and dynamics in Years 5 and 6 and they use their voices appropriately, for example to express high and low sounds. They listen carefully to recordings of music using voices such as *Stripsody*. Some pupils question whether this is music and a good debate follows in which the teacher focuses pupils minds on the objective of the lesson; pitch and dynamics. Very little singing was heard during the inspection, but when pupils sang known choruses in an assembly it was reasonably tuneful.

124. All pupils have the opportunity to learn to play an instrument. Lessons taught by specialist instructors are available on keyboard, violin and guitar. Although some of these lessons take place at lunch times, others take place during lessons and, unfortunately, some pupils regularly miss lessons at the same time each week.
125. Pupils respond well to their music lessons. All participate, including those with special educational needs and those learning English as an additional language. They enjoy improvising by using their hands and tapping their desks to maintain a regular beat. Lessons in Key Stage 1, however, are often too short, as they take place after break in an afternoon, which results in pupils not having enough time to consolidate new skills. They are not always encouraged to discuss their work in order to try and improve their performance. As they become older, some pupils become self-conscious when using their voices as a part of the music they are doing.
126. The quality of teaching is generally satisfactory. Pupils are managed well and lessons give pupils the opportunity to develop their listening skills. Teachers follow a commercial scheme, but this does not always provide sufficient support for those whose expertise is limited. It does, however, provide good examples of appropriate pieces of music to illustrate particular teaching points. The scheme ensures that all aspects of the subject are given appropriate attention, and this is an improvement since the last inspection. Teachers in different year groups plan together well, which ensures consistency in what is being taught to different classes with pupils of the same age. The quality of planning varies, but a good example was seen in Year 1 where objectives were clear and activities were identified to meet these objectives. There are no formal means of assessment, which makes it difficult for teachers to monitor the progress of individuals or groups of pupils in the sequential development of skills. The co-ordinator is a non-specialist and has only been in post since September. Resources are adequate and all classes have a CD player. These are very useful when playing exemplars of good, appropriate music to the pupils.

PHYSICAL EDUCATION

127. Pupils at the end of both key stages attain standards expected of 7- and 11-year-olds in physical education, and they make satisfactory progress. During the inspection the main focus in Key Stage 1 was dance and games and in Key Stage 2, athletics. However, the scheme of work ensures that all aspects of the subject are covered, and this is an improvement since the last inspection.
128. In Key Stage 1, pupils learn how to move in appropriate ways to express different kinds of music. They listen carefully to changes in tempo and change their movements accordingly. Most move well in time with the music, for example in Year 1 when moving to music representing different kinds of water movements. They make slow striding movements when wading through deep water and whole body movements when having a shower. In Year 2, pupils' early games skills, such as controlling a ball with a Unihoc stick or with their feet, are satisfactory. They practice this skill and there is a noticeable improvement within the lesson. In athletics in Key Stage 2, pupils effectively learn the importance of racing efficiently and how keeping even one arm stiff can significantly impair their performance. They practice starting races in different ways and again become aware of the need to concentrate and to ensure that they move efficiently to improve the quality of their racing. Pupils are aware of the difference between stamina and endurance and learn to pace themselves in races of different distances. Pupils also have swimming lessons at a local pool and by the time they leave school 90 per cent can swim the required distance. Lessons in school are supported by a range of activities provided by the local education authority; for example, athletics, hockey and swimming are supported by instructors within lessons whilst there is additional support for tennis, cricket and football as extra activities. The girls' football team was jubilant when they won a local schools' tournament.
129. The quality of teaching is satisfactory overall. Lessons are based on commercial schemes of work and on the broad school scheme. Pupils are managed satisfactorily, but they are rarely asked to evaluate their own and others' performances in order to become aware of their own learning. Teachers ensure that there is an appropriate warm up and cool down session in each lesson, but again not all pupils are aware of the reason for this, especially those in the younger classes. All pupils, including those with special educational needs and those learning English as an additional language, are fully included in lessons. Those with physical disabilities are supported well by teaching assistants. There are no formal means of assessment at present. The co-ordinator, who is new in post, is fully aware of the need to revise the scheme to ensure that skills are taught step-by-step and at the appropriate level. Physical education is one of the focus subjects in the school development plan next term. Pupils enjoy their lessons and join in enthusiastically. Sometimes this results in a little over-exuberance. They all change into the appropriate dress and are constantly reminded of the need to be aware of the safety of themselves and others.