

INSPECTION REPORT

WORTHINGHEAD PRIMARY SCHOOL

Wyke, Bradford

LEA area: Bradford

Unique reference number: 107246

Headteacher: Mrs P A Allison

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 15 - 19 January 2001

Inspection number: 193929

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: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Wyke Lane
Wyke
Bradford

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Appropriate authority: Governing body

Name of chair of governors: Mrs I Hudson

Date of previous inspection: 30 April - 3 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23004	Christopher Taylor	Registered inspector	The foundation stage Equal Opportunities Mathematics Geography Music	What sort of school is it? How high are standards? (a) The school's results and achievements How well are pupils taught? How well is the school led and managed?
9974	Daljit Singh	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30834	Ann Lowson	Team inspector	English Information and communication technology Art and design Physical education	How high are standards? (b) Pupils' attitudes, values and personal development
30590	Peter Tuttle	Team inspector	Special Educational Needs Science Design and technology History Religious education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Worthinghead Primary School caters for boys and girls aged 4 - 11. It was a first school for pupils aged 4 - 9 at the time of the previous inspection in 1996. It has 207 full-time pupils. Numbers fell up to 1999 and have since increased owing to the addition of Year 5 and Year 6 classes. The majority of pupils join the reception class with levels of attainment close to the national average. Approximately 17 per cent of pupils - close to the national average - are known to be eligible for free school meals. Forty six pupils - close to the national average - have special educational needs. Four pupils have statements of special educational needs. The majority of pupils with special needs have moderate learning difficulties. Fewer than four per cent of pupils are from ethnic minorities and no pupils speak English as an additional language. The school has recently become part of a small Education Action Zone.

HOW GOOD THE SCHOOL IS

Worthinghead Primary School is making good progress in evolving from a first school into a primary school. It provides a sound standard of education in a caring environment. Teaching and learning are satisfactory overall, with much good teaching and learning. Pupils make sound progress during their time at the school. Pupils' attitudes to learning are good and their behaviour, relationships and personal development are good. Standards are close to the national average in English and science at both key stages and in mathematics at Key Stage 1, and are slightly below expectations in mathematics in the current Year 6. Provision for pupils with special educational needs is good. The leadership and management of the headteacher, key staff and governing body are satisfactory overall. Expenditure per pupil is close to the national average and the school provides sound value for money.

What the school does well

- Children in the foundation stage make good progress because of good teaching.
- Provision for pupils with special educational needs is good throughout the school.
- Pupils' positive attitudes and their good behaviour and relationships help them to learn effectively.
- Good provision for pupils' social and moral development contributes effectively to pupils' good personal development.

What could be improved

- Standards are below national expectations in information and communication technology (ICT) at both key stages because pupils have little direct teaching and few opportunities to practise skills. There is little use of ICT to assist learning in other subjects of the curriculum.
- Pupils do not learn enough about geography, history, art and design, design and technology and religious education because the school does not spend sufficient time on these subjects. The length of the school day is less than that recommended at Key Stage 2.
- The role of subject co-ordinators in monitoring and promoting high standards of teaching has not been developed sufficiently.
- Handwriting skills and the presentation of pupils' work are not of a sufficiently high standard.
- There are not enough extra-curricular activities for pupils to widen their interests.
- The governing body does not monitor the school's provision closely enough.

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 overall in addressing the key issues in the previous inspection report in May 1996. It has made satisfactory progress in raising the standard of pupils' writing and has made good progress in promoting the professional development of staff. It has reviewed procedures for assessing pupils' knowledge and understanding and has improved the procedures for devising and reviewing the individual education plans of pupils with special educational needs. Good progress has been made in clearing the budget deficit and all the window frames that were causing a safety hazard have been replaced. The school now meets statutory requirements to publish the results of National Curriculum tests in the governors' annual report, but it is still not meeting the requirement to

publish these results in the school prospectus. In addition to these key issues, there have been other areas of significant improvement. The proportion of teaching that is satisfactory or better has risen from 76 per cent at the previous inspection to 96 per cent. The provision for pupils with special educational needs has improved. The standard of the accommodation has improved and the school library is now used more effectively. Satisfactory standards have been maintained in most subjects, but standards in ICT are now below national expectations. The school has identified appropriate areas for development and has the capacity to make further improvements.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results. National comparisons cannot be made at the end of Key Stage 2 as the present Year 6 will be the first group at the school to take the National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	D	C	E	E
Writing	C	C	D	D
Mathematics	E	C	E	E

Key	
<i>well above</i>	A
<i>average above</i>	B
<i>average</i>	
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The small size of classes taking the tests for seven-year-olds means that there is considerable variation in standards from year to year and comparisons with national data should be treated with caution. Standards were lower in 2000 as there were more pupils with special educational needs. Inspection findings indicate that standards of attainment in reading, writing and mathematics in the current Year 2 are close to the national average. This is better than the 2000 test results indicate as there are fewer pupils in this year group with special educational needs. Insufficient data is available to make valid judgements about trends over the past four years. Standards at Key Stage 1 are close to national expectations in all other subjects except in ICT, where standards are below national expectations. Inspection findings indicate that standards of attainment in the current Year 6 are close to the national averages in English and science and slightly below the national average in mathematics. Standards at Key Stage 2 are close to national expectations in all other subjects except in ICT, where standards are below national expectations. Realistic targets have been set for standards in English and mathematics in the National Curriculum tests for eleven year olds in 2001. To meet these targets, the school has focused on effective support for pupils with special needs, additional literacy support, additional time for numeracy and booster classes for pupils in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and keen to learn. They are interested and involved in all school activities.
Behaviour, in and out of classrooms	Good. Pupils usually behave well in class and around school. They are polite and helpful. There have been very few exclusions.
Personal development and relationships	Good. Relationships among pupils and with staff are good. Pupils willingly carry out responsibilities and contribute to school life.
Attendance	Above the national average. Authorised absence is below average; unauthorised absence is slightly above average. Punctuality is good.

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.

Teaching was satisfactory or better in 96 per cent of the lessons observed. It was good in 46 per cent of lessons and very good in eight per cent of lessons. Teaching was unsatisfactory in four per cent of lessons seen. Overall, teaching is good at the foundation stage and satisfactory, with much good teaching, at both key stages. The teaching of English and mathematics, including the basic skills of literacy and numeracy, is good at the foundation stage and at Key Stage 1, and satisfactory overall, with much good teaching at Key Stage 2. Handwriting skills and the presentation of pupils' work, however, are not of a sufficiently high standard. Strengths of teaching include very effective planning and very good teaching methods in the foundation stage, and good use of support staff and resources in all year groups. The school meets the needs of higher and lower-attaining pupils well. As a result, pupils generally work at a brisk pace and make sound progress in acquiring skills, knowledge and understanding in most subjects. Teachers often start lessons by recalling what was learned in the previous lesson before introducing the objectives of the current lesson. This reinforces previous learning as well as making it clear to pupils what they are about to learn. Good use of discussion sessions at the end of most lessons also reinforces what pupils have learned, and helps teachers to assess pupils' progress. Teachers and support staff work effectively as a team. Where teaching was unsatisfactory, instructions given to pupils were not clear enough and pupils were unsure how to proceed; there was insufficient time for pupils' activities and no opportunity to consolidate learning at the end of the lesson. In ICT, many teachers have insufficient expertise, and there are too few opportunities for pupils to use computers and practise their skills. There is little use of ICT to aid teaching and learning in other subjects of the curriculum. The school is aware of this issue and already has a detailed plan that will remedy both the inadequate resources and staff training in ICT.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. Curricular provision in the foundation stage is good. The curriculum is broad but is unbalanced at both key stages. Insufficient time is spent on geography, history, art, design and technology and religious education. The length of the school day at Key Stage 2 is shorter than recommended. There are not enough extra-curricular activities for pupils to widen their interests. Statutory requirements of the National Curriculum are not covered in ICT and there is insufficient use of ICT to assist teaching and learning in other subjects of the curriculum. Religious education does not meet all the requirements of the local Agreed Syllabus.
Provision for pupils with special educational needs	Good. Pupils receive helpful assistance and make sound progress towards the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for pupils' social and moral development is good, with clear teaching of right and wrong in assemblies and in class. Provision for pupils' spiritual and cultural development is satisfactory, but the school does not provide enough opportunities for pupils to appreciate the richness and diversity of our multicultural society in all subjects of the curriculum.
How well the school cares for its pupils	Satisfactory. Procedures for child protection and for ensuring pupils' welfare are sound. Procedures for assessing pupils' attainment and progress are satisfactory and are used to plan future lessons. The school's links with parents are sound and the quality of information provided for parents, including reports, is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The headteacher and key staff provide sound leadership of the school. They ensure that the school is moving forward with clear educational direction and is making good progress in developing as a primary school. The role of subject co-ordinators in monitoring and promoting high standards of teaching has not been developed sufficiently.
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body is supportive but does not monitor the school's provision closely enough. The governing body should ensure that the prospectus and annual report contain all the statutory information for parents and that a daily act of collective worship is provided for all pupils.
The school's evaluation of its performance	Satisfactory. The headteacher and senior staff monitor and evaluate pupils' standards effectively.
The strategic use of resources	Satisfactory. Educational priorities are supported through the school's financial planning. All major spending decisions take into account the principles of best value. Overall, the accommodation is good and learning resources are satisfactory. There are insufficient resources, however, to support the teaching and learning of ICT. Staffing meets the needs of the curriculum and support staff work effectively alongside teachers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy going to school. • The school enables children to make good progress in their work. • The school achieves high standards of good behaviour. • Children get the right amount of work to do at home. • The teaching is good. • Most parents are comfortable about approaching the school with questions or a problem. • The school expects children to work hard and to achieve their best. 	<ul style="list-style-type: none"> • Some parents feel they are not kept well informed about how their children are getting on. • Some parents feel the school does not work closely enough with parents. • Just over half the parents who responded feel the school does not provide an interesting range of activities outside lessons.

The inspection findings support the parents' positive views. The quality of information provided to parents is satisfactory overall, and parents are given sufficient opportunities to discuss their children's progress with the teaching staff. The school is aware that parents are not as actively involved as when it was a first school and it is working to encourage more active participation of parents. The school does not provide a sufficient range of extra-curricular activities to widen pupils' interests.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children under the age of five join the reception class at the beginning of the autumn term. When they enter the school, most have levels of attainment in line with those expected for children of their age. Many have good communication skills, and are keen to talk about their work. They have a sound knowledge of numbers and their use in everyday situations. Personal development is generally good. As a result of good teaching in the reception class, they make good progress towards the early learning goals. By the end of the reception year, the attainment of most pupils is close to national expectations in all the six areas of learning and many pupils are working towards targets within Key Stage 1 of the National Curriculum. Children with special educational needs make good progress in the reception class towards the targets in their individual education plans.
2. At the end of Key Stage 1, the overall attainment of pupils is close to national expectations in English, mathematics and science, and in all other subjects except information and communication technology, where standards are lower than expected nationally.
3. In English, inspection findings indicate that standards in Year 2 are broadly in line with the national average. In reading and in writing, standards are close to the national average, while pupils also speak appropriately for their age. Standards in reading were well below the national average in the National Curriculum tests for seven-year-olds in 2000, but standards were close to the national average in 1999. In writing, standards were below the national average in 2000, but close to the national average in 1999. Results vary considerable from year to year because of the small number of pupils in the year groups and national comparisons should be interpreted with caution. Standards are currently higher in Year 2 compared with those in 2000 because there are fewer pupils with special educational needs.
4. In mathematics, inspection findings indicate that attainment at the end of Key Stage 1 is close to the national average. Standards in mathematics were well below the national average in the 2000 tests, but were close to the national average in 1999. Results vary considerably from year to year because of the small number of children in the year groups and comparisons with national data should be treated with caution. Standards are currently higher in Year 2 compared with those in 2000 because there are fewer pupils with special educational needs. In science, inspection findings indicate that attainment at the end of Key Stage 1 is close to national expectations. The percentage of pupils reaching the nationally expected level in teachers' assessments in 2000 was also close to the national average, although the number achieving higher levels was below average.
5. The level of attainment pupils achieved at Key Stage 1 in the national tests in 2000 compared unfavourably with those in similar schools, but comparisons were favourable in 1999. In reading and in mathematics, the school's results in 2000 were well below those in schools with pupils from similar backgrounds. In writing, standards in 2000 were below those in similar schools. In 1999, however, standards in all three subjects were close to those achieved in similar schools.

6. In English at Key Stage 1, the majority of pupils make sound progress in their speaking and listening skills. As a result, pupils grow in confidence and are able to express themselves clearly. In reading, all pupils make sound progress in their reading skills, particularly in their ability to use the library competently. In writing, the majority of pupils develop a secure knowledge of punctuation and their spelling skills are sound. Handwriting skills and the presentation of work, however, require some improvement.
7. In mathematics at Key Stage 1, most pupils make satisfactory progress. There is a sound focus on developing basic numeracy skills, and mental mathematics skills have improved since the introduction of the National Numeracy Strategy. In science, pupils make sound progress. They learn how different sounds are made by experimenting with musical instruments, and carry out simple investigations to learn about materials and their properties.
8. Pupils' attainment in information and communication technology is below national expectations at Key Stage 1 and pupils make unsatisfactory progress because of the limited amount of teaching in the subject. There is little use of information and communication technology in other subjects of the curriculum. Pupils' attainment in religious education is in line with the standards expected in the locally agreed syllabus. Pupils' attainment is close to national expectations in all other subjects at Key Stage 1.
9. Inspection findings indicate that the attainment of pupils in Year 6 is close to national expectations in English and science, but is a little below national expectations in mathematics. The overall attainment of pupils is close to national expectations in all other subjects except in information and communication technology where standards are below national expectations. No national comparisons are available for the end of Key Stage 2, as the present Year 6 will be the first group at the school to take the National Curriculum tests.
10. In English, inspection findings indicate that standards in the current Year 6 are broadly in line with the national average. Pupils make steady progress in listening and speaking. Most pupils listen carefully to their teachers and to other pupils, and can express their thoughts and ideas using appropriate Standard English. Pupils make sound progress in reading. Pupils read with humour and expression and use the school library regularly to support learning in other curriculum areas. Progress in writing is satisfactory. Spelling is usually accurate and punctuation skills are generally sound. Pupils write successfully for a variety of purposes using joined-up script, but work is sometimes untidy and poorly presented.
11. In mathematics, inspection findings indicate that attainment is a little below the national average in the current Year 6. Pupils make sound progress and have benefited from the introduction of the National Numeracy Strategy. Pupils are becoming more confident with written methods of calculation, and there has been a good effort to develop and use mental methods of calculation. In science, attainment is close to the national average in Year 6. Pupils select their own equipment and materials to carry out investigations to separate mud from water. They understand the principles of fair testing but do not record and explain their results clearly enough.
12. Pupils' attainment in information and communication technology is below national expectations at the end of Key Stage 2. Pupils do not cover all the requirements of the National Curriculum and there is little use of information and communication technology in other subjects of the curriculum. Attainment in religious education is in line with the standards expected in the locally agreed syllabus at the end of Key Stage 2. Pupils achieve standards close to national expectations in all other subjects.

13. There are no significant differences in attainment between boys and girls, and there are no pupils with English as an additional language. Pupils with special educational needs make sound progress towards the targets in their individual education plans. They respond well to extra help from teachers and classroom assistants and benefit from work that is closely matched to their individual needs.
14. Pupils' literacy skills are close to national expectations at both key stages. The literacy hour has been introduced effectively in all classes, and standards of writing are higher than at the previous inspection. The new knowledge and skills gained in the literacy hour are used effectively in other subjects of the curriculum to improve pupils' writing, for example, in science, history and religious education.
15. Standards in numeracy are generally close to national expectations at both key stages, although fewer pupils than expected are on line to achieve the expected standard in the current Year 6. The National Numeracy Strategy has been introduced effectively in all classes. Pupils are carrying out mental calculations with increasing agility and showing confidence in manipulating numbers and using multiplication tables. There is an appropriate use of numeracy skills in other subjects such as design and technology, science and history.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, behaviour and personal development are good. Relationships are good, both inside the classrooms and around the school. All these features have been maintained since the previous inspection. These strengths reflect the school's good provision for moral and social development.
17. Pupils' attitudes to school are good. The majority of pupils are keen to come to school and enjoy their lessons. Pupils are polite, helpful and respectful when spoken to and greet visitors in a friendly, open way. In the playground, pupils have positive and constructive relationships with the lunchtime supervisors. A significant number of older pupils engage in jobs and activities during lunchtimes. This was illustrated well when pupils in Year 5 were keen to complete their design and technology project and worked quietly and purposefully in one of the shared learning areas. Pupils contribute willingly to lessons and to school life. They answer questions sensibly and contribute confidently to discussions. In the reception class, children settle into school routines quickly. They learn to work and play together and they develop good work habits. The good provision for these young children's personal and social development helps them to develop a positive approach to learning.
18. Behaviour is good in classrooms and around the school. Pupils play happily together at break times and make friendships across race and gender boundaries. There is a clear behaviour policy in school that is consistently applied by all staff. As a result, pupils know what is expected of them and know how to behave both inside and outside the classroom. The majority of parents feel that behaviour in school is good and this is confirmed by inspection findings. Parents of younger pupils are appreciative of the "Behaviour Record" book, which is sent home weekly and gives a clear indication of the behaviour of their children during the week. The majority of older pupils have engaged in discussions about their own classroom rules and as a result, the rules are meaningful to them. The few pupils with behavioural difficulties are dealt with sensitively by staff. Two pupils were excluded temporarily last year.

19. Pupils' personal development is good. It is supported by positive relationships with staff and the opportunities given to pupils to work constructively together in lessons. This was illustrated well in a Year 5 art lesson as pupils worked in groups of six to discuss and find out about a variety of containers. They concentrated on their work, were keen to engage themselves in the task and worked well together when presenting their findings to the rest of the class. Pupils willingly carry out jobs of responsibility that develop their independence. Younger pupils take turns to be *Helpers of the Week*, where they assist with classroom jobs, or take registers to the office. Older pupils have responsibilities for completing unfinished tasks or in supervising the movement of pupils in cloakrooms. Pupils with special educational needs are fully included in all activities and form good relationships with adults and other pupils.
20. Levels of attendance are good throughout the school. Authorised absence is below the national average while unauthorised absence is slightly above average. Punctuality is good and most lessons begin promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The standard of teaching is good in the foundation stage and satisfactory, overall, with much good teaching at both key stages. As a result, pupils develop new skills and knowledge and learn effectively. Teaching was satisfactory or better in 96 per cent of the lessons observed. In 46 per cent it was good and in eight per cent it was very good. Teaching was unsatisfactory in four per cent of lessons. While very little teaching of information and communication technology was observed during the inspection, the standard of teaching is unsatisfactory, overall, owing to the limited expertise of most teachers. The overall standard of teaching has improved in most subjects since the previous inspection.
22. Teaching is good at the foundation stage. The teacher and nursery nurse have a good understanding of how young children learn, and use this to good effect. They make effective use of songs, rhymes and actions and succeed in making learning fun. Planning is very good and includes a wide range of interesting and appropriate activities for children at different stages of learning. Activities change frequently so that children do not have time to get bored, and this helps children to maintain good levels of concentration. Staff concentrate on developing children's language, reading and writing skills, and on introducing children to numbers in a wide range of everyday situations. As a result, children make good progress in developing their literacy and numeracy skills.
23. Teaching is satisfactory overall at both key stages, with much good teaching. It is satisfactory overall in English, mathematics and science, and is always at least satisfactory in all other subjects except in information and communication technology where it is unsatisfactory at both key stages. Teaching that is good or better (seen in 54 per cent of lessons observed) is a major factor in ensuring that pupils make at least satisfactory or good progress.
24. Teachers' subject knowledge is sound at both key stages and this enables pupils to acquire appropriate techniques and accurate information. The teaching of basic literacy and numeracy skills is good at Key Stage 1 and sound, overall, at Key Stage 2. Most teachers follow the structure of the National Literacy Strategy confidently, and give a good emphasis to developing pupils' language and vocabulary. In the only literacy lesson that was unsatisfactory, the timing of the lesson did not follow the pattern of the Literacy Strategy and there was not enough time for pupils' activities and no opportunity to consolidate learning at the end of the session. Opportunities for developing and

consolidating writing skills are followed up appropriately in subjects such as science, religious education and history. The teaching of numeracy includes a wide variety of activities for pupils to practise and consolidate their learning, and this helps to retain pupils' interest. Teachers use mental mathematics sessions well to build up pupils' recall and to develop analytical thinking and mathematical vocabulary. In the only numeracy lesson that was unsatisfactory, instructions given to pupils were not clear enough and pupils were unsure how to proceed. Numeracy skills are re-inforced appropriately in other subjects, for example, in science and in history.

25. Teachers' planning is sound at both key stages. In English and mathematics, teachers prepare lessons thoroughly and benefit from following the guidelines in the National Literacy and Numeracy Strategies. In other subjects, both long-term and medium-term plans show a clear progression of skills and knowledge and this helps pupils to acquire skills in a logical order. Teachers' expectations of pupils' work are generally satisfactory, though occasionally teachers do not challenge high-attaining pupils sufficiently. This was seen, for instance, in a numeracy lesson in which the higher-attaining pupils quickly counted, added and subtracted given sums of money, but were not provided with more difficult calculations to perform.
26. Teachers' methods and organisation are generally satisfactory and often good. Most teachers refer back to the previous lesson to re-inforce pupils' learning before moving on. In the best lessons, teachers go over the learning objectives at the start of the lesson and review what pupils have learned at the end. This helps pupils to consolidate what they have learned at the end of the lesson. Most teachers give helpful and clear instructions to pupils. They use questioning skills well, and often encourage pupils to improve their speaking skills by expanding on their answers. Teachers work with the whole class, small groups, pairs or individuals according to the needs of the topic or activity. In science and mathematics, there is a sound emphasis on developing investigative skills, while in other subjects, good use is made of visiting speakers and musicians and of visits in the local area.
27. Good relationships between teachers and pupils help to produce a pleasant, hard-working and creative atmosphere. In many lessons, enthusiastic teaching leads to a keen response and an eagerness to participate in learning. In most classes, good class management is reflected in pupils' good behaviour and positive attitudes to work.
28. Most teachers use time well. In literacy and numeracy lessons, for instance, most teachers time different activities well and lessons generally move at a brisk pace. As a result, pupils usually work productively and maintain a busy pace of learning. The use of classroom assistants is particularly good, and teachers and support staff work effectively as a team. Teachers make good use of a wide variety of teaching resources and this helps to maintain pupils' interest and effort. There are many attractive and interesting displays to stimulate pupils' thinking, though some displays do not celebrate pupils' work sufficiently.
29. Teachers make regular assessments of pupils' attainment and progress in English and mathematics, and make sound use of the results to guide their planning and teaching. In other subjects, informal assessments are used to check pupils' learning and to plan for the following lessons. The day-to-day use of homework to reinforce and extend what is learned in school is satisfactory. Most pupils take reading books home regularly and are set an appropriate amount of work to do at home. The marking of pupils' work is carried out regularly by teachers and comments are often added to help raise pupils' self-esteem. Not all teachers, however, include helpful comments to indicate how pupils can improve their work.

30. The quality of teaching for pupils with special educational needs is good throughout the school. Classroom assistants are deployed well to support pupils with special needs. Staff make good use of pupils' individual education plans to match work to their needs. Individual education plans are reviewed regularly to ensure that pupils make satisfactory progress.

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

31. Curricular provision for pupils under five is good. A broad range of suitable activities enables pupils to make good progress towards the early learning goals and this prepares them well for the National Curriculum.
32. The curriculum for pupils at both key stages is broad and includes all relevant areas of the National Curriculum and religious education. The curriculum is a fully inclusive one and all pupils have equal access to it. Detailed schemes of work are in place for all subjects. The basic skills of literacy and numeracy are taught successfully through the use of the National Literacy and Numeracy Strategies.
33. The curriculum, however, is unbalanced. The teaching time at Key Stage 2 is one hour per week less than recommended by the Department for Education and Employment, and insufficient time is allocated to the teaching and learning of information and communication technology, art and design, design and technology, history and geography. The time spent teaching religious education at both key stages is below that recommended in the local Agreed Syllabus. As a result, teaching does not meet the requirements of the National Curriculum in information and communication technology, and in other subjects insufficient teaching time is allocated to cover all the topics in sufficient detail.
34. Provision for pupils with special educational needs has improved since the previous inspection and is now good. Individual education plans give specific targets for pupils to achieve within a realistic time span. Pupils' individual plans are used effectively by teachers and support assistants when planning for pupils' needs.
35. Satisfactory provision is made for pupils' personal, social and health education. The governing body has decided, in view of the inclusion of the full age range of primary pupils, to include sex education in the curriculum. The school is currently working with parents to produce a personal, social and health education policy that will include sex education, health and hygiene and issues associated with drug misuse.
36. The curriculum is enriched by links with the community including those with the local church, the community centre and Centre Point (a senior citizens' group). Pupils take harvest gifts to a local residential centre following their Harvest Festival celebration in school. The school curriculum is also enriched by visits to places of historical interest related to topics pupils study. Pupils visit, for example, a Second World War prisoner of war camp. The school does not, however, organise a residential visit. This would help to extend pupils' knowledge of a different environment as well as giving opportunities to develop their social skills. Visits to places of worship for different faiths would also help pupils to improve their understanding of the traditions and beliefs associated with the multicultural society in which they live.

37. There is not enough provision for pupils to undertake extra-curricular activities. There is a school choir and some sporting activities that vary according to the time of the year. Football is currently offered. The school is planning to work within the small Education Action Zone to offer extra-curricular sports, music, drama and information and communication technology. Outside providers will run these activities alongside those being provided by the school. This will help to provide more opportunities for pupils to widen their experiences and to follow new interests.
38. The school has established good links with a local initial teacher training establishment and students are supported well during placements at the school. Satisfactory links have been established with the local secondary school to prepare pupils for the next stage in schooling. Pupils from the secondary school visit Worthinghead Primary for school experience placements. The school has recently become part of the small Education Action Zone and is involved in meetings and discussions to gain additional support for the school.
39. The school makes sound provision overall for the personal development of its pupils. This reflects the findings of the previous inspection.
40. Provision for pupils' spiritual development is satisfactory. In their studies of the six major world faiths, pupils have some opportunity to learn about and to understand the spiritual dimension of people's lives in a multicultural society. Not enough time is spent on these studies, however, and deeper knowledge and understanding are lacking. Pupils have the opportunity to reflect on their own experiences and to develop their self-knowledge through different areas of the curriculum. Older pupils reflect on Indian and Caribbean music, for example, during their music lessons. Younger pupils think about the qualities that make people special to them as they discuss friendships. In their design and technology lessons, pupils show wonder at how pop-up books and books with sliding mechanisms work. Other opportunities to develop spiritually are provided during school and class assemblies.
41. Whole-school and key stage assemblies provide suitable opportunities for pupils to join in collective worship. However, in two out of three class assemblies observed during the inspection week, pupils were given no opportunities for prayer or reflection and there was no reference to a deity. The school, therefore, does not meet statutory requirements to provide a daily act of collective worship. In the class assembly that conformed with requirements, pupils joined in their own class prayer and had an opportunity for quiet reflection.
42. The provision for pupils' moral development is good. Pupils have a good sense of right and wrong. The attitudes and behaviour of pupils in lessons and around the school bear witness to the effectiveness of the school's policy of developing good moral codes for its pupils. In lessons, pupils work well at listening to one another, appreciating that there may be views differing from their own. They show appropriate respect for other people's views.
43. Provision for pupils' social development is good. There are good relationships between teachers, classroom support assistants and pupils. Good relationships are also very evident between pupils. The school provides suitable opportunities for pupils to take responsibility as monitors. School register and dinnertime monitors carry out their duties diligently.
44. Cultural development is promoted satisfactorily overall. Pupils at Key Stage 1 show a sound awareness of the local culture in their study of Wyke and they compare their own

way of life with a community on a remote island in Scotland. In music lessons, older pupils develop an understanding of Indian and West Indian culture as they discuss and listen to pieces of music from these regions. The six major world faiths are explored as part of the religious education curriculum. Overall, however, the school does not provide sufficient opportunities across all subjects of the curriculum to heighten pupils' awareness of the richness and diversity of the multicultural nature of our society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Provision for pupils' welfare and their security and well being is a satisfactory feature of the school. Since the previous inspection report, the school has maintained appropriate levels of care, security and support for pupils' well being. Suitable arrangements for child protection are in place and the learning environment is safe and secure. Health and safety arrangements are broadly satisfactory. Staff work diligently to promote all aspects of care. Individual care and pastoral support for pupils are also satisfactory. Teachers listen carefully and respond constructively to pupils' individual concerns. Parents appreciate this provision. Good individual support for pupils with special educational needs complement the good support received in class. The school nurse provides a caring and sensitive programme for Year 6 pupils to enhance their personal and social education. This includes awareness of the dangers of drug misuse and health and sex education.
46. The school has sound procedures for monitoring pupils' attendance and the information is used well to promote good levels of attendance. Most pupils enjoy coming to school and are encouraged by both parents and staff. Absences are rigorously pursued and pupils are rewarded for good attendance. The Educational Welfare Service is used to investigate persistent absences and to further raise levels of attendance.
47. Procedures for monitoring and promoting positive behaviour are good. The existing behaviour policy has been initiated and developed in consultation with parents. The policy ensures that teachers recognise individual achievements in order to raise pupils' self esteem and confidence. This promotes good attitudes and behaviour and constructive relationships, as well as enabling pupils to serve the school in a responsible manner. This contributes positively to pupils' personal and social development.
48. Procedures for monitoring and eliminating bullying are sound. The school recognises the importance of monitoring and recording racist behaviour, but the policy does not include prescribed action to be taken to deal effectively with perpetrators. Shared discussion times are used well to address anti-social behaviour and to raise self-esteem. This enables pupils to build friendships and to participate actively in a friendly environment free from aggressive and negative attitudes and behaviour. Overall, the school is making satisfactory progress to eliminate anti-social behaviour.
49. The school has an effective system to assess pupils' special educational needs. It screens pupils from when they first enter the reception class. The school's assessment procedures and special needs policy are in accordance with the national Code of Practice. Four pupils have statements of special educational needs and the school provides well for these pupils. All targets within the statements are pursued rigorously and regular reviews are carried out. Assessments of pupils' progress towards the targets in their individual educational plans, and for all other pupils with special educational needs, are carried out at least termly. Parents are invited to discuss their

children's progress, to contribute towards their individual plans and to support their children in meeting the identified targets.

50. Procedures for the assessment of pupils' academic progress in the core areas of English, mathematics and science are good. On entry to the school, baseline assessments are carried out to determine the level of pupils' early reading, writing, numeracy and social skills. At both key stages, records of achievement are made each academic year in English, mathematics and science and are passed on to the next class teacher. Levels of attainment in all strands of the programmes of study are recorded. The school uses teacher assessments, together with standardised and national tests, to record pupils' progress, but assessments are not yet used to set individual targets for pupils. Assessment of pupils' academic progress in most other subjects takes place informally, but there is need for more rigorous assessment of pupils' skills and knowledge in information and communication technology and in religious education. A scheme for assessing pupils' attainment in physical education is currently being tried out in the school.
51. The standard of marking is not consistent among teachers. Pupils' work is marked regularly and pupils are often praised for good work. Some teachers indicate how pupils' work might be improved further. Most teachers, however, give insufficient guidance on areas for improvement, and poorly presented work is often left unchallenged. As a result, many instances of poorly presented work were witnessed during the inspection.
52. Arrangements for monitoring and supporting pupils' personal development are satisfactory. Teachers know their pupils well and good relationships are developed. Teachers respond positively to meeting pupils' needs. However, they have no formal system for planning and recording pupils' personal development. The school is currently working with parents and governors to produce a policy for the development of pupils' personal, social and health education in line with recent National Curriculum requirements.
53. Procedures for monitoring attendance are satisfactory. The school meets statutory requirements and administrative arrangements are efficient.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Most parents who responded to the parental questionnaire enjoy a sound relationship with the school. They particularly appreciate the hard work of the teachers and the expectation that children will work hard and achieve their best. Parents' positive comments are supported by the inspection evidence, which also indicates that parents' concerns are usually addressed promptly. Parents are pleased with the progress and well being of their children. However, over half the parents who responded to the questionnaire expressed concerns about the unsatisfactory provision for extra-curricular activities. The inspection team agree that there are not enough opportunities outside lessons for pupils to widen their experiences and to follow new interests.
55. The school is working hard to encourage more active participation of parents. The 'Friends of Worthinghead Primary School' and the staff work constructively together to raise substantial funds for the school. These are used effectively to purchase learning resources such as equipment for physical education and the recent purchase of a mathematics scheme. A parent governor organises a pre-school playgroup which is held in the school. The parent governors are particularly active in encouraging constructive and purposeful links between the school and parents, and ensure that

parents are made aware of activities and new initiatives in the school. Although a number of parents supported children's learning in classes during the previous inspection, no parents were observed working alongside children during the week of the inspection. This is an area where the school should continue to encourage parents to become more actively involved in its work.

56. The school provides satisfactory opportunities for parents to discuss their children's progress. Inspection evidence indicates that parents are actively encouraged to attend parents' evenings. Many parents bring their children to school and take the opportunity to meet class teachers and discuss their children's concerns and development. This also provides an opportunity for parents to acknowledge children's achievements and to understand which topics are being taught. Parents receive clear and purposeful information, written in a friendly style, through regular newsletters. This regular information is supplemented by the home-school agreement and by the school prospectus and governors' annual report, though the latter two documents do not comply with all the statutory requirements. All parents of pupils with special educational needs are invited to regular reviews, while parents of pupils with statements of special needs are also invited to annual reviews to assess the progress their children are making. All parents receive an annual report on their children's progress. Parents appreciate the information about their children's attainment, but not all reports contain individual targets identifying areas where children need to make further progress.
57. Since the previous report, the school has undergone many changes as it has developed from a first school into a primary school. While the school has generally used this experience to improve the partnership with parents, it is still working on ways of encouraging parents to take a more active role in supporting learning in the classroom.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The management and efficiency of the school are satisfactory overall, as at the previous inspection. The headteacher and key staff provide sound leadership of the school. They have clear aims and appropriate plans for the future. As a result, the school is moving forward with clear educational direction and is making good progress in development as a primary school. During her two years in post, the headteacher has established sound relationships with parents and has gained the respect of her pupils. She has worked hard to create a unity of purpose among new and existing staff as the school has changed from being a first school to a primary school. She is committed to raising standards in the school and has maintained a sound ethos to support the effective learning of all pupils. There is currently no deputy headteacher to support and assist the headteacher, but she works closely with the transition manager, who plays an important role in supporting pupils and other staff.
59. The headteacher monitors teaching and teachers' planning effectively. She visits classrooms to observe teachers at work. During the last year she has observed literacy lessons in all classes. She feeds back her observations to individual teachers, making suggestions for future development. These visits form part of the appraisal system to identify teachers' professional development needs. The school has appropriate plans in place to introduce performance management. The headteacher monitors pupils' standards informally when teaching in classes and checks the standard of pupils' work on display, but she does not systematically check the standard of pupils' written work, especially in non-core subjects such as history and geography. The headteacher, Key Stage 2 co-ordinator and the Year 2 class teacher analyse National Curriculum assessments, optional tests and other assessments. They monitor the attainment of

boys and girls and different ethnic groups, and have identified and taken action to address weaker areas of the curriculum.

60. The aims and values of the school are generally reflected in its work. The school provides a secure, happy and caring environment where children value and trust each other. The school teaches a broad curriculum through which children are encouraged to realise their full potential, and it urges all pupils to develop good standards of self-discipline. It has a clear commitment to improving the quality of teaching and has a sound capacity to improve pupils' standards. Realistic targets have been set for standards in English and mathematics in the National Curriculum tests in 2001. To meet these targets, the school has focused on raising standards of pupils' mathematical and writing skills, effective support for pupils with special educational needs, additional teaching time for numeracy and booster classes for pupils in Year 6.
61. Responsibility for subject areas is delegated to subject co-ordinators, whose role in promoting high standards has increased since the previous inspection. Co-ordinators manage spending on resources and feed back information to other staff after attending training courses. The numeracy co-ordinator has observed teaching in all classes and has fed back points requiring action to individual teachers. The literacy co-ordinator has a similar programme of classroom observations planned for this year. Other subject co-ordinators monitor teachers' planning and pupils' work, but are not given the opportunity to observe teaching or to assist colleagues in improving the standard of their teaching. This is an area that requires further development. In addition, co-ordinators do not always ensure that resources and teaching in their subjects adequately reflect the multicultural nature of our society. All staff have job descriptions which specify their roles clearly. The special educational needs co-ordinator provides good leadership in the identification of pupils with special needs and in the compilation of appropriate individual programmes of study. Pupils' individual education plans give clear targets that meet their specific needs. This is an improvement on the previous inspection, where targets were not sufficiently clear. Good use is made of assessments to check pupils' progress. Pupils' individual education plans are reviewed regularly and amended to take account of their needs. The special needs co-ordinator manages the support staff well to provide additional help for teachers and pupils.
62. The governors provide helpful support for the headteacher and maintain good liaison with parents, but do not visit the school regularly to observe lessons, look at pupils' work and talk to teachers and pupils. As a result, many governors lack a working knowledge of the school and do not have a good understanding of its strengths and weaknesses. The full governing body meets twice each term, and committees meet to deal with staffing and financial matters when necessary. Governors are kept well informed by regular presentations from the headteacher. They discuss management and budget issues, but do not have a clear idea about the future direction of the school. There are several areas in which the governors do not fulfil their statutory responsibilities. There are several omissions in the school prospectus, including information on the school's admissions policy, the school's policy for pupils with special educational needs, pupils' absence rates and the school's National Curriculum test results. The governors' annual report to parents does not contain information on authorised and unauthorised absences, arrangements for pupils with disabilities and details of the implementation of the school's policy for pupils with special educational needs. In addition, the governors need to ensure that a daily act of collective worship takes place for all children in the school.
63. The school is effective in supporting educational priorities through its financial planning. The school development plan identifies appropriate targets. The personnel and

resources involved are clearly identified and there are specific criteria by which the impact of these developments is evaluated. The cost implications of each initiative, however, are not made clear. The governing body monitors the school budget on a twice-termly basis and satisfactory financial controls are in place. Day-to-day administration is efficient and information and computers are used effectively for raising invoices and paying accounts.

64. The school makes good use of funding that is allocated to support specific areas such as classroom assistants, booster classes, administrative support and special educational needs. The governing body has effectively cleared the large financial deficit that existed at the previous inspection. The substantial carry over projected for the end of the current financial year is earmarked for future staffing developments. The principles of best value are applied to all major spending decisions to ensure that the school receives satisfactory value for money.
65. There is a sound match between the number, experience and qualifications of teachers and the needs of the curriculum. Previous training has ensured that the teachers are competent to teach the National Literacy Strategy and the National Numeracy Strategy.
66. The school's accommodation is generally good. The infant classrooms are spacious and the adjoining TV/reading rooms and shared open areas give plenty of opportunities to develop investigative and practical work and to extend pupils' learning in small groups. The classrooms for the upper junior classes are a little cramped for the larger numbers of older pupils. There is an open area for practical and investigative work, but this has to be shared by three classes. The school benefits from a dedicated music room and an attractive and spacious school library. All the window frames in the school have been replaced and made safe since the previous inspection. Pupils' toilets are adequate and there are suitable facilities for pupils with disabilities. There are many attractive and informative wall displays to support pupils' learning. The addition of more pupils' work to some of these displays would help to celebrate and share their efforts and achievements.
67. The school's learning resources are sound overall. Resources for the foundation stage and for teaching music are good. Resources for most other areas of the curriculum are satisfactory. Lack of computers and software to support teaching and learning in information and communication technology mean that not all strands within the National Curriculum programme of study are covered. Plans are in hand, however, to develop a new information technology suite in the near future. The school library is well stocked and is well used, but does not have enough library books relating to other cultures in order to support pupils' knowledge and understanding of the community in which they live.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should:
 - (1) Raise standards in information and communication technology by
 - (i) ensuring that teaching covers all the requirements of the National Curriculum at both key stages; (*see paragraphs 8, 12, 130*)
 - (ii) providing suitable hardware and software resources; (*see paragraphs 67, 133*)

- (iii) providing additional training to develop teachers' expertise; (see paragraphs 21, 133)
- (iv) making more use of computer skills to assist pupils' learning across other subjects of the curriculum. (see paragraphs 92, 99, 105, 109, 121, 133, 141)

(The school has identified these areas in its development plan, and work is already in hand to address these issues.)

- (2) Ensure that there is sufficient time for teaching geography, history, art and design, design and technology and religious education by extending the length of the teaching day at Key Stage 2 to enable the full curriculum to be covered in each subject. (see paragraphs 33, 111, 117, 123, 127, 133, 148)
- (3) Improve the efficiency of subject co-ordinators by ensuring that they monitor teaching and share their expertise with other teachers. (see paragraphs 61, 93, 105, 111, 117, 123, 129, 147, 153)
- (4) Improve pupils' handwriting skills and the presentation of their work in all areas of the curriculum by monitoring the standard of pupils' work more closely and by encouraging neater handwriting and presentation of work. (see paragraphs 6, 10, 51, 85, 90, 91, 92, 103)
- (5) Provide a wider range of extra-curricular activities for pupils to broaden their interests. (see paragraphs 37, 54)
- (6) Improve the governors' role in shaping the direction of the school by developing their monitoring of the school's provision and their understanding of the school's strengths and weaknesses. (see paragraph 62)

In addition to the key issues above, the school should consider including the following minor issues in its action plan:

- (1) The school should ensure that, when marking pupils' work, all teachers indicate how the work can be improved. (see paragraphs 29, 51, 92, 97, 103)
- (2) The governing body should ensure that it fulfils all statutory requirements relating to the school prospectus, the annual report to parents and a daily act of corporate worship for all pupils. (see paragraphs 41, 62)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	46	42	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	207
Number of full-time pupils known to be eligible for free school meals	-	35

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	46

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	7	7
	Total	12	14	14
Percentage of pupils at NC level 2 or above	School	75 (79)	88 (89)	88 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	6	7	7
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	81 (86)	88 (100)	88 (96)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	200
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	23.8
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	171

Financial information

Financial year	99/00
	£
Total income	320,769
Total expenditure	300,772
Expenditure per pupil	1700
Balance brought forward from previous year	-23,733
Balance carried forward to next year	-3,736

Results of the survey of parents and carers

Questionnaire return rate 32.8%

Number of questionnaires sent out	204
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	6	0	0
My child is making good progress in school.	42	48	7	3	0
Behaviour in the school is good.	22	64	7	1	4
My child gets the right amount of work to do at home.	39	49	10	1	0
The teaching is good.	49	46	1	1	1
I am kept well informed about how my child is getting on.	33	46	18	1	1
I would feel comfortable about approaching the school with questions or a problem.	51	40	4	3	1
The school expects my child to work hard and achieve his or her best.	40	54	3	1	1
The school works closely with parents.	27	49	18	3	3
The school is well led and managed.	31	34	12	3	19
The school is helping my child become mature and responsible.	31	48	12	1	7
The school provides an interesting range of activities outside lessons.	7	25	40	13	13

Other issues raised by parents

There were no other issues raised by parents.

Pointers from the meeting for parents

- Parents have mixed feelings about standards reached by pupils; some think there is a narrowing of the curriculum to keep standards in literacy and numeracy as high as possible.
- Parents believe the school does its best to help pupils to learn and make progress.
- Parents are happy with the attitudes and values which the school promotes.
- Parents are confident that the school gets good standards of behaviour and attendance.
- Parents recognise that the school sets homework, but they are not always sure about the school's policy.
- Parents are happy with the information they get about children's progress.
- Parents are satisfied with the way the school responds to their suggestions.

- Parents believe that the school is now better than it used to be.

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

69. The high quality of provision for children aged four and five is a strength of the school. Teaching is good and a variety of interesting activities are well planned. Consequently, pupils enjoy their time in the reception class and learning is fun. Assessment is used effectively to track the progress of individuals. As a result, children are enthusiastic, highly motivated and make good progress. There was no separate report on children of this age at the previous inspection.
70. Children join the reception class at the beginning of the autumn term of the school year in which they become five. They start by attending either the morning or the afternoon session, and later stay for the whole day. During the inspection, there were 24 children attending full-time in the reception class. The staffing ratio (1 adult to 12 children) is close to the recommended 1 to 13.
71. Children's attainment is assessed on entry to the reception class and staff keep detailed records of children's progress. Evidence from these assessments indicates that most children's skills and knowledge are close to national expectations when they enter the reception class. Many have good communication skills, and are keen to talk about their work. They have a sound knowledge of numbers and their use in everyday situations. Personal development is generally good, and most children quickly settle into school routines and enjoy their lessons. They make good progress and by the end of the reception class most children achieve the early goals in all areas of learning.

Teaching

72. Teaching is good in personal, social and emotional development, communication, language and literacy, mathematical development, creative development and physical development, and very good in knowledge and understanding of the world. This helps children to make good progress in all the six areas of learning. Planning for lessons is good; it includes clear objectives and provides a logical progression towards the early learning goals. Staff give high priority to the development of language, literacy, mathematical and personal and social skills. Children are encouraged to look closely at the illustrations in storybooks and to link these with the accompanying text. They sing songs and play games designed to reinforce their knowledge and understanding of letters and their sounds. Staff use every opportunity to develop children's spoken language and encourage them to talk about what they have achieved at the end of lessons. Role-play in the 'café' provides many good opportunities for children to communicate as they 'take orders' and 'cook meals'. Staff help children to record what they say about their pictures, to make the link with writing clear. During mathematics lessons, staff change activities frequently so that no child becomes bored. In a number session, for example, children counted up to twenty and back on a number line, identified numbers before and after other numbers, estimated the number of paper hats in a basket, counted the number of hats of each type, and were still keen for more activities. Homework is used satisfactorily to reinforce learning. Children take their reading books home each night and practise writing the letters they have learned. In mathematics, they count objects and practise writing numbers correctly.

73. The teacher and nursery nurse work closely together and the special needs assistant provides good support for a statemented pupil. By supervising individuals and small groups, these adults are able to provide good individual attention for children. This ensures that children make good progress. Staff assess how children respond to teaching regularly, and record formal assessments every half term. This means they have good information on which to plan new work. Staff quickly identify children with special educational needs who are making slow progress. These children receive special attention in order to help them develop language and numeracy skills. Children's behaviour is very well managed and standards of behaviour are very good. The atmosphere in class is calm and orderly, and this creates an environment where children are keen to learn.

Personal, social and emotional development

74. Children settle into the reception class well and quickly become familiar with the school and classroom routines. Children respond very positively to the adults whom they know, and most are keen to talk at length about their work with visitors. They are enthusiastic learners. Children are keen to talk about the 'big book' they are reading with their teacher. They know they have to put their hand up to answer questions and they quickly learn to take turns. They are keen to discuss the work they have achieved, and listen patiently to each other's contributions. They know how to put their own coat on, though some need a little help to fasten their buttons. Most children will achieve the level of personal, social and emotional development expected by the end of the reception year.

Communication, language and literacy

75. Most children speak clearly when identifying their favourite parts of a story. They enjoy talking about the work they have done during lessons, and are keen to answer their teacher's questions. They chat together happily about the menus they are preparing in the 'café', and explain which meals will keep them hot on a cold day. Children make good progress in developing their communication skills and most will achieve the expected level by the end of the reception year.
76. Children enjoy looking at books. They listen carefully when their teacher reads a story, and respond well to questions about the characters in the story. They enjoy reading the text of a well-known story together, and read familiar phrases with good expression. They listen to recorded stories on their own, and follow the pictures and text in their own books. Children learn the sounds and names of letters, and associate the letters successfully with the initial sounds of common objects. Average and higher-attaining children recognise common letter patterns and can read some simple words. Most children will have learnt all the words on the reception age word list by the end of the school year.
77. Children are given many opportunities to develop their writing skills. They successfully trace over letters, and most can write letters accurately and copy one or two words and names correctly. Several children can write their own name unaided. A few higher-attaining children can write a short sentence with some assistance. Overall, levels of attainment in speaking, reading and writing are close to those expected for children of their age.

Mathematical development

78. On entry to the reception class, children can distinguish between letters and numerals, and have some knowledge of simple mathematical vocabulary. They play with a variety of jigsaws and puzzles to encourage recognition of similar shapes and familiar colours. Children use number jigsaws, role-play in the 'café', and counting exercises on the computer to improve their number recognition. They sing a range of songs and number rhymes, and most can count and recite numbers from one to twenty confidently. Children can estimate the number of counters in a jar and can then check the accuracy of their estimate. By the end of the year, the majority of children will have mastered the skills and knowledge expected for their age.

Knowledge and understanding of the world

79. Children are keen to develop their knowledge and understanding of the world around them. They observed how a snowman melted as the temperature warmed up, and were keen to investigate how water can be changed into ice in a freezer. Some higher-achieving pupils could explain how the cold causes the water to freeze. All children can record their investigation by the use of pictures, and some can add a few words of explanation. At the end of the reception year, most children's knowledge and understanding of the world will be close to what is expected.

Physical development

80. Many opportunities are provided for children to handle tools and construction equipment, to play in the sand tray, and to use scissors, crayons and paintbrushes. These activities help children to improve their manual dexterity. Children learn to change their clothes quickly and are eager for the physical education lesson to begin. They are aware of the need to warm up their bodies before physical exercise. They run, skip, and change direction as they move quickly about the hall. They try hard to avoid collisions and behaviour is very good. Children move confidently and show good awareness of others as they run about. Most pupils can throw a soft ball to their partner and catch it. Most children's physical development will be similar to that of the majority of children by the end of the reception year.

Creative development

81. Children are given many opportunities to draw, cut, paint and stick things together. They select materials that will keep them warm during winter and stick them into their science folder. Children paint pictures of a snowy day, or paint their favourite characters from the story of the enormous watermelon. Some children paint pictures of themselves, and produce reasonable portraits with suitably proportioned features such as eyes, nose and mouth. Some children design a pattern for a tablecloth for the 'café', while others roll out dough to make pies. Children enjoy singing simple songs and rhymes at an acceptable standard and follow the actions with enthusiasm. They know the names of a variety of percussion instruments and describe the sounds made by them. One girl, for example, pointed out that "maracas make a rattly sound", while another described the "tinkling" sound of a triangle. Most pupils' creative development will be at the standard expected at the end of the reception year.

82. Parents are always welcome to discuss their children's progress, but few parents have accepted the school's invitation to help in the classroom. Parents are appreciative of the help and guidance they receive in supporting their children's early reading, writing and mathematical skills.
83. Accommodation for children in the foundation stage is good. The two classrooms available have a good range of different activity areas for reading, listening to taped stories, building construction toys, drawing, painting and role-play. There is also a separate quiet room and television area. Children know where to find the materials and resources they need and benefit from the wide range of activities available. Children in the reception class have their own outdoor play area. The reception class is well resourced, and attractive wall displays help to create a stimulating environment.

ENGLISH

84. Standards in English are broadly in line with national expectations at the end of both key stages. The results of the Key Stage 1 tests in 2000 indicated that standards in reading were well below the national average and below average in writing. When compared with similar schools, the results were the same. However, standards in 1999 indicated that pupils' attainment was in line with national expectations. These results vary considerably year by year because of the small number of pupils in the year groups and consequently, national data needs to be interpreted with caution. No data is yet available for the end of Key Stage 2 as the present Year 6 will be the first group at the school to take the National Curriculum tests. Inspection findings indicate that pupils in the Year 2 and Year 6 classes are achieving standards that are in line with the national average. Standards are currently higher in Year 2 compared with those in 2000 because there are fewer pupils with special educational needs. No significant differences were found in the achievements of boys and girls at either key stage. When pupils enter the school, initial assessment tests indicate that their attainment on entry is broadly typical for their age. Pupils make sound progress in speaking and listening, and in reading and writing skills as they move through the school.
85. At the previous inspection, standards in writing were found to be in need of improvement. The school has made satisfactory progress on this issue and standards of writing have improved. However, the neatness of pupils' handwriting and their presentation of work across all subjects remain weaknesses for the school to rectify.
86. At Key Stage 1, the majority of pupils make sound progress in their speaking and listening skills. Teachers give pupils many opportunities to take part in discussions and they value their opinions. As a result, pupils grow in confidence and are able to express themselves clearly. Pupils are encouraged from an early age to listen to and respect the views and opinions of others. This was illustrated in a Year 1 class when pupils had to use their oral skills to describe a character from one of the class books. From the clear descriptions given, other pupils were quickly able to identify characters from a favourite class story. The majority of pupils speak with a clear vocabulary and show confidence when answering questions.
87. At Key Stage 2, speaking and listening skills are not only promoted effectively in literacy lessons, but in many other areas of the curriculum. Teachers ensure that pupils learn and use correct vocabulary, for example, in science, music and art. As a result, vocabulary skills are sound. The majority of pupils are confident when answering questions. In a Year 5 lesson, for example, pupils were able to use correct vocabulary when discussing ideas about classical poetry, using the expression *literal and figurative*

language in the correct context. By the time pupils reach Year 6, the majority have the ability to listen to the point of view of other pupils and can express their thoughts and ideas using appropriate Standard English.

88. In reading, pupils' attainment is average by the age of seven. Pupils in Year 2 learn how to read with expression when reading aloud from the class 'big book'. Most pupils are able to express opinions about the story, with higher-attaining pupils reading poetry expressively. When reading independently, higher-attaining pupils read with confidence and fluency. They are able to identify favourite authors and talk about the main characters in a story. Pupils of average attainment explain quite clearly the difference between fiction and non-fiction books and are able to use the school library well to locate reference books. Lower-attaining pupils have sound basic knowledge of initial letter sounds and use this when attempting to decipher new words. All pupils make sound progress in their reading skills, particularly in their ability to use the library competently.
89. By the age of eleven, pupils are generally confident and competent readers, but higher-attaining pupils are unable to understand the term *genre*. Pupils read well for meaning, and this was clearly illustrated in a Year 6 lesson when pupils read a play-script about *Carrie's War* with suitable expression and empathy. Pupils understood that evacuation and separation were times of great stress and sadness for previous generations. When reading independently, higher-attaining pupils are fluent, confident readers, and many are members of the local library. Pupils of average attainment read with humour and expression and are confident in their ability to locate a variety of books in the school library. Lower-attaining pupils have good attitudes to reading. They enjoy reading, but a lack of confidence means that they are hesitant readers and lack fluency. Pupils make particularly sound progress in their ability to use the school library. This was an issue raised in the previous inspection when pupils were not able to locate and access books easily because of the way the library was organised. The school has addressed this effectively and all pupils use the library regularly to support learning in a variety of curriculum areas.
90. By the age of seven, pupils' attainment in writing is close to that expected for pupils of their age. The majority of pupils are developing secure knowledge of punctuation and spelling skills are sound. When writing stories, higher-attaining pupils write narratives that are correctly sequenced, with a clear beginning, middle and ending. Their writing contains a clear sense of meaning, with pupils developing the sense of writing for a particular reader. Pupils of average attainment write sentences that are usually constructed correctly. Lower-attaining pupils are developing sound punctuation skills, but sometimes, full stops or capital letters are forgotten. Pupils' handwriting skills and the presentation of their work require some improvement, although standards are better at Key Stage 1 than at Key Stage 2. Pupils, for example, often do not write on the line, and position letters such as *g* or *y* incorrectly.
91. By the age of eleven, attainment in writing is broadly average for pupils of their age. Spelling is usually accurate. Higher-attaining pupils, for example, spell *selection* and *ordinary* correctly. Lower-attaining pupils display weaker spelling skills (for example, *ordanny* for *ordinary*) but errors are phonetically logical. Punctuation skills are generally sound. Pupils write for a variety of purposes including poetry, biographies, reports and stories. When writing stories, higher-attaining pupils develop ideas logically and often write with a lively sense of style, as shown by *Carl's ice-skating boots snapped, so we had to share. What a nightmare!* The majority of pupils write in a joined-up style, but work is sometimes untidy and poorly presented. No particular style of handwriting has been developed and as a result, many pupils write with a mixture of printed and joined

words. Consequently, the overall impression is one of lack of care and attention, even though individual pupils do write carefully and take pride in their work.

92. The quality of teaching during the inspection was satisfactory overall, with many examples of good teaching observed at both key stages. Only one unsatisfactory lesson was seen. The very high percentage of satisfactory and good teaching results in sound learning and pupils achieve satisfactory standards as they move through the school. Throughout the school, teachers have a sound understanding of how to teach basic literacy skills. Lessons are planned in accordance with the National Literacy Strategy, with clear objectives for each part of the lesson. The management of pupils and the organisation of lessons are good overall, so each class has a positive atmosphere and pupils develop good attitudes to learning. Classroom support assistants are used effectively to work with individuals or groups and, as a result, pupils with special educational needs make sound progress in achieving the targets set in their individual education plans. All teachers focus well on developing speaking and listening skills during whole-class sessions in literacy lessons. Reading and grammatical skills receive appropriate emphasis. Handwriting lessons make a good contribution to the development of pupils' writing, but these skills are not applied consistently to all language activities, or across all areas of the curriculum. Insufficient use is made of information and communication technology to support learning in English. Pupils use word-processing skills, but mainly to type out previously drafted work. Pupils rarely use computers to write directly onto the screen, or to edit their work before re-writing. All teachers use homework activities to support classroom work. The marking of pupils' work is inconsistent throughout the school. While all work is marked regularly, not all teachers use the opportunity to provide clear guidance on how the work can be improved. Insufficient use is made of appropriate targets for individual pupils and there is little reference to the lesson objectives to help pupils improve their work further.
93. The management and co-ordination of English is satisfactory. The co-ordinator has been in post for only a year, but has successfully re-organised the library and has ensured that all pupils have regular access to develop their reading and research skills. Her ability to develop the quality of teaching and to improve standards in English across the school is impeded by not having had the opportunity to monitor teaching or to examine pupils' work in each year group, though this is planned for the near future. The school is developing comprehensive procedures for assessing pupils' progress through testing and introducing portfolios of work, but at present makes only limited use of assessment information to set individual targets for pupils.

MATHEMATICS

94. Inspection findings indicate that standards in mathematics are broadly in line with national expectations at the end of Key Stage 1. In the National Curriculum tests for seven-year-olds in 2000, standards were well below the national average. In comparison with similar schools, standards were also well below average. Standards in the 1999 tests, however, were close to the national average. Results vary considerably from year to year because of the small number of children in the year groups and comparisons with national data should therefore be treated with caution. Standards are currently higher in Year 2 compared with those in 2000 because there are fewer pupils with special educational needs. No national comparisons are available for the end of Key Stage 2 as the current Year 6 will be the first group at the school to take the National Curriculum tests. Inspection findings indicate that standards are a little below national expectations at the end of Key Stage 2. Pupils are making sound progress in mathematics, but the proportion of pupils likely to achieve the nationally expected

standard in the current Year 6 is slightly lower than the national average. There are no significant differences between the attainment of boys and girls. At the previous inspection, standards at Key Stage 1 were in line with national expectations and this standard has been maintained.

95. At Key Stage 1, increased rigour resulting from successful use of the teaching techniques in the National Numeracy Strategy is having a positive impact on pupils' attainment. Frequent practice during mental mathematics sessions, for example, ensures that pupils in Year 2 can order numbers to 100 accurately. Most pupils recall addition and subtraction facts within twenty quickly and can use a 'hundred square' successfully to count in fives. Most can estimate lengths and then measure them accurately in centimetres. They draw complete hours and half-hours onto a clock face, and readily identify and name common three-dimensional shapes.
96. At Key Stage 2, frequent use of quick-fire questions is encouraging pupils to make calculations rapidly in their heads. As a result of daily mental mathematics sessions, most pupils in Year 6 can recall multiplication facts quickly and use them to work out problems involving addition, subtraction, multiplication and division. They can interpret the use of brackets to determine the order of calculations, and have a secure understanding of place value up to ten thousand and beyond. There is a sound emphasis on practical mathematics at Key Stage 2. Pupils in Year 4, for example, use scales to weigh objects in grams and kilograms, while pupils in Year 6 plot the co-ordinates of *Flexible Fred* effectively on a variety of different grids.
97. The quality of teaching is satisfactory overall and there is much good teaching at both key stages. Only one unsatisfactory lesson was observed. The school has implemented the National Numeracy Strategy successfully and teachers have improved their planning for lessons. Assessments are used effectively to match work closely to the needs of individual pupils. Additional work is usually provided for higher-attaining pupils who complete exercises more quickly. Teachers have a good understanding of the subject and use mathematical terms correctly. Lessons have clear learning objectives and most teachers share the objectives of the lesson with pupils at the start of the session. This helps pupils to focus on what they are to learn and increases their level of concentration. Brisk introductory mental mathematics sessions are used effectively to motivate pupils and to reinforce and develop new concepts. Most teachers explain new ideas clearly so that pupils' learning is improved. They target questions well to help pupils build on their prior understanding and deepen their thinking. The management of pupils' behaviour is generally good and most teachers expect and gain good behaviour from their pupils. Occasionally, noise rises to an unacceptable level without being checked. Pupils with special educational needs are given appropriate assistance and make good progress towards the targets in their individual education plans. Support staff are well briefed on the learning objectives of lessons and how they can support pupils' learning. They work closely with small groups of pupils and have a beneficial impact on pupils' progress, especially those with special educational needs. Teachers set homework regularly and use it to consolidate work begun in lessons. The marking of work is inconsistent. All work is marked regularly, but not all teachers indicate how the work could be improved. On occasions, pupils' work is poorly presented, and this is not always remedied by teachers. In the lesson where teaching was unsatisfactory, explanations were not clear enough and pupils were uncertain how to proceed.
98. Pupils' attitudes towards mathematics are good and most pupils concentrate well. Pupils listen carefully to their teachers during mental mathematics sessions and are keen to answer questions. Pupils are well behaved and co-operate sensibly when

working in pairs or in small groups. Occasionally noise levels become too intrusive, but this is usually checked by teachers. Relationships between pupils and teachers are good, and this ensures that pupils work hard and do their best.

99. Co-ordination of the subject is sound. All the requirements of the National Curriculum are met. Booklets with appropriate termly targets are taken home by all pupils so that parents understand what their children are learning and how they can assist them. Analysis of statutory and optional test results has helped bring about improvements in planning and teaching. An effective programme of monitoring the quality of teaching and learning in all classes has had a beneficial effect on raising standards. Procedures for assessing pupils' attainment and progress are sound, but they are not used to develop individual targets for pupils. Numeracy is taught effectively across the school. It is promoted in different subjects such as history, where pupils draw bar charts to show their parents' favourite childhood toys, and in design and technology where they weigh out ingredients. Very little use is made of information and communication technology for pupils to learn and practice mathematical skills. Resources are satisfactory and are used well to assist pupils' learning.

SCIENCE

100. Inspection findings indicate that standards in science are broadly in line with national expectations at the end of Key Stage 1. In the teacher assessments for seven-year-olds in 2000, standards were just below the national average. In comparison with similar schools, standards were also just below average. Results vary considerably from year to year because of the small number of children in the year groups and comparisons with national data should therefore be treated with caution. Standards are currently higher in Year 2 compared with those in 2000 because there are fewer pupils with special educational needs. No national comparisons are available for the end of Key Stage 2 as the current Year 6 will be the first group at the school to take the National Curriculum tests. Inspection findings indicate that standards are broadly in line with national expectations at the end of Key Stage 2. There are no significant differences between the attainment of boys and girls. At the previous inspection, standards at Key Stage 1 were in line with national expectations and this standard has been maintained.
101. Pupils gain a sound understanding of physical processes at Key Stage 1. Pupils in Year 1, for example, learn how different sounds are made by experimenting with musical instruments. Pupils in Year 2 develop their investigative skills by analysing different materials and their properties. At Key Stage 2, pupils build on their earlier practical skills and begin to select the equipment and materials for their own experiments. Pupils in Year 6, for instance, carry out their own research to determine suitable methods to separate mud from water. They are encouraged by their teacher's questions to test their ideas accurately and then modify their experiments to improve the results of their separations. Pupils in Year 3 carry out practical investigations of soils and rocks to build up a deeper knowledge and understanding of materials and their properties, while pupils in Year 5 carry out their own experiments to extend their knowledge and understanding of gases and their properties. Pupils develop their speaking and listening skills when teachers use probing questions and ask pupils to review the findings of their experiments. Numeracy skills are also developed effectively when graphs are used to record the results of investigations.
102. The quality of teaching is never less than satisfactory at both key stages. In over half the lessons observed it was good or better. Good teaching has a positive impact on pupils' learning. Teachers' knowledge and understanding of scientific concepts are generally

secure and teachers use correct scientific language in lessons. In a Year 1 lesson, for example, the teacher's clear objectives, good knowledge and challenging questions helped pupils effectively to develop their understanding of sound and its effects. Good use of a variety of resources stimulates pupils' interest and helps develop their investigative skills. Teachers' clear explanations help pupils to learn effectively. Year 4 pupils, for example, were able to consolidate their knowledge of electrical circuits well when their teacher explained accurately how current flows in a circuit. Good use of questioning by teachers both consolidates previous learning and provides opportunities for pupils to make further investigations. The use of the school's science co-ordinator to teach Year 6 pupils jointly with their class teacher helps develop pupils' skills well.

103. Pupils of all abilities, including those with special educational needs, make sound progress. Care is taken to include everyone in discussions and investigative work. At Key Stage 1, however, work is not always matched closely enough to individual pupils' needs both to enable lower-attaining pupils to make sound progress and to extend and challenge higher-attaining pupils. Teachers give insufficient guidance on how pupils should record their work and do not insist on high enough standards of written presentation. There is no use of standard structured frameworks, for example, to assist pupils in recording their experimental findings. Pupils' work is marked regularly, but teachers do not always suggest how the work can be improved. Teachers assess the standard of pupils' work on a regular basis, but do not use these assessments to set individual targets to challenge pupils and to take their learning forward.
104. Pupils' attitudes and behaviour are generally good. Pupils enjoy science lessons and listen attentively to their teachers. They concentrate well when working independently. They are keen to carry out investigations and co-operate sensibly when working in small groups.
105. The science co-ordinator is an experienced teacher who gives clear guidance and leadership. Her support in Year 6 is having a positive effect on pupils' progress and the standards achieved. Teachers' planning is monitored by the co-ordinator, but her role does not yet include the observation and appraisal of science teaching throughout the school. Resources are generally adequate to support the teaching of the science curriculum, but there are not enough computers to assist in modelling, monitoring and recording the results of scientific investigations.

ART AND DESIGN

106. At the end of both key stages, standards are close to those expected nationally. During the week of the inspection only two art and design lessons were seen. Additional evidence has come from pupils' work and discussions with staff and pupils. Standards of work are similar to those found at the previous inspection. Pupils make satisfactory progress in their knowledge, skills and understanding of the art and design process. Pupils with special educational needs are supported well in class, enabling them to make sound progress.
107. Work produced by pupils at Key Stage 1 is sound. Pupils use wool, felt and other materials to reflect their own original designs. Pupils in Year 1, for example, produced very clear designs for a weaving pattern, which were then translated into individual pieces of weaving, showing a clear focus on the quality of the finished product. Pupils develop their observational skills by drawing self-portraits. Pupils in Year 2, for example, carefully drew and painted their own portraits, showing a growing expertise for colour

mixing and for matching the colours to correspond with the colours of their clothes, hair, eyes and skin.

108. At Key Stage 2, pupils develop and extend their drawing skills by using ideas and techniques gained from observing a variety of artists' work. Pupils in Year 4, for instance, used a variety of ideas to draw different routes to depict an imaginary journey. They gained inspiration by looking at the work of several artists, including the work of Aboriginal painters. The majority of pupils are beginning to develop ideas originally planned in their sketchbooks, and they plan how they will extend this work further. In Year 5, for instance, observational skills were developed progressively as pupils explored the design and purpose of a variety of containers. Pupils worked effectively together in groups, answering questions relating to how the container was made and looking at pattern, texture, shape, form and function. Drawing skills are carefully nurtured and good examples of the use of line and shade were seen in drawings of ethnic musical instruments.
109. The quality of teaching is satisfactory. Teachers provide suitable opportunities for pupils to use a variety of resources and to develop skills in a structured way. In the lessons observed, teachers used resources effectively to stimulate the interest and attention of pupils. Planning for lessons is inconsistent. While some teachers have detailed lesson plans with clear learning objectives, others jot down their ideas on paper and do not have such clear objectives. Teachers explain tasks and activities clearly to pupils and use correct technical vocabulary well. The health and safety aspects of using equipment are explained clearly. While sketchbooks are used in some classes, their use is inconsistent. At present they are underused in many classes and are not used effectively to help pupils develop, refine and extend their work. Techniques of printing, modelling with clay and work with textiles are not developed sufficiently, and computers are not used enough to support teaching and learning.
110. Pupils have good attitudes to their art lessons and their behaviour is consistently good. They listen attentively when their teacher introduces the lesson, and concentrate well when working on their own or when working in small groups. This ensures that they work at a sensible pace and make sound progress.
111. The subject co-ordinator provides sound leadership, but is not provided with time to observe the quality of teaching throughout the school or to share her expertise with other teachers. She is also not given the opportunity to monitor pupils' standards in a systematic and planned way by analysing the work that pupils produce in all classes. Resources for the subject are satisfactory and are used well. While teaching covers all aspects of the National Curriculum, the time allocated for art and design is less than in most primary schools, and pupils do not have sufficient time to develop their skills and to improve their standards.

DESIGN AND TECHNOLOGY

112. Standards are broadly in line with national expectations throughout the school. During the period of the inspection it was possible to observe only three lessons. Judgements are based on evidence including the analysis of pupils' work and discussions with pupils, teachers and the subject co-ordinator. Standards have been maintained since the previous inspection. The curriculum is currently being extended to include the full age range of primary pupils.

113. At Key Stage 1, pupils have a clear knowledge and understanding of the processes of planning, designing and making. Pupils in Year 1, for example, design and make model houses. They evaluate their finished models and compare them with their original plans. Pupils begin to design models for a specific purpose. Pupils in Year 2, for instance, produce well designed puppets and study how wheeled vehicles can be designed for specific purposes. They draw initial designs, identifying the axle and the wheels correctly, and later evaluate the effectiveness of their models.
114. At Key Stage 2, pupils develop their food technology skills by designing and making food items for a specific purpose. Older pupils begin to design and make models with moving parts. They are taught how to design and make cams, and integrate this technique successfully in their finished models.
115. In the three lessons observed, teaching was never less than satisfactory and was very good in one lesson. Strengths of the teaching include good subject knowledge and high expectations. In Years 4 and 5, for instance, the teacher had a very good knowledge of food technology, and set appropriate challenges for pupils to think through as they prepared their initial ideas and designs. This ensured that all pupils made good progress as they prepared their own recipes for biscuits. Pupils' work is celebrated in the high quality displays of finished work around the school.
116. Pupils' attitudes and behaviour are good. Pupils enjoy design and technology lessons and express surprise and wonder when, for example, they observe the effects of sliding mechanisms and levers. They listen carefully to their teachers and respond well to questions. They concentrate well when working on their own, and co-operate well when working in groups.
117. The co-ordinator is new to her post and is only just beginning to develop her role. She has begun to monitor teachers' planning, but she has not been given the opportunity to observe teaching in the subject or to assist her colleagues in the classroom. Resources are satisfactory, but need reviewing because of the older age groups now in the school. While all aspects of the National Curriculum are covered in the subject, the time allocated to the teaching of design and technology is insufficient to allow pupils sufficient time to develop their skills and to improve their standards.

GEOGRAPHY

118. Only two lessons were observed, as geography was not being taught in every year group during the time of the inspection. Discussion with pupils and a scrutiny of teachers' planning and pupils' work, however, indicate that, as at the previous inspection, the standard of work is close to national expectations at both key stages.
119. At Key Stage 1, pupils have a sound knowledge of their own locality and compare some of its features with more distant places. Pupils in Year 1, for example, use the area around the school to study types of housing and to develop mapping skills. They draw maps of their route to school using pictorial symbols. Pupils in Year 2 compare their own locality with a remote Scottish island, pointing out the contrasts in features such as housing, shops, transport and jobs.
120. At Key Stage 2, pupils identify the effects of pollution on the landscape and contrast life in Britain with life in a developing country. Pupils in Year 6, for example, study the effects of water pollution and acid rain, and examine the causes of soil erosion in the Amazon

rain forest. Pupils in Year 5 study life in a remote area of northern India and contrast local farming and settlements with those found in Britain.

121. No teaching was observed at Key Stage 1 and only two lessons were seen at Key Stage 2. While it is not possible to make a judgement about the quality of teaching at Key Stage 1, the teaching seen at Key Stage 2 was satisfactory. Teachers plan their lessons with appropriate learning objectives and make these objectives clear at the beginning of lessons. This helps pupils to understand what they are expected to learn during lessons. Teachers use correct geographical vocabulary and make good use of resources. In a Year 5 lesson, for instance, the teacher made good use of a wall map of the world, larger scale maps of India and the Ladakh region, and two versions of a worksheet designed to be used by higher and lower-attaining pupils. Little use is made of information and communication technology, however, to assist pupils' learning. Good use is made of questioning to probe issues and to elicit information from pupils. Sound teaching results from teachers' secure knowledge of the subject and generally satisfactory expectations of pupils' performance and behaviour. This enables pupils to make sound progress in lessons.
122. Pupils' attitudes and behaviour are generally sound. Pupils enjoy geography lessons. Most listen attentively to their teacher and to each other. They usually concentrate well when working on their own, and co-operate well when working in small groups. Occasionally, some pupils do not listen when their teacher or other pupils are talking and distract others with their chatter.
123. The scheme of work covers an appropriate selection of topics from the National Curriculum over a two-year cycle, but geography lessons are not evenly spaced from year to year, and in some years, very little geography is taught. This makes it difficult for pupils to progress steadily and to develop their geographical skills in a logical order. Only a very limited amount of work has been completed so far this year by pupils in Years 3, 4 and 5 owing to the relatively small amount of time devoted to geography lessons. While the standard of work seen was satisfactory, too little time is spent on geography at Key Stage 2 to cover all the chosen topics in sufficient depth. Leadership in geography is sound. The co-ordinator ensures that suitable resources are available for all topics, but is not given sufficient opportunity to monitor teaching or pupils' work. Learning resources are adequate, but there are not enough photographs, maps and other pictorial information for some topics. Satisfactory use is made of the local area to study shopping, housing and environmental features.

HISTORY

124. Standards are broadly in line with those expected at the end of both key stages. This is similar to the findings of the previous inspection. Only three lessons were observed during the inspection. Additional evidence is drawn from teachers' planning, scrutiny of pupils' work and discussions with staff.
125. Pupils at Key Stage 1 achieve a satisfactory level of knowledge and understanding within the areas they study. Pupils compare everyday objects in use today with items from the past. Year 1 pupils, for example, compare toys from different times. Pupils learn to use a timeline to understand the sequence of events in their history studies. Year 2 pupils, for instance, use a timeline to understand where 1666 lies within the historical time scale, and learn about The Great Fire of London.
126. Pupils at Key Stage 2 make good use of the local area to learn about the past. Year 3 and Year 4 pupils, for example, identify local houses built in Victorian times. Further research by pupils leads some to discover that they themselves live in houses built in this period. Pupils in Years 4 and 5 extend their knowledge of the Victorian period by studying the role of Queen Victoria and Prince Albert. Older pupils explore what life was like in Britain during World War II. They use contemporary evidence from newspapers and wartime songs, and listen to first hand experiences and recollections. They ask searching questions and compare first hand evidence with written accounts of the past.
127. In two of the lessons observed, teaching was good, and in the other it was satisfactory. Teachers have a secure knowledge and understanding of historical evidence and show enthusiasm and interest in their teaching. Planning of lessons is generally sound, but occasionally very good planning and organisation occurs, as, for example, when the Year 6 teacher invited a lady to talk about her experiences as an evacuee. Teachers make good use of questioning to discover, for example, the favourite toys of pupils' parents when they were children. Good use is made of opportunities to develop pupils' numeracy skills. Pupils in Year 1 were shown how bar graphs could be used to present the data they had collected about toys in the past. Pupils in Years 3 and 4 made good use of bar charts and pie charts to present the findings of their research into the age of houses in the local area. Historical topics are well integrated into other areas of the curriculum. Year 6 pupils, for example, use the story of a 'War Child' as a literacy source in their English lessons, and learn Second World War songs in their music lessons. Teachers make good use of resources and artefacts. Pupils in Year 1, for example, were fascinated by a home-made zoetrope constructed by their teacher. While all the National Curriculum areas of study are covered, too little time is allocated to history teaching to cover all the topics in sufficient detail.
128. Pupils' attitudes and behaviour are nearly always good. Pupils show enthusiasm and interest in their work. Pupils in Year 1, for example, were very keen to take an active part in building up the bar chart of favourite parents' toys. Pupils are fascinated by the past, and artefacts and visiting speakers capture pupils' interest. Year 6 pupils, for instance, showed their pleasure and appreciation when listening to the first-hand experiences of a wartime evacuee.
129. Resources to support teaching and learning are only just adequate and the co-ordinator is currently reviewing them to ensure they are sufficient for teaching the new age groups. Visits to museums and sites of historical interest such as Eden Camp enhance pupils' opportunities to consolidate and build on their learning. The co-ordinator gives a sound lead in the subject. National guidance has been followed when writing the scheme of work and has been adapted where necessary to meet the needs of the

children. The co-ordinator monitors teachers' planning but has not been given the opportunity to observe teaching in the subject or to assist colleagues in the classroom. Teachers assess pupils' work informally during lessons, but there is no formal assessment of pupils' progress at the end of each topic.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards in information and communication technology (ICT) are below national expectations at the end of both key stages. This is a less favourable judgement than at the previous inspection, when standards were found to be sound. This is because the expectations for the subject have increased over the intervening four-year period and the school has been unable to keep pace with both the quality and quantity of software and hardware needed to teach the subject successfully. Staff training in the new requirements has also fallen behind. As a result, the school is unable to meet the National Curriculum requirements for the subject. The school is aware of this issue and has a very detailed plan already in place, which will improve both the inadequate resources and staff training. The school will shortly have a new computer suite, and plans are in hand to train staff in the use of new hardware and software.
131. At Key Stage 1, pupils have limited access to computers and use simple programs to develop basic word processing skills and to reinforce their knowledge and understanding in numeracy and spelling. Specific ICT skills are not yet taught in a progressive way, however, and as a result, pupils make unsatisfactory progress over time. A similar picture is evident at Key Stage 2. Pupils in Year 4, for example, are only just becoming familiar with how to use the mouse and keyboard to move the cursor on the screen to drag and highlight text. Word processing skills are very basic and pupils have little knowledge or understanding of how to search a database or how to control devices by writing a set of commands. Pupils in Year 6 are beginning to write a clear set of instructions for drawing a square, but currently have little opportunity to transfer these skills onto a computer. Pupils' word processing skills are at a low level, with many pupils using only one finger on the keyboard. As a result, pupils' work is very slow.
132. In the lessons observed and in discussions with pupils, they are keen and interested to develop their computer skills further. Indeed, many pupils choose to come into school at lunchtimes to work on the few existing computers and have produced interesting magazines and newspapers. Pupils' attitudes to learning are good and they are supportive and helpful to each other. Behaviour in lessons, and when working at a computer at lunchtimes, is good.
133. The teaching of ICT is unsatisfactory at present as the school does not teach the full National Curriculum programme of study and pupils are not able to develop their skills and knowledge in a progressive way. The quality of teaching seen in the two ICT lessons during the inspection, however, was satisfactory. Both lessons were well planned, and had sound learning objectives which were made clear to the pupils. There is currently little use of ICT skills to support learning across the different subjects of the curriculum. This is because resources are unsatisfactory at present, and teachers have not had the necessary training to develop their skills and to use suitable software.
134. The co-ordinator has worked hard with her colleagues to produce a clear action plan for improving teaching when the new resources are in place. She is realistic in her projection that it will take pupils two or three years to reach the recommended standards of attainment.

MUSIC

135. Standards are close to national expectations at the end of Key Stage 2. This is similar to the standard observed in Years 3 and 4 at the previous inspection. Inspectors were unable to judge the current standard at Key Stage 1 as no music lessons were observed in Years 1 and 2.
136. At Key Stage 1, pupils sing tunefully in assemblies and keep good time and rhythm. At Key Stage 2, pupils develop their musical appreciation by listening to different styles of music. Pupils in Year 6, for example, joined in singing songs from the Second World War and appreciated that these songs had catchy tunes and simple lyrics in order to encourage community singing during wartime. Pupils study music from different countries and understand the use of characteristic rhythmic patterns in regional musical styles. Pupils in Years 4 and 5, for instance, tapped out the characteristic Kaherva 8-beat rhythmic pattern of Indian music on a Tabla drum and joined in singing a Caribbean song with a 6-beat rhythm.
137. Pupils are able to appreciate a range of music when entering and leaving school assemblies, but opportunities to discuss the composer, the instruments or the mood of the music are not always taken. Pupils sing a variety of modern worship songs tunefully during assemblies and hymn practices, but opportunities to improve the diction or variation in dynamics are not always followed up.
138. No teaching was observed at Key Stage 1. Teaching is good, overall, at Key Stage 2, and benefits from the very good expertise of the visiting music specialist. Year 6 pupils are taught satisfactorily by their class teacher, but all other pupils have a short session each week with the visiting music specialist. While the teaching in these sessions is very good, the lessons are not long enough to cover all the topics in the National Curriculum in sufficient depth. Teachers plan their work carefully and individual lessons have clear learning objectives that are shared with pupils. This helps pupils to understand what they should be learning. Teachers have high expectations and give clear explanations and instructions. Teachers make good use of recorded music and a wide variety of percussion instruments. This helps to maintain pupils' interest and concentration. Pupils are well managed and good use is made of frequent questioning to check their learning.
139. Pupils look forward to their music lessons and enjoy listening to music and singing in assemblies. The majority of pupils have good attitudes to music. They are well motivated and most join in sensibly. Pupils listen carefully to their teachers and behave well when singing, playing instruments or listening to music.
140. The co-ordinator provides sound leadership of the subject. Good use is made of the expertise of a classroom assistant to accompany singing on the piano during assemblies. The school also benefits from the regular visits of the music specialist who teaches classes one morning a week and teaches two groups of recorder players. A new scheme of work, based on national guidance, ensures that pupils develop musical skills in a logical progression.
141. The school benefits from a dedicated music room containing a good range of percussion instruments. Pupils are introduced to a wide range of recorded music in assemblies, but little use is made of computers to assist musical composition or appreciation. Nearly a quarter of all pupils receive recorder, guitar or keyboard lessons, and take part in assemblies and concerts. Nearly 30 pupils sing in the school choir.

Pupils learn about a variety of musical instruments from visiting musicians who come into school occasionally to perform.

PHYSICAL EDUCATION

142. Standards in physical education are in line with national expectations at both key stages and have been maintained since the previous inspection. There is no significant difference in the standards achieved by boys and girls. All pupils, including those with special educational needs make satisfactory progress in their learning. The school makes sound provision for swimming and the majority of pupils achieve their 25 metre certificate by the time they leave school.
143. At Key Stage 1, pupils develop sound gymnastic ability. They observe health and safety regulations when putting out apparatus and when working with a partner. The majority of pupils demonstrate control and co-ordination when travelling in different directions. Most pupils in Year 1, for example, are beginning to develop a short sequence of movements and can evaluate their own performance and the performance of others. The majority of pupils understand that it is necessary to warm up before exercise but teachers do not always use this part of the lesson to focus on exactly what happens to the heart, blood supply and muscles. Consequently, the opportunity is often missed for pupils to understand the health benefits of exercise.
144. At Key Stage 2, pupils work effectively with a partner or in small groups to plan a sequence of dance movements. In Year 5, for example, pupils developed a performance to show the movement of water. Pupils learn how to plan, perform and evaluate their own movements and to evaluate the performance of others. Pupils in Year 6, for instance, evaluated the performance of other pupils effectively as they attempted to move like a ballerina in a music box.
145. The quality of teaching is satisfactory overall. Some good teaching was evident at both key stages. All teachers dress appropriately for lessons, thus providing pupils with a good role model. Teachers manage pupils and activities well, ensuring that pupils are attentive and quick to respond to instructions. Support assistants are used effectively in lessons to ensure that pupils with special educational needs are fully included in all activities and are therefore able to make sound progress. The quality of planning for lessons, however, is inconsistent. Some teachers have detailed planning whilst others have only a few notes jotted down. Warm-up sessions are sometimes not vigorous enough and pupils rarely get out of breath, therefore missing the point of the exercise. While teachers make informal assessments of pupils' skills during lessons, they do not make formal assessments of how well pupils are achieving. A scheme to do this is currently being piloted in Years 4 and 5.
146. Most pupils behave well in lessons and show a good attitude towards physical education. Relationships, both with teachers and with other pupils are good, and this ensures that pupils are both sensitive and sensible when evaluating the work of others. Pupils concentrate well during lessons, and prepare themselves well when demonstrating a sequence of movements or dance steps.
147. The leadership of the subject is satisfactory, but the co-ordinator has not been given the opportunity to observe the quality of teaching throughout the school or to monitor the standard of pupils' work. The school provides a well-balanced curriculum and boys and girls have equal opportunities to participate in all activities. The school has recently adopted planning for physical education recommended by the Qualifications and

Curriculum Authority. This ensures that pupils' knowledge and skills are developed progressively and in a logical order. There is a satisfactory range of extra-curricular sporting activities. Resources for the subject are satisfactory.

RELIGIOUS EDUCATION

148. Standards in religious education are broadly in line with those expected in the local Agreed Syllabus at the end of both key stages. Standards have been maintained since the previous inspection. The school, however, spends less than the minimum recommended time for teaching religious education as stated in the Agreed Syllabus. As a result, although there is some coverage of all the strands in the Agreed Syllabus, there is insufficient time for pupils to gain a deeper knowledge and understanding of their own religion and other faiths. Only three lessons were observed during the inspection. Additional evidence is drawn from a scrutiny of pupils' work and discussion with staff and pupils.
149. At Key Stage 1, pupils develop a sound awareness of the origins of Christianity and recall the events of the Christmas Story accurately. They begin to understand the celebration of festivals in other religions, such as the Hindu festival of Divali. Pupils in Year 1, for example, learn about the festivals and events within the Jewish religion. They study differences between the Christian and Jewish calendars as well as the significance of the menorah in the Jewish celebration of Hannukkah.
150. At Key Stage 2, pupils learn about the six major world faiths. Younger pupils, for example, learn about Wesak, the most important Buddhist festival celebrating the birth, enlightenment and death of the Buddha. Pupils in Years 4 and 5 discuss the importance of the Ten Commandments to Judaism, and learn about the covenant between God and the Jewish people. Pupils in Year 6 learn about the representation of light in their study of Guru Har Gobind and the origins of Sikhism.
151. The quality of teaching is satisfactory at both key stages. Teachers have a sound knowledge of Christianity and a satisfactory understanding of the six world faiths covered in the Agreed Syllabus. Planning is satisfactory, and teachers have sound expectations of pupils' work and behaviour. Teachers make good use of artefacts and resources, but there are not enough visits to places of worship to help pupils improve their understanding of the traditions and beliefs associated with different religions.
152. Pupils' attitudes and behaviour are generally sound. Most pupils listen carefully to their teachers and show an interest in the subject. They usually concentrate well when working on their own or in small groups. Most pupils show appropriate respect for the beliefs and customs of other religions.

153. The co-ordinator provides satisfactory leadership of the subject. She has received suitable training on teaching the major world religions and on developing schemes of work for religious education. The co-ordinator monitors teachers' planning but has not been allocated time to observe teaching in the subject or to assist other teachers in the classroom. Teachers assess pupils' knowledge and skills informally in class, but there is no formal assessment of pupils' attainment and progress. Resources are barely adequate and the co-ordinator supports teaching with artefacts of her own. Additional artefacts are needed to support learning about the six major world faiths.