

INSPECTION REPORT

**BROOKFIELD COMMUNITY PRIMARY
SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119226

Headteacher: Mr C N Sharples

Reporting inspector: Mrs C E Waine
23081

Dates of inspection: 11th – 14th March 2002

Inspection number: 194273

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4 -11 years
Gender of pupils:	Mixed
School address:	Watling Street Road Preston Lancashire
Postcode:	PR2 6TU
Telephone number:	(01772) 700636
Fax number:	(01772) 702371
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr L Hartnett
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23081	Mrs C E Waine	Registered inspector	English Information and communication technology Music Equal opportunities English as an additional language	Standards: The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
19554	Mr M Hammond	Lay inspector		Standards: Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
21020	Ms T Galvin	Team inspector	The Foundation Stage Art and design Geography History Religious education Special educational needs	
28950	Mr A Gibbens	Team inspector	Mathematics Science Design and technology Physical education	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookfield Primary School is smaller than most primary schools. The numbers of pupils has fallen considerably in recent years since the opening of a new primary school nearby, but the drop in numbers has now stabilised. It serves an area of considerable deprivation and the proportion of pupils claiming free school meals is above average and in some year groups well above average. There are 134 pupils in Years 1 to 6 and 21 pupils in the reception year. When children enter the reception class, few have attended nursery school and academic attainment is well below average, sometimes very low. Pupils in the reception class and Years 1 and 2 are taught in classes containing two age groups. Those in Years 3 to 6 are taught in single age classes. For the last few years, there has been significant movement of pupils in and out of school during each year, particularly in some classes. For example, in the current Year 2, there has been a change of 50 percent since 1999. Some pupils entering the school have been excluded from other schools. The school has 23 percent of its pupils on its register of special educational needs, which is average, but the actual percentage of such pupils is above average. Most of the special educational needs relate to learning difficulties or difficulties with behaviour. Two percent of pupils have statements of special educational needs, which is broadly average. Almost all pupils are of white UK origin, with a small number of pupils from other ethnic backgrounds, mainly Indian and Chinese. Although these pupils have English as an additional language, all speak English on entry and no additional support is provided.

HOW GOOD THE SCHOOL IS

The school provides its pupils with a satisfactory standard of education and pupils achieve more than pupils in similar schools. The appropriately high focus on English, mathematics and science has been successful in raising standards at a time of declining attainment on entry. The headteacher has led the school well through a time of considerable change. He has introduced a good range of policies and procedures to improve the quality of education and raise standards in English, mathematics and science. However, this is not as effective in other subjects, where results fall below the standard expected at the end of Year 6. Teaching is satisfactory, overall, and good in the basic skills of literacy and numeracy. Pupils develop good attitudes to learning, behave well and show respect to others. The school makes sound use of its resources and provides satisfactory value for money.

What the school does well

- The pupils attain better standards in English and science than those in similar schools.
- Teaching of the basic skills of English, mathematics and science is good.
- Teaching of the children in the Foundation Stage is good.
- The headteacher has a clear view of where the school is and has set good priorities for improvement.
- The policies for promoting pupils' social and moral development are good and result in good behaviour.
- Relationships are good and pupils enjoy taking responsibility.
- The school is a caring community that reflects its stated aims.

What could be improved

- Standards, particularly in English and mathematics at the end of Years 2 and 6, but also in design and technology, geography, history, music, games skills and religious education at the end of Year 6.
- Curriculum co-ordinators do not have a clear overview of provision and standards in their subjects.
- Some lessons in music, physical education and religious education are too short to develop pupils' skills and understanding sufficiently.
- Teachers use too many unsuitable worksheets that stifle pupils' opportunities to think for themselves, make decisions, express themselves creatively and communicate just how much they have learned.
- Attendance is well below average and some pupils arrive late.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997 and improvement has been satisfactory since that time. Since then the level of attainment on entry to the school has fallen considerably but despite this, standards are rising in English, mathematics and science. The high focus on improving the provision for these subjects has led to a deterioration in some other subjects. Procedures for checking the quality of teaching and learning in English and mathematics and for checking pupils' progress have improved, but have not yet been extended to other subjects. Good improvement has been made in the curriculum for the children in the Foundation stage and in science, where there are many more opportunities for pupils to learn for themselves. Resources have improved, although there is still a shortage of outdoor equipment for the children in the Foundation Stage. The school development plan is now much more tightly focused and spending is closely linked to its priorities. Sound improvements have been made in the way that the school manages pupils' behaviour.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	D	E*	E	B
mathematics	E	E*	E	C
science	D	E*	C	B

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

There is considerable variation from year to year in test results, but, in 2001, they were well below the national average in English and mathematics and average in science. In English and science, they were better than those of schools with a similar background. In mathematics, they were average compared with similar schools. In 2000, results were in the lowest five percent of all schools nationally and, over time, results have not risen as fast as those of most schools. This is partly because of the increasingly high proportion of pupils with special educational needs and the numbers entering and leaving the school midway through their primary education. Inspection evidence shows that current standards in Year 6 have improved from those of 2001, particularly in mathematics and writing, because of the high focus that the school has placed on these areas. However, because of the high proportion of pupils with special educational needs, standards are still below average in English and mathematics. Standards in science are being maintained at similar levels to those of 2001. The targets set for English and mathematics were not met in 2001 because of factors noted above. Those set for 2002 are higher, but are realistic and achievable. There are no significant differences noted in standards of boys and girls, other than that there are more boys with special educational needs. Pupils with special educational needs and those with English as an additional language make satisfactory progress through the school.

On entry to Year 1, standards are below average, with few achieving the levels expected at this age. Inspection evidence shows that by the end of Year 2, current standards are below average in English and mathematics. This is an improvement on the results of tests in 2001, which were well below the national average, although average in comparison with similar schools. The focus on writing and mathematics is promoting improvement and most pupils are attaining the levels expected. However, the same adverse factors affect overall standards. In science, standards are average and show improvement on the assessments made by teachers in 2001, which were below average. Standards in art and design and information and communication technology are average at the end of Years 2, and 6. Standards in geography, history, music and religious education are average at the end of Year 2 but below average at the end of Year 6. There is insufficient evidence to form an overall judgement on standards in design and

technology at the end of Year 2 but they are below average at the end of Year 6. No overall judgement can be made on standards in physical education in Years 2 and 6, but pupils' skills in games are below average at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and develop good attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is good both in lessons and around the school. There has been one temporary exclusion (for one day) in the last year.
Personal development and relationships	The pupils develop constructive relationships and enjoy taking responsibility. They do not have sufficient opportunities to take the initiative in their own learning.
Attendance	Well below average and many pupils arrive late.

The school has a small group of pupils who have difficulties with behaviour, some of whom have been excluded from other schools. They are managed well and do not detract from the learning of others. Attendance is problematic. Despite the school's close involvement in Lancashire Education Authority initiatives over several years, a small but significant number of parents do not co-operate with the school by sending their children to school regularly or on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 in the Foundation Stage¹ is good and children make good progress, particularly in personal and social development, in literacy and in their mathematical skills. Teaching in Years 1 to 6 is satisfactory, overall, and good in English and science and this is why pupils achieve well in those subjects. Basic skills of literacy and numeracy are taught well, but, in mathematics, work does not always meet the needs of the higher attaining pupils and they could achieve more. Teachers do not always tell pupils what it is they are expected to learn and this means that pupils do not focus clearly on the learning targets for the lesson. Teachers meet most pupils' needs appropriately, but do not always provide opportunities for pupils to apply their skills in other subjects. They often rely too much on worksheets that limit pupils' opportunities to think for themselves, make decisions and record independently, showing just how much they have learned. Teachers have good relationships with their pupils and manage them in a positive way, which creates a good learning environment. The poor attendance and punctuality of some pupils is having a negative impact on their learning.

¹ The Foundation Stage is the provision for the pupils in the reception class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and offers pupils a satisfactory range of learning experiences. The length of some lessons in music, physical education and religious education restricts how much pupils can learn. There are insufficient opportunities to enrich the curriculum through the provision of a range of out-of-lesson activities, particularly sporting activities. Provision for the outdoor physical development curriculum for children in the Foundation Stage is unsatisfactory.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory and promotes sound progress.
Provision for pupils with English as an additional language	Provision is satisfactory. The pupils with English as an additional language speak and understand enough English to help them take a full part in school life. No extra support is given.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. Provision for social and moral development is good and promotes good relationships and behaviour. Spiritual and cultural development are satisfactory.
How well the school cares for its pupils	There is good provision for the welfare and protection of pupils and the school creates a caring and secure environment.

Parents have positive views of the school and many help their children at home with reading and homework, but, despite the school's efforts, a significant minority do not become sufficiently involved in their children's learning. Whilst the school provides parents with satisfactory information on forthcoming learning and events, parents do not have enough information on their children's progress. In the reception year, the teacher shares children's learning targets with their parents to help them support their children at home. This does not happen in Year 1 to 6, so parents are not as well informed and cannot work as closely with the school to support learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall. The headteacher has a clear view of where the school is now and what is needed for it to improve. Curriculum managers do not have a clear overview of provision and standards in their subjects.
How well the governors fulfil their responsibilities	Satisfactory, overall. Many members are new and the governing body is re-establishing its role. There is a satisfactory understanding of the school's strengths and weaknesses and how it compares with other schools.
The school's evaluation of its performance	The school undertakes a thorough analysis of its test results and takes effective action on areas it identifies for development.
The strategic use of resources	Financial planning is sound. It provides for satisfactory levels of staffing and resources for learning, although there is insufficient equipment for the outdoor curriculum for the reception class.

The headteacher has led the school well through a time of considerable change in its fortunes. Through the introduction of a good range of policies, he has set a clear focus on raising standards in English, mathematics and science and this is proving to be effective. There are good priorities for development, which largely reflect the findings of the inspection. The school applies satisfactorily the principles of getting best value for its money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children are well cared for and are happy.• They feel that their children make good progress.• Behaviour is good.• Their children develop good attitudes to work and to others.• Teaching is good and teachers have high expectations of their pupils.	<ul style="list-style-type: none">• The range of activities outside lessons.• The quality of information.• They would like the school to work more closely with them.

The inspection team largely supports the positive views of parents. Inspectors judge teaching to be satisfactory, overall, but it is good in the important areas of the Foundation Stage, English, mathematics and science and in the way that teachers care for their children. Inspectors also support the parents' views that there are insufficient activities outside lessons. Whilst parents get satisfactory information about what their children are learning each half term, the arrangements for them to meet with teachers to discuss their children's progress are unsatisfactory. There is only one such meeting a year for pupils in Years 1 to 6, although there are two for children in the Foundation Stage.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve well in the Foundation Stage, but, on entry to Year 1, standards are below average in the important areas of communication, language and literacy and mathematics. Standards of work in English and mathematics are below average at the end of Years 2 and 6, but they are average in science. The achievement of pupils in Years 1 to 6 is satisfactory, overall, and good in English and science. In mathematics, many pupils are now beginning to achieve well but, higher attainers are capable of more.
2. Pupils with special educational needs achieve satisfactorily because work is well planned to meet their needs and they are given appropriate support in lessons. Pupils with special educational needs make satisfactory progress towards their targets, particularly in literacy and numeracy skills and in their behaviour. Those pupils with English as an additional language make sound progress; their understanding and use of English are adequate to enable them to take a full part in lessons and no extra support is required.

Strengths in results and achievements are:

- pupils achieve well in the Foundation Stage;
- at the end of Year 6, pupils attain better results in national tests than pupils in similar schools in English and science;
- test results are improving slowly over time, despite a decline in attainment on entry; and
- pupils achieve well in reading and science; standards in science match those nationally by the end of Years 2 and 6.

Areas for development are:

- standards in English and mathematics are below average;
- standards in design and technology, geography, history, music and religious education are below average by age 11 and achievement is not good enough; and
- pupils do not apply and further develop their vocabulary and writing and numeracy skills sufficiently in other subjects.

3. Many pupils enter the school having had no nursery education and their levels of attainment and social skills are well below average, overall; in some year groups they are very low. Pupils make good progress in the important areas of their personal and social development, communication, language and literacy, and mathematics, but standards are still below average when they reach the end of the reception year.
4. Achievement in Years 1 to 6 is satisfactory, overall, but good in English and science, where pupils achieve better than pupils in schools with similar backgrounds. At the end of Years 2 and 6, most pupils work at the levels expected for their age, with a below average proportion exceeding them. However, there is a high proportion of pupils with special educational needs and considerable movement of pupils in and out of the school during their primary education and these factors have a significant impact on standards. The school has documented evidence to show that most of the pupils leaving the school have been average or higher attaining pupils, whilst the majority of those entering are lower attainers or have special educational needs. The data also show that those pupils who remain in the school between the tests on entry, those at the end of Year 2 and those at the end of Year 6, make at least satisfactory progress.
5. Standards in English and mathematics are below average and are reflected in the results of national tests, which vary from year to year, but are usually below, and sometimes well below, average. Care has to be taken in the interpretation of test results because of the small number of pupils taking the tests. Each pupil counts for four percent in Year 2 and between three and four percent in Year 6. Although the average marks that pupils attain in national tests has risen over the years since the previous inspection, other schools nationally have shown a faster rate of

improvement. The disastrous, but expected dip, in results in 2000, when the school was in the lowest five percent of all schools nationally, slowed the rate of improvement over time. The school did not meet its targets for English and mathematics in 2001 but, although those for 2002 are higher, they are based soundly on extensive evidence and are realistic and achievable. Standards are improving, despite the declining attainment on entry, because the school has had a tight focus on checking the progress of individual pupils for several years. The information gained is used effectively to identify groups and individual pupils for additional support in English and mathematics. More recently, targets have been set for individual pupils. The school also makes a detailed analysis of annual test results and this is used to highlight areas for improvement. For example, following the analysis of results in 2001, the school is focusing on improving pupils' mental agility in mathematics and this is promoting better standards. High proportions of pupils with summer birthdays and pupils with poor attendance levels also affect standards. For example, in the current Year 2, 50 percent of pupils were born in June, July or August, and the attendance rate is well below national levels. In the Year 6 group of 2001, 39 percent of pupils were born in these months and again attendance was well below the national average. The school has highlighted boys' standards as a cause for concern and has focused on securing support and resources to promote better progress. This has been successful, particularly in Years 1 and 2, where boys' test results have improved considerably. The benefits are not yet evident in Years 3 to 6, but the selection of books that appeal to boys, both reading books and literacy lesson texts, is promoting sound standards in reading.

6. Standards in speaking and listening are below average, overall, and pupils do not have a sufficiently wide range of vocabulary across the whole curriculum to describe and explain their findings and their thoughts in detail. Standards in reading are satisfactory. Throughout the school, pupils learn the basic skills of reading and comprehension well. They enjoy books and develop a sound understanding of what they read, applying their skills to research in other subjects, in books, on CD-ROM and on the Internet. In writing, standards are below average at the end of Years 2 and 6. Although pupils learn the basic skills of grammar and spelling well and develop a good style of handwriting, few have the rich vocabulary to make their writing exciting. Pupils do not have enough opportunities to practise and further develop their writing skills in other subjects. The proportion of pupils with special educational needs related to literacy skills also has a significant impact on overall standards.
7. In mathematics, pupils are now achieving appropriately and make good progress in many lessons. They are confident in applying the four rules of number in quickfire mental sessions and learn sound strategies for calculating their answers. They have a satisfactory understanding of shape and learn to measure angles with accuracy. They collect data and present them in different types of graphs, sometimes using computers in this work. Although some good opportunities are made for pupils to apply and develop further their skills in science, there are insufficient opportunities for them to do so in other subjects, such as by the collection of data in geography or by the use of accurate measurement in design and technology.
8. In science, standards at the end of Year 2 are now average. This is an improvement on those recorded in the teacher assessments in 2001, which were below average. Standards at the end of Year 6 are average and reflect the national test results of 2001, which improved when pupils with special educational needs had appropriate assistance to help them read the questions so that they could show how much they knew about science. Since the previous inspection, the school has improved the science curriculum so that pupils have more opportunities to investigate and think things out for themselves. This is successful in promoting good achievement for all pupils.
9. In art and design and information and communication technology, standards are in line with those expected in the National Curriculum at the end of Years 2 and 6 and pupils achieve satisfactorily throughout the school. In geography, history and music, standards of work are average at the end of Year 2, but below average by the end of Year 6. Standards of work are in line with the levels expected in the Lancashire Agreed Syllabus for religious education at the end of Year 2, but are below the levels expected at the end of Year 6. There was insufficient evidence to make a balanced judgement on standards in design and technology at the end of Year 2 and in physical education at the end of Years 2 and 6. However, evidence shows that standards in games skills

are below average at the end of Year 6. The length of some lessons, in Years 3 to 6 particularly, makes it impossible for teachers to develop pupils' skills and knowledge effectively. This is particularly so in physical education, religious education and music.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school have improved since the previous inspection and are now good. As at the time of the previous inspection, standards are good. There is a secure environment, free from any oppressive behaviour, such as bullying, sexism or racism and pupils enjoy school and develop good attitudes to learning.

Strengths in the area are:

- pupils enjoy school and have good attitudes to learning;
- behaviour is good, overall, and pupils show respect to each other;
- relationships with fellow pupils and adults are good; and
- pupils are happy to accept responsibility when offered.

Areas for development are:

- despite the school's best efforts, attendance is still well below average;
- a significant minority of pupils arrive late; and
- pupils do not have enough opportunities to take responsibility for their own learning.

11. Children in the Foundation Stage quickly settle into school routines and develop good attitudes to learning. Pupils in Years 1 to 6 are happy to come to school and clearly take an interest in their work. Pupils throughout the school are confident in responding to questions and join happily in discussions. Most listen carefully to teachers and work hard in lessons. Most pupils with special educational needs have good attitudes to their work. They try hard and are keen to take part in lessons, for instance in question and answer sessions during literacy lessons. This is because staff give them much praise and encouragement and ensure that they are involved in all activities, which promotes positively pupils' self-esteem.
12. Behaviour throughout the school is good. Most pupils are well behaved during lessons and the behaviour of the small but significant number of more challenging pupils is well managed and does not often impinge on the learning of other pupils. Behaviour is also good during break times and around the school. This is exemplified in the lunchtime break by the positive way in which pupils use the much-appreciated new play equipment. Pupils move about the school in a sensible and orderly manner and at all times are polite and helpful. One pupil was excluded last year for a fixed period of one day. This reflects the success of efforts made by the school in handling the behaviour of those pupils with special educational needs related to behavioural difficulty, some of whom have been excluded from other schools. The school functions as an orderly and caring community with all of the adults providing very effective role models for the pupils. Relationships and mutual respect between pupils and staff, as well as with adult visitors to the school, are good.
13. Opportunities for pupils to use their initiative and to accept responsibilities are satisfactory. They act willingly as monitors, taking responsibility for various routine aspects of daily classroom life. Older pupils help with the youngest pupils at break times by issuing toys and biscuits. They also support younger pupils during break times if they need help. Pupils co-operate or work independently, taking responsibility for their own and other pupils' learning whenever they are encouraged to do so. However, there are insufficient opportunities in many subjects for pupils to think deeply about their work, make decisions and organise their own work. A number of older pupils acting as 'reading buddies', helping younger pupils at the early stages of learning to read. Representatives from across the school serve on the recently formed school council.
14. Attendance, which has declined since the last inspection, is well below the national average, with unauthorised absence being above the national average. The figures do not reflect a true picture of the school, with the majority of pupils keen to attend. The school, working with the pupil attendance support team, has identified a small but significant number of parents who do not co-operate with the school by sending their children to school regularly and on time. A new and

comprehensive plan has been prepared and introduced with the Education Welfare Officer (EWO) to try and improve attendance.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is satisfactory, overall, and good in many lessons, particularly in the Foundation Stage, English and science. The basic skills of literacy and numeracy are taught well. During the inspection, 44 lessons or parts of lessons were observed and teaching was almost always at least satisfactory. It was good in almost half of lessons and two very good lessons were observed. Only one unsatisfactory lesson was seen. This reflects a similar pattern of teaching to that noted at the previous inspection, but with less unsatisfactory teaching observed.

Strengths in teaching are:

- teaching in the Foundation Stage is good;
- teaching in English and science is good;
- the basic skills of literacy and numeracy are taught well;
- teachers incorporate the use of information and communication technology in many lessons; and
- teachers manage their pupils well and have good relationships with them.

Areas for development are:

- teachers do not always use assessment information well to plan work to meet the needs of all pupils;
- pupils do not have enough opportunities to think for themselves, make decisions and express themselves creatively;
- teachers use too many unsuitable worksheets, which restrict pupils' opportunities to communicate fully just how much they have learned;
- teachers do not plan enough opportunities for pupils to develop their range of spoken vocabulary or apply their skills in literacy and numeracy in work in other subjects; and
- teachers do not often share their learning targets for the lessons with pupils.

16. Teaching in the Foundation Stage is at a similar standard to that at the time of previous inspection, although improvements have been made to planning for all relevant areas of learning for the Foundation Stage. Teaching is good and particularly so in the important areas of personal, social and emotional development, communication, language and literacy and mathematics and promotes good achievement. Children are taught the basic skills for learning and are prepared well for their work in the National Curriculum.

17. In Years 1 to 6, teachers have a clear focus on helping pupils to attain the nationally expected levels in English, mathematics and science and the teaching of the basic skills of literacy and numeracy is good. This enables pupils to gain the basic tools for learning. Teaching in English and science is good and has improved in both subjects since the previous inspection. In English, teachers make good use of the literacy lessons to teach basic skills and provide good opportunities for pupils to apply what they have learned in extended pieces of independent writing. In mathematics, teaching is satisfactory and often good, but in independent work the higher attaining pupils often work on the same tasks as average attainers and are not always challenged sufficiently. This is also the case in other subjects, where most pupils work on the same task at the same level, although lower attainers and pupils with special educational needs sometimes have easier worksheets. In science, teachers now provide good opportunities for pupils to learn for themselves through independent investigations. This stimulates their enthusiasm for learning and encourages them to think for themselves. This is not the case in other subjects, where work is often too directed by the use of unsuitable worksheets that restrict pupils' opportunities to learn and record for themselves in practical situations. These sheets do not provide enough interest to stimulate pupils to think for themselves; nor do they allow pupils to demonstrate just how much they have learned. For example, questions on some worksheets are very simple and the space allocated for answers is too small to allow pupils to write more than one short sentence. The school has recognised this weakness and is now beginning to plan more opportunities for pupils to record what they know in their own words, but this is not yet having sufficient impact in many

subjects, particularly for those pupils at the top end of the school. Teachers and specialist support staff sometimes over-direct pupils' work in creative subjects, such as art and design and this restricts their opportunities to express themselves creatively.

18. Teachers allocate enough time to developing pupils' listening skills in all subjects. They do not always concentrate on improving the range of spoken vocabulary in most subjects by careful explanation of new words specific to the subject. They often miss opportunities to develop pupils' skills in discussion, such as by challenging them to justify their answers or evaluate their own or their friends' work. This is exacerbated by the shortness of some lessons, where teachers sometimes try to crowd in too much work in order to cover the curriculum. For example, in a half-hour religious education lesson, the teacher introduced the topic, gave a short time for discussion and then provided an unchallenging written task, instead of concentrating on developing clear understanding through in-depth discussion or a more demanding task. Although they have clear learning targets in most lessons, teachers do not often share them with the pupils so that they understand what it is they are expected to learn. Few return to them at the end of lessons so that pupils can reflect on how much they have learned.
19. Throughout the school, teachers manage their pupils in a calm and positive way, encouraging, supporting and praising them well, which develops confidence and self esteem. Pupils respond well by working hard and behaving well. There is good liaison between the school and outside agencies, which benefits learning for the pupils with special educational needs. Teachers organise literacy and numeracy lessons well to meet their needs. For example, Year 2 pupils are grouped with the lower attaining Year 1 pupils from the reception/Year 1 class for these lessons, most of which are taught by the school's support teacher. They are also withdrawn for short sessions of additional literacy support. In the lesson seen, Year 2 pupils with special educational needs made good progress, because the teacher made the work interesting and challenging, matching the work well to pupils' particular needs. In other year groups, teachers and support staff encourage pupils with special educational needs to take part in lesson introductions, for example in literacy and numeracy lessons. This raises their self-esteem and confidence and leads to good progress in this part of the lesson. The quality of the teaching for these pupils is satisfactory, overall, as, occasionally, support staff are not used effectively as they might be. Overall, those pupils with behaviour problems are supported well so that they maintain concentration and rarely affect the learning of other pupils.
20. As at the time of the previous inspection, teachers incorporate the use of computers into lessons so that pupils learn the importance of information and communication technology in learning in all subjects. Some are more confident than others, but a programme of study recently completed has boosted teachers' skills and knowledge in most areas of the subject. Further training is planned to take place soon in the use of e-mail.
21. Marking varies in quality, with a particularly good example in English, which informs pupils what they need to do next and reminds them of their individual learning targets. Marking was highlighted as an area for development in English, following an examination of pupils' work and very good improvement has been made. Work in other subjects is most often marked simply, with a brief tick or congratulatory comment.
22. Overall, teaching is sound and often good, but there is room for improvement, particularly in the independent tasks that teachers provide, which are often dull and do not allow pupils to show just how much they have learned.

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

23. The curriculum is broad and meets all the statutory requirements for the National Curriculum and religious education, as it did in the previous inspection. It provides a satisfactory range of learning experiences for its pupils and meets both their academic and personal needs. The programme for personal, social and health education provides pupils with regular opportunities to discuss a variety

of issues that arise in their lives, such as sex education and the misuse of drugs. An equal opportunities policy is consistently implemented, with no significant difference in achievement because of gender, disability, race or culture. Teacher questioning and allocation of jobs within the classroom shows no bias towards any group and the school is fully inclusive of all its pupils. There has been satisfactory improvement since the last inspection.

Strengths in the curriculum are:

- good attention is paid to English and mathematics, particularly the basic skills needed for learning;
- the science curriculum has improved since the previous inspection and now offers good learning opportunities;
- ICT is incorporated into most lessons;
- the school plans well for the mixed age classes; and
- improvements have been made to the Foundation Stage curriculum since the previous inspection.

Areas for development are:

- there is an imbalance in the time allocated to different subjects;
- some lessons are too short and time is not always well used;
- the provision for outdoor physical development for the children in the Foundation Stage is unsatisfactory;
- there are insufficient opportunities for pupils to apply and develop their literacy and numeracy skills in other subjects; and
- there are insufficient out-of-lesson activities, especially sporting activities.

24. The pupils in the Foundation Stage benefit from a satisfactory curriculum that develops their knowledge and understanding across all the recommended areas of learning. This is an improvement since the previous inspection when planning was linked to the National Curriculum for older pupils. Planning is now satisfactory and provides for a sound range of activities in most areas of the curriculum. However, children's experience in physical development is limited because they have no access to a secure outdoor play area and only a very limited range of suitable equipment.
25. The school correctly places a very good emphasis on the teaching of English and mathematics and implements the National Literacy and Numeracy Strategies effectively. Their introduction has supported an improvement in curriculum planning since the last inspection. There are clear learning targets for lessons, although these are not always shared with pupils and the focus on writing and mental agility in mathematics is promoting sound improvements. Good improvements have been made to the science curriculum since the previous inspection and pupils now have good opportunities to investigate, experiment and observe for themselves. This has resulted in a rise in standards.
26. Insufficient time is allowed for other subjects, such as design and technology, geography, history, music physical education and religious education, which has an adverse effect on the pupils' progress and standards when they leave the school. Some lessons are very short. For example, in some year groups, such as Years 4 and 6, physical education lessons are only half an hour long. Considering the time taken to change and move to and from the hall there is insufficient time to develop skills effectively. There is a focus on learning subject knowledge and the pupils have insufficient opportunities to develop their skills progressively. The over-use of worksheets also hinders progress; many offer little challenge to pupils' thinking and most restrict opportunities to apply literacy skills in practical situations. Pupils could achieve more if sufficient time was allowed for them to study topics in greater depth. Information and communication technology is taught within classrooms and is incorporated well into most lessons. For example, when collecting scientific data, pupils produce graphs on computers.
27. The school gives much thought to the necessary change to mixed age classes and plans well for the pupils affected, ensuring that there is no repetition of work and that nothing is missed out. For example, Year 3 pupils who were in a mixed age class last year, have already completed one section of work that is being taught in the current year. To avoid repetition or omission of topics

studied they join another class to cover an aspect of work that other Year 3 pupils completed in the previous year.

28. The opportunities the school provides for pupils with special educational needs, including those with statements of their needs, are satisfactory and the school implements the Code of Practice² for these pupils. Teachers set targets for pupils' learning that are sufficiently challenging, practical, clear and easy for staff, parents and pupils to understand. Staff make satisfactory use of these targets to plan literacy and numeracy work, but this is not as effective in other subjects. The school ensures that pupils with special educational needs do not miss any of the classroom work when they are withdrawn to have their achievements assessed, or for additional work outside the classroom. They are included fully in all the learning opportunities that the school provides.
29. The school provides only a very narrow range of out-of-lesson activities, many of which only operate from time to time and this is a concern of parents. For example, the choir and dance group are only formed each year to prepare for the local music festival and additional classes in English and mathematics for Year 6 pupils only operate prior to the national tests. There are no out-of-lesson sporting activities, which is particularly unsatisfactory in view of the shortage of time for teaching physical education in lessons. The school has recognised this as a weakness and, in partnership with the community, has bid for funding to provide an extensive afternoon and evening programme of sports. There are some visitors to the school to enrich lessons, such as a librarian, who visits to tell stories to younger pupils during Book Week. Links with other schools are satisfactory.
30. The provision for pupils' personal development is satisfactory and that for their moral and social development is good. There has been satisfactory improvement since the previous inspection.

Strengths in the provision are:

- the clear and consistent approach of staff to promoting the principles of right and wrong;
- the good relationships within the school community; and
- the provision for lunchtime games that promotes harmony.

Areas for improvement are:

- creating a spiritual atmosphere in all sessions of collective worship;
- more planned opportunities for spiritual development within subjects;
- more opportunities for pupils to show initiative in lessons; and
- more visits out and visitors to the classroom to extend pupils' cultural development.

31. Provision for spiritual development is satisfactory. Staff encourage all pupils to develop a sense of self worth through praising their efforts and successes in lessons frequently. This is reinforced by a system of stickers and rewards, with an assembly each week to celebrate pupils' efforts and achievements. These encourage pupils to strive to do their best. However, in public areas and in classrooms teachers do not celebrate pupils' work sufficiently in display. The school does not plan to promote spirituality through subject lessons, so staff miss opportunities for doing so. This was evident when reception children looked for signs of spring in the trees and plants in the school grounds. The school meets the statutory requirements for a daily act of collective worship, providing time for prayer and reflection. The local vicar makes an effective and enthusiastic weekly contribution to this. However, in other assemblies observed there was no visual focus, music or singing to add to the feeling of spirituality. Visits to the local church promote pupils' understanding of spirituality positively.
32. Provision for pupils' moral development is good. Staff consistently implement the school's positive code of conduct and this is well represented in displays, to remind pupils how to behave well. Staff encourage pupils to show respect for others by listening carefully to what they have to say. This is promoted effectively in lessons in which pupils sit in a circle to discuss their ideas and

² Code of Practice – this gives advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

experiences. For instance, Year 6 pupils discuss and reflect upon what makes a good friend. These systems lead to the good behaviour of the majority of pupils, which shows that pupils have a clear sense of the difference between right and wrong. Pupils know the rules regarding acceptable behaviour at lunchtime, playtimes and in lessons.

33. The provision for pupils' social development is good. Staff set a good example for pupils of care and consideration for others and pupils reflect this in their own actions. Teachers give pupils opportunities to take on responsibility across the school as they grow older and they accept these opportunities happily. For example, Year 6 pupils listen to younger pupils read at lunchtimes. The school's provision of games equipment for pupils to use at lunchtimes is very good and contributes very successfully to the harmonious relationships between pupils and between pupils and lunchtime staff. Pupils show good responsibility to the wider community by contributing considerable funds to a variety of charities, including Children in Need and the National Society for the Prevention of Cruelty to Children. The school has recently formed a school council to extend pupils' citizenship skills further. Teachers provide few opportunities for pupils to show initiative and take responsibility for their own work within the classroom, which limits their personal development.
34. The provision for cultural development is satisfactory and provides for a satisfactory understanding of life in modern multicultural Britain. A few visitors to the school, such as an African dance group and a brass ensemble, make a positive contribution to pupils' cultural development. Pupils study the work of famous artists, such as Van Gogh and important periods in British history, such as Victorian and Tudor times. Lessons in religious education and a few displays around the school provide for a satisfactory understanding of the importance of world faiths and cultural customs. For example, when learning about Judaism, Year 2 pupils learned about artefacts significant to Jews, such as the Mezuzah. The school does not provide visits out or visitors to the classroom to extend pupils' understanding of faiths other than Christianity. There are few regular clubs, or out-of-school visits to extend pupils' cultural development or give valuable opportunities for the development of social skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school cares for its pupils well and the good provision noted at the previous inspection has been maintained.

Strengths in the provision are:

- the school is a caring community that reflects its aims well;
- a positive behaviour policy is consistently applied;
- the provision for the welfare and protection of pupils, including good child protection policies;
- there are good procedures for assessment in English and mathematics; and
- there are very good procedures for monitoring and promoting attendance and punctuality.

Areas for development are:

- assessment procedures for many subjects;
- procedures for formally registering the special needs of children in the Foundation Stage and of pupils with medical difficulties; and
- there are some minor health and safety issues.

36. The school is a caring community that reflects its stated aims well. Teachers and support staff have a very caring attitude towards the pupils. Pupils are cared for effectively and the procedures for monitoring and supporting pupils' personal development, attainment and progress are satisfactory. The school is committed to a positive discipline and behaviour policy and, consequently, functions as an orderly and caring community. Pupils are well disciplined and good behaviour is an expectation of the school, with the majority of pupils responding well. Supervision of the children during lunchtime and other breaks is good.
37. There is good provision for the welfare and protection of pupils. The school's arrangements for child protection are good and have improved since the previous inspection. The school provides a secure

environment for the pupils to work in and the friendliness and courtesy of the staff and the majority of the pupils are characteristic of the school. The staff consistently apply the good range of policies which very effectively promote pupils' welfare. Relationships between teachers, support staff and pupils are good and pupils are seen caring and supporting each other. Older pupils help younger pupils with their reading and support younger pupils during break times. Throughout the school, pupils are more than willing to talk about themselves and their feelings and to ask for help when it is needed. Parents are encouraged to contact the school should a problem arise and many parents said that staff are helpful in discussing any difficulties. Good arrangements are in place to deal with sick children.

38. The governors monitor the health and safety policy regularly and a fire practice takes place each term. A small number of minor health and safety concerns have been raised with the school that need dealing with as soon as possible. The most important of these concerns is the school fire escape from the upper floor, which poses dangers for both children and adults. It lacks guard-rails and the route across the roof is obstructed and not marked out. In wet weather standing water on one part of the roof makes the surface slippery. Correct systems are in place for pupils' use of the Internet.
39. The school has no system for formally identifying the special educational needs of pupils in the Foundation Stage, or those with medical problems, and does not enter them onto the school's register of needs. However, their needs are met satisfactorily by class teachers, who have information about any problems and ensure that pupils receive the necessary care and attention that they may need. For example, they place pupils with hearing difficulties near to the teacher during class discussion. However, this provision is informal and depends upon the general care of the class teacher. The provision for pupils with statements of special educational needs is met satisfactorily. The co-ordinators have put considerable time and effort into trying to get the most appropriate provision for pupils with statements for behavioural difficulties, two of whom are awaiting places at specialist schools. Their needs are met as far as is possible and staff encourage them to become independent in their social skills, taking all available steps to involve them in the activities within the classroom and to promote self-esteem and self-confidence. The assessment procedures for pupils with special educational needs are satisfactory. Pupils' individual learning targets are specific and are reviewed each term, but there is no system for recording and assessing the progress that pupils make towards their targets in lessons.
40. Assessment procedures are satisfactory, overall. In English and mathematics, they are good and the school has compiled a substantial amount of information on computer databases that helps them check pupils' progress as they move through the school. This information is being used well, particularly in English to set targets for the school, for year groups and for individuals. Whilst very good use is made of the targets in English, with teachers making reference to them in their marking, this is not as well developed in mathematics. Pupils are aware of their targets, but marking is not as helpful in informing pupils how they are progressing towards them. Targets are not shared with parents, other than those in reading, which are entered into pupils' reading diaries. In other subjects, assessment procedures are unsatisfactory but do not provide teachers with enough information to plan the next steps in learning, ensure that pupils are making appropriate progress or provide teachers and co-ordinators with an overview of standards.
41. There are very good procedures for monitoring and promoting pupils' attendance and a very thorough analysis of absences is made annually. The school works very closely with the Pupil Attendance Support Team of the local education authority and every endeavour is made to improve the attendance of the small number of pupils with very poor attendance. However, a significant minority of parents do not support the school in this work. A comprehensive new policy has been developed and is about to be implemented.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. As at the time of the previous inspection, there is a satisfactory working relationship between home and school.

Strengths in the partnership are:

- parents have positive views of the school;
- the majority support their children at home with reading and homework;
- parents are appropriately informed about the curriculum and events on a regular basis;
- parents feel that the school staff are approachable and helpful; and
- good information is provided to parents of the children in the Foundation Stage.

Areas for development are:

- parents do not have sufficient information about their children's progress; and
- other than in reading, pupils' learning targets are not shared with parents.

43. The majority of parents and carers have positive views of the school and feel that it is a happy friendly place, where staff really care for their children and their children enjoy attending. They feel that their children are expected to work hard and achieve of their best. One parent commented just how much her daughter hated being absent from school and wanted to come even when ill. The inspection team supports their positive views. A number of parents feel that the school does not work closely with them and does not give them enough information on their children's progress. The inspection team agree that, whilst the level of information about the curriculum and school events has improved since the last inspection and is satisfactory, there are insufficient opportunities for parents in Years 1 to 6 to discuss their children's progress. Good information is given to parents of reception children by means of two parents' meetings and a well-written report that includes their children's targets. However, for the pupils in Years 1 to 6, there is only one parents' meeting, usually held just before Easter and an annual report. Other than in reading, the school does not tell parents their children's learning targets and, therefore, loses an opportunity to help them to provide more informed support at home. The school is seeking new ways to improve its working relationship with parents and this is a priority of the school development plan.
44. The impact of parents' involvement with the school and their contribution to their children's learning are satisfactory. The majority support social and fund raising events and most help their children with homework and reading, making sound use of the reading record diary. There is a home school-agreement in place which the majority of parents have accepted, but, despite the school's best efforts, a significant minority do not become involved in their children's learning and is unco-operative about attendance and punctuality. Parents support events such as the Christmas concert and many of the social fund-raising events organised by the 'Friends of Brookfield'. Some act as helpers on the occasional school trips. Parents are welcomed as volunteers and a number of parents who previously acted as volunteers in the school have been trained to become non-teaching assistants. The school makes satisfactory arrangements for communication with parents of children with English as an additional language where this is necessary.
45. The school's system for reviewing the needs of pupils with special educational needs is satisfactory, but the system for keeping parents informed is unsatisfactory. Reviews made by visiting specialist or by class teachers are satisfactory, but it is often some time before parents learn the outcome of these reviews and any subsequent changes in their children's learning targets. Consequently, they are not as well informed about their children's progress, as they should be and this restricts their ability to help their children at home. Parents with pupils of statements of special educational needs are involved fully in the reviews of their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. As at the time of the previous inspection, leadership and management are satisfactory, overall.

Strengths in leadership and management are:

- the headteacher's vision for the school;
- the school meets its stated aims well;
- the systems for monitoring and evaluating teaching and learning; and
- the systems for checking pupils' progress in English and mathematics.

Areas for development are:

- the role of curriculum co-ordinators is not sufficiently developed;
- the school has difficulty recruiting staff and governors;
- the falling numbers of pupils have had a significant effect on the budget; and
- resources for the outdoor curriculum for the children in the Foundation Stage.

47. As at the time of the previous inspection, the headteacher has a clear view of where the school is now and what it needs to do to improve further. He has led the school well through a period of substantial change that has affected the impact of the good and well-established management systems he has put into place to improve the quality of teaching and learning. These underpin the new system of performance management well. The headteacher has retained his clear educational direction and a clear focus on raising standards and this has been instrumental in maintaining and even slowly improving standards in English, mathematics and science, when the initial attainments of pupils have fallen. He has the full support of the staff and governing body and the school meets its stated aims well.
48. Arrangements for checking the quality of teaching and learning are good and have improved the quality of the curriculum and teaching in English, mathematics and science. However, other than in English, as at the time of the previous inspection, curriculum co-ordinators are not sufficiently involved in this work and do not have a clear overview of provision and standards in their subjects to help them focus on improvement. This has been recognised by the school and is a development priority for this year, with training booked for the summer term.
49. The school has difficulty in recruiting governors and there are currently three vacancies on the governing body. This means that a substantial amount of work falls upon a few people. The school has been successful in recruiting some new governors in the recent past and they are working hard to review their responsibilities and procedures. The headteacher works closely with them to keep them fully informed and they have developed a satisfactory overview of the school's provision and standards. They fulfil their statutory responsibilities and are having an increasing influence on the school's development.
50. The school has built up a computerised bank of assessment information in English and mathematics over several years, which is used well to target improvement. The results of national tests are analysed thoroughly, particularly in English, to highlight what the school needs to do to raise standards, and this is leading to improvement. Staff and governors know how the school's standards compare with those of other schools and have set appropriate priorities for development. The school development plan is now much more focused on improvement than it was at the previous inspection, with clear targets focused on raising standards that largely reflect the inspection findings. Finance is problematic in a school that has had a dramatic fall in numbers. This will continue to have a significant impact for the next few years, but planning is sound and takes a long term view of the future. The school links its spending well to the priorities of the school development plan and applies the principles of getting best value satisfactorily. The school is seeking to maximise its links with the community so that efficient use can be made of accommodation and resources to the mutual benefit of both.
51. The leadership and management of special educational needs provision are satisfactory. The co-ordinators have brought about some good improvements in this area in the short time that they have been managing the role. They have delegated the responsibility for pupils' individual targets to class teachers. These are now more specific, which has a positive effect on pupils' learning. The co-ordinators do not yet monitor the teaching or the work of these pupils so they are not sufficiently aware of how well teachers match the work to pupils' individual learning targets. The budget for special educational needs is used appropriately to provide support and resources to meet pupils' needs.
52. There are adequate numbers of staff to meet the demands of the curriculum, although the school has not been able to recruit a part-time teacher of the quality it expects. This post is temporarily filled by a supply teacher. It has also had difficulty in recruiting appropriately qualified support staff, but has recently succeeded in appointing two new members. Staff work well together as a team

and there are satisfactory arrangements to support new members of staff, including newly qualified teachers.

53. The level of resources is satisfactory, with the recent addition of laptop computers so that teachers can more easily teach information and communication technology to the whole class. However, the resources for the outdoor curriculum for the children in the Foundation Stage are unsatisfactory. Full advantage is not taken of the extensive outdoor site, but the school has firm plans to develop this in collaboration with the community and a grant has been applied for.
54. Overall, leadership and management are satisfactory, with a good commitment to improving provision for the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve further, the school should:

- (1) Raise standards in English and mathematics by:
 - using assessment information to match work well to the needs of all pupils;
 - providing more opportunities for pupils to develop their range of vocabulary in order to express their ideas clearly;
 - providing more opportunities for pupils to apply and further develop their literacy and numeracy skills in other subjects; and
 - sharing learning targets for lessons with pupils so that pupils know what it is they are expected to learn.

(Paragraphs 1-7, 17, 18, 68-70, 72, 75-77, 97, 101, 102, 118)

- (2) Raise standards in design and technology, geography, history, music, religious education and games skills in physical education by:
 - providing more time for these subjects, with lessons of adequate length;
 - lessening the reliance on the use of worksheets, so that pupils have more opportunities to think for themselves, make choices, express themselves creatively and show what they know and understand;
 - improving assessment and recording procedures, so that teachers have enough information to match work to the needs of all pupils and can check their progress; and
 - providing better leadership and management in music.

(Paragraphs 9, 17, 22, 90, 91, 93, 96, 97, 100 - 103, 109-112, 113-116, 117-118, 120)

- (3) Improve levels of attendance and punctuality by full implementation of the new policy.

(Paragraphs 5, 14,)

- (4) Further develop the role of curriculum co-ordinators to enable them to gain a clear overview of provision and standards in their subjects so that they can improve the quality of the curriculum.

(Paragraphs 48, 80, 85, 91, 95, 99, 103, 110, 116, 120)

The governing body should also consider the following minor issue for inclusion in the action plan.

Provision for outdoor physical development for the pupils in the Foundation Stage is unsatisfactory.

Parents do not have enough opportunities to discuss their children's progress.

Pupils with special educational needs in the reception year and Year 1 are not formally identified.

The range of out-of-lesson activities is too narrow.

Pupils' achievements are not sufficiently celebrated in displays of work around the school.

There are several vacancies on the governing body and a lot of work falls on the shoulders of a few people.

The fire escape from the top floor needs improvement.

(Paragraphs 24, 29, 31, 34, 38, 39, 43, 45, 49, 53, 57, 66, 116)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	20	21	1	0	0
Percentage	0	5	45	48	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	155
Number of full-time pupils known to be eligible for free school meals	43

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	7.0

Unauthorised absence

	%
School data	0.8

National comparative data	5.6
---------------------------	-----

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	15
	Girls	10	11	13
	Total	22	24	28
Percentage of pupils at NC level 2 or above	School	73 (100)	80 (92)	93 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	15
	Girls	11	13	11
	Total	23	28	26
Percentage of pupils at NC level 2 or above	School	77 (96)	93 (96)	87 (85)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	15	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	10
	Girls	12	9	15
	Total	16	13	25
Percentage of pupils at NC level 4 or above	School	62 (39)	50 (39)	96 (55)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	10
	Girls	12	9	15
	Total	16	13	25
Percentage of pupils at NC level 4 or above	School	62 (45)	50 (45)	96 (64)
	National	72 (70)	74 (72)	82 (79)

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	1
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	2
White	148
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.7
Number of pupils per qualified teacher	20.13
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	134

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	391276
Total expenditure	368001
Expenditure per pupil	2127
Balance brought forward from previous year	37913
Balance carried forward to next year	61188

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	0.6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	155
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	7	0	0
My child is making good progress in school.	41	53	3	3	0
Behaviour in the school is good.	42	46	6	3	3
My child gets the right amount of work to do at home.	33	55	9	3	0
The teaching is good.	39	58	3	0	0
I am kept well informed about how my child is getting on.	25	52	20	3	0
I would feel comfortable about approaching the school with questions or a problem.	36	54	3	6	1
The school expects my child to work hard and achieve his or her best.	50	49	1	0	0
The school works closely with parents.	16	60	19	6	0
The school is well led and managed.	24	66	3	4	3
The school is helping my child become mature and responsible.	29	60	1	3	7
The school provides an interesting range of activities outside lessons.	9	26	35	16	14

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

56. The quality of education provided for children in the reception class is good. Improvement since the time of the previous inspection is good. The teacher's lesson planning is now based upon the curriculum for children of this age, resources have improved and classroom support staff are now used effectively. Children enter the reception class with well below average levels of attainment across the range of their work. They make good progress in each area of the curriculum. As a result, by the time they reach Year 1, most of them attain the Early Learning Goals³ in personal, social and emotional development, physical, and creative development. Their attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world is still below the expected level. This is mainly because they do not have the everyday vocabulary to describe clearly their ideas and experiences, although staff give considerable time to this.
57. The children with special educational needs make satisfactory progress. In the main, the teacher provides satisfactorily for these children's needs. However, she does this informally because the school does not have an adequate system for identifying and providing for reception children who have special educational needs. There are no children with English as an additional language or gifted and talented children.

Strengths in the provision are:

- the progress children make;
- the good quality of teaching;
- the good support by classroom support staff;
- the good procedures for assessing children's achievements;
- the good communication with parents; and
- the children's good attitudes to their work and behaviour.

Areas for development are:

- the provision for outdoor physical development;
- more consistent matching of work to the needs of average attaining children; and
- celebrating children's own attempts at writing and creative work.

58. The quality of teaching is good and children make good gains in their learning in lessons and in their achievement over a longer period of time. Staff manage children's behaviour well through the good relationships that they have with them. They use praise and encouragement to raise children's confidence and self-esteem so children want to try hard to produce their best work. The teacher has high expectations of what children can do, for example in communication, language and literacy and mathematical development. This is shown in the way that she groups some of the higher attaining children with the Year 1 pupils for these lessons and thus ensures that they are sufficiently challenged in their work.
59. The teacher and classroom support staff work together effectively as a team, for example good teaching by the nursery nurse with the lower attaining group in mathematical development. Staff ensure that all children are included fully in the activities, for example in question and answer sessions or news time. This has a positive effect on children's learning. The teacher has good systems for assessing children's achievements. She uses these soundly to plan the next step in their learning. For example, she matches the work well to the needs of higher attaining children in communication language and literacy. This is not always the case for the average attaining children. For example, in a literacy lesson observed, the work was too difficult for them and they could not put a story in the correct order without considerable support from the classroom

³ The Early Learning Goals are the levels of achievement expected when children enter Year 1.

assistant.

60. The good communication that the teacher has with parents about their children's progress enables them to support their children well in their learning at home. The teacher provides two parent consultation evenings a year and gives parents an informative report on their children's progress at the end of the academic year. She sets targets for children to achieve and shares these with parents at the consultation evenings. This enables parents to work on these with their children.

Personal, social and emotional development

61. Staff promote children's personal, social and emotional development effectively. They are caring, supporting and encouraging, for instance in praising children's efforts and achievements. Staff set a good example for children to follow of courtesy and consideration for others by listening with genuine interest to what children have to say. This leads to trusting relationships and helps children to understand other people's point of view. Children's behaviour is good so they work together as friends, share equipment with each other and take increasing responsibility for resources. In the main, they show good levels of concentration and responsibility. For example, they tidy away resources at the end of lessons. They work sensibly, such as in pairs in physical education lessons and dress themselves independently after these lessons. Through lessons in religious education, they become aware of how they can help other people and develop a sound awareness that some actions are right and some are wrong.

Communication, language and literacy

62. Staff focus well on extending children's vocabulary so that children make good progress. They encourage children to use technical words, such as 'author' and 'illustrator'. Staff give children many opportunities to discuss their work individually, in pairs and to speak in a larger group. Support staff contribute positively to extending children's vocabulary, for example when they work with children in the imaginative play area. The teaching of basic skills is good, for example letter sounds in reading and letter formation in handwriting. However, worksheets are overused in this work, which limits children's opportunities to attempt their own writing. Staff encourage children to use their knowledge of letter sounds to help them to read and write the unfamiliar words they meet. Therefore, higher attaining and some average attaining children recognise a good range of words and are beginning to use these when sharing books with adults. Lower attaining children are developing satisfactorily their knowledge of letter sounds and words.
63. Higher attaining children write simple sentences unaided, for example, 'I am going to sleep at grandma's house'. Average attainers write their names and copy simple sentences. Lower attainers are beginning to form letters correctly, but some have weak pencil control. Children's own attempts at writing are evident when they work in the imaginative play area or on individual whiteboards. The teacher does not celebrate this type of writing sufficiently in displays or when they record their work in books. Consequently, children's confidence and competence are not as high as they could be, particularly the lower attaining children.

Mathematical development

64. Staff give considerable time to number work, but also ensure that children have a variety of mathematical experiences. The teacher is the mathematics co-ordinator for the school and has high expectations of what children should achieve. This is evident in the way she groups some of the higher attaining children with the Year 1 children for this work and matches work well to meet the needs of all. The higher attaining children count to 20 and beyond and look for mathematical patterns in their work, developing a secure understanding of place value. Average attainers record simple calculations to ten and develop a sound understanding of 'o'clock' and lower attainers recognise numbers up to six. Children know and understand simple properties of shapes and identify these in everyday life.

Knowledge and understanding of the world

65. Provision is good, overall. The teacher gives considerable time to the scientific element of this part of the curriculum. For example, children look for signs of new growth in trees and plants in the school grounds and plant their own bulbs. They show a developing understanding of the conditions that plants need in order to grow and of the function of different parts of a plant, such as the root. In this lesson, the teacher missed the opportunity to link the work to children's spiritual development by bringing out the wonder of creation. Children mix ingredients together to make biscuits and use a variety of construction materials. They use the mouse with developing confidence to work a range of computer programs linked to their work across the curriculum, such as letter sounds and number recognition. They learn about their world and develop a sense of place and time through studies of their environment and their own lives. In religious education lessons, pupils develop an understanding of their own beliefs and customs and a respect for those of others.

Physical development

66. The provision is good, overall. Staff teach successfully the skills to help children gain safe control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors. The outdoor provision for physical development and resources to support it are unsatisfactory. The teacher does not provide a variety of outdoor experiences. Children's progress is, therefore, unsatisfactory. Shortcomings in the provision for physical development are partially compensated for by good quality physical education lessons that take place in the school hall. In a dance lesson observed, the teacher planned the work carefully around the story of Little Red Riding Hood so children were interested and keen to learn. They acted out parts of the story well, moving with developing awareness of space and of each other, for example when creeping slowly or running.

Creative development

67. The provision is good because staff plan work carefully across a variety of activities. Children play untuned percussion instruments, such as the tambour, with developing control because the teacher shows them how to hold the instruments correctly. They join in well with familiar songs such as 'Mr Noah Built the Ark'. Staff give children many opportunities for making pictures and they mix paints, such as shades of red, and use paint, crayon and pencil with developing skill. Children take turns to act out a role, such as Little Red Riding Hood or grandma, in the imaginative play area that is set out as 'Grandma's Cottage'. Children's creative success is not celebrated sufficiently in displays within the classroom and in the adjoining corridor, where work is largely teacher-directed.

ENGLISH

68. Inspection findings show that pupils are achieving well, particularly in reading, but that standards are still below average at the end of Years 2 and 6. The pupils with special educational needs and English as an additional language also achieve well. There has been good improvement in provision since the previous inspection and, considering the changes in the make up of the school roll, satisfactory improvement in standards.

Strengths in English are:

- pupils achieve well, especially in reading, and attain better test results than pupils in similar schools;
- teaching is good, particularly the teaching of basic literacy skills;
- pupils develop a love of literature and are enthusiastic readers, applying their reading skills appropriately in other subjects to locate information;
- there are good assessment procedures and the information gained is very well used to target improvement; and
- the school places a high emphasis on literacy and leadership and management are good.

Areas for development are:

- standards are below the national average;
- pupils use only a limited range of vocabulary;
- there are insufficient opportunities for pupils to apply their writing skills across the whole curriculum because of the number of unsuitable worksheets used; and
- boys attain lower results in national tests at the end of Years 2 and 6.

69. Pupils enter Year 1 with below average standards and achieve well throughout the school. In comparison with similar schools, they achieve average results in the national tests at the end of Year 2 and above average results at the end of Year 6. Although most pupils work at the levels expected in the National Curriculum, there are about a third of the pupils in Year 2 and a quarter of the pupils in Year 6 who have special educational needs. This affects overall standards, which remain below the national average in both year groups. Of these pupils, the majority are boys and this is reflected in current standards in Year 6 and in the results of national tests.
70. In speaking and listening, standards remain below average at the end of Year 2 and Year 6. Progress is satisfactory because teachers focus on this in English, mathematics and science lessons and provide sound opportunities for pupils to discuss their views and feelings in specific lessons called Circle Times. Whilst listening skills are developed satisfactorily in other subjects, there is not sufficient development of the range of spoken vocabulary through a focus on words specific to each subject or by provision for in-depth discussion or role play, partly because of shortness of some lessons. For example, when discussing music and geography with inspectors, pupils in Year 6 did not recognise the words 'tempo', 'pitch', 'estuary' or 'delta' and could not explain what they mean.
71. In reading, pupils make good progress and standards are close to the average at the end of Years 2 and 6. Pupils in Years 1 and 2 learn how to decode new words, using their knowledge of letters and their sounds. They enjoy reading and understanding about the characters and plots in their books. At the end of Year 2, most read at the level expected and are confident in discussing their books. At the end of Year 6, reading is sound. Pupils read with enthusiasm and good understanding. Higher attaining and average attaining pupils discuss the characters and themes in a sound range of literature and are often enthused by books they have studied in literacy lessons. Lower attaining pupils and those with special educational needs find it more difficult to talk about the deeper meanings in their books, but, nevertheless, enjoy reading and read with reasonable accuracy. All apply their reading skills soundly in research in other subjects, locating information in the amply stocked library and on the Internet. Many old and rather grubby reading books could be discarded as there is an ample stock.
72. Although pupils make good progress, standards in writing are below average at the end of both Years 2 and 6. Most pupils in both age groups are writing at the levels expected for their age, but the significant proportion who have special educational needs continue to affect overall standards. Pupils in Years 1 and 2 are provided with a range of opportunities for writing and by Year 2 develop a sound understanding of how to structure writing. Higher and average attainers use simple sentence punctuation, although only the higher attainers do so consistently. Pupils use a sound style of joined writing and spelling is of a satisfactory standard. The content of writing at the end of Year 2 is somewhat stilted and only higher attainers use a good range of vocabulary to interest their readers. In Years 3 to 6, pupils make satisfactory progress and again work is well structured because the basic skills of writing are taught carefully. At the end of Year 6, most work at the levels expected for their age and about a fifth work beyond this level. Work is well structured and of sound length, but, again, only few use a rich range of vocabulary to make their writing exciting to the reader or to convey empathy with their characters. Their opportunities to write at length in varying styles in other subjects is limited because of the number of worksheets used, increasingly so at the top end of the school. It restricts pupils' opportunities to apply their writing to meaningful situations. For example, in history, they rarely write accounts of work that allow them to demonstrate their understanding of the past or empathy with peoples in former times. This has been identified by the school as a priority for change and some improvement has been made in the younger year groups, but not for the oldest pupils. The shortness of some lessons also has an impact on opportunities for writing. For example, Year 6 has only half an hour for religious

education and recorded work is necessarily very brief, usually on a worksheet. Although pupils use a good style of joined script they alternate between using pencil and pen, which detracts from the quality of presentation in books. Pupils use computers to present their written work and check spelling, but do not have many opportunities to practise the skills of editing work that they learn in information and communication technology lessons.

73. Teaching is good throughout the school, particularly in reading and in the basic skills of writing. Teachers have good subject knowledge and use it well in planning interesting literacy lessons, which focus well on teaching the basic skills of reading and writing, as well as providing opportunities for sustained pieces of writing. Teachers' enthusiasm for books is shared with pupils in literacy lessons and they develop good attitudes to reading, with older ones often following up texts by selecting the books as their reader. In the better lessons, teachers share their learning targets with pupils so that they understand what they are going to learn and can focus clearly upon this. Pupils settle quickly to work and maintain good levels of concentration because they are interested in their work. Teachers have good relationships with their pupils and manage them in a calm and positive way. They question well, making sure that pupils at all levels of attainment are involved in answering or contributing their views and support staff are used very well in whole class sessions, making sure that their target pupils take a full part. They are also used well to support their pupils within small group work to ensure that they make sound progress towards their learning targets. For example, in a Year 6 literacy lesson, one pupil refused to write. Instead of provoking confrontation by insisting that he did write, the support assistant talked to him, discussing the learning points for the lesson, to ensure that he did understand. He was happy to do this and made satisfactory progress. A common weakness in the teaching of English is that teachers do not plan enough opportunities for pupils to practise and further develop their writing skills in other subjects. Teachers incorporate information and communication technology into their lessons and pupils enjoy a range of activities to support their learning and to present finished copies of their work. However, they do not make sufficient use of computers to draft and redraft their work and so do not realise how much simpler this is than having to rewrite by hand. Teachers mark work well, often referring to progress towards pupils' targets and telling them how they can improve their work.
74. The subject is very well led and managed. The co-ordinator, the deputy headteacher, works closely with the headteacher on checking the quality of teaching and learning. They have a very clear overview of provision and standards across the school. Assessment procedures are good and there is a substantial bank of information that helps teachers to plan future work well to meet the needs of their pupils. The school uses its information very well to check the progress of its pupils carefully, highlighting those who need extra support or who have the potential to attain higher levels than expected for their age. Targets are set for each pupil but, other than in reading, these are not shared with parents. The results of national tests are examined in close detail so that teachers know which aspects of reading and writing need to be improved and this is contributing to higher standards. The subject is enriched by occasional events, such as Book Week, when staff and pupils dress up as book characters and a librarian visits to tell stories to younger pupils.

MATHEMATICS

75. Inspection evidence shows that, whilst standards are improving across the whole school, they remain below average at the end of both Years 2 and 6. There have been sound improvements since the last inspection which have led to better teaching, a sound analysis of assessment information, better resources, increased use of mathematics in display and a better match of work for lower attaining pupils. Progress in Years 3 to 6 is more consistent than at the time of the previous inspection and is satisfactory.

Strengths in mathematics are:

- teaching is improving and is often good in lessons;
- the teaching of basic skills of numeracy is good;
- pupils respond well to their teachers and develop good attitudes to work;
- work is well matched to the needs of average and lower attaining pupils;
- assessment information is used well to highlight areas for improvement, check on pupils'

- progress and set targets for pupils;
- ICT is incorporated into most lessons; and
- some good links are made with science.

Areas for development are:

- standards are below average;
- higher attainers are not sufficiently challenged;
- teachers do not usually share their learning targets for lessons with pupils;
- teachers do not give enough guidance to pupils when marking their work; and
- the co-ordinator does not have a clear overview of the quality of teaching and learning.

76. On entry to Year 1, standards are below average. Most pupils, including those with English as an additional language, then make at least satisfactory progress, although higher attainers could achieve more. Standards remain below the national average at the end of Year 2, although test results show that they match standards achieved in similar schools. The numbers of pupils with special educational needs and the high levels of movement in and out of school affect overall standards adversely. Pupils make good progress in learning basic skills of numeracy because these are taught well. At the end of Year 2, most pupils work confidently with numbers to 100, with a small group of higher attaining pupils working with larger numbers. They apply their skills in the four rules of calculating numbers, addition, subtraction, multiplication and division, satisfactorily in solving simple problems. Pupils learn and understand about an appropriate range of shapes and measures and apply these soundly in other subjects, such as science. They learn to collect data and present their information in simple graphs.
77. Pupils, including those with English as an additional language, continue to make at least satisfactory progress in Year 3 to 6, although higher attainers are capable of more. Again, the same negative factors affect overall standards, which remain below the national average and, results in national tests only just match those for similar schools. However, there is evidence that the increased time spent on basic skills and mental agility is now promoting improvement and standards are beginning to rise. Most pupils have sound understanding of large numbers and use their knowledge of the four rules of calculation more confidently in quick-fire mental sessions than at the time of the previous inspection. This has come about because of the high focus that the school has put on this area, following analysis of pupils' work and test results. Pupils have a sound understanding of shape and space and measure competently. They handle data and present them in the form of graphs, sometimes using computers. However, few pupils work at a higher level, partly because of the fact that in independent working sessions, potential higher attainers work on the same tasks, at the same level, as average attainers.
78. Teaching is at least satisfactory throughout the school, and was good in over half of lessons observed. Where teaching is good, work has a sharp focus and provides pupils with opportunities to think things out for themselves. In these lessons, work is well matched to the needs of all pupils and promotes good learning. Pupils are told what they are going to learn and this helps them understand what is expected of them. In less effective lessons, expectations of what higher attaining pupils can achieve are not high enough; they work on the same tasks as average attainers and do not achieve as much as they could. In some less effective lessons, teachers do not share the learning targets with pupils so that they can focus on what they need to do. Time is used well in the better lessons and all groups of pupils work for long productive periods. In less effective lessons, introductory sessions are sometimes too long, which reduces their impact and leaves pupils with insufficient time to complete a good amount of work. Learning support staff are effective in maintaining the concentration of pupils with special educational needs and helping them to take a part in whole class sessions successfully. Time is used well at the end of lessons to share pupils' work and consolidate learning and teachers use this time to assess what pupils have learned. However, few remind pupils of what the targets were and allow them to reflect on how well they had achieved them, so that they understand what they need to do to improve. The attitudes and behaviour of the pupils are good throughout the school and most enjoy their work, particularly the mental warm-up sessions. All pupils, including those with special educational needs are thoroughly involved. This is particularly the case when use is made of number fans so that all pupils can show a response to questions.

79. Teachers use computers in most lessons for pupils to practise and further develop their mathematical and information and communication technology skills. Good links are made with science, when pupils enter their scientific data into spreadsheets and produce a range of graphs to illustrate their findings, sometimes using computers. This is not sufficiently done in other subjects, such as geography.
80. Leadership and management are satisfactory, overall. The National Numeracy Strategy has been implemented effectively and promoted improvements in teaching and learning. The school has introduced a good programme of assessments and records the evidence well so that groups and individuals can be highlighted for extra support. Targets for improvement are set for all pupils, although these are not shared with parents. There is a well focused programme for the headteacher to check the quality of teaching and learning and this highlighted the need for a greater emphasis on mental agility. However, the co-ordinator has no opportunities to take part in this programme and does not have a full overview of provision or standards in the subject. She is involved in the analysis of test information to highlight areas for future development.

SCIENCE

81. Pupils achieve well, including those with English as an additional language or special educational needs and standards are average at the end of Years 2 and 6. This represents consistently good progress throughout the school. In national tests, pupils' results are better than those of pupils in similar schools. There has been good improvement since the previous inspection, both in provision and standards.

Strengths in science are:

- pupils achieve well and results in national tests at the end of Year 6 are better than those in similar schools;
- teaching is good, particularly in basic skills;
- the good improvement in the curriculum, with much more investigative work; and
- pupils develop good attitudes to work and behaviour is good.

Areas for development are:

- the co-ordinator's role in checking the quality of teaching and learning; and
- assessment procedures and systems for recording pupils' attainments are not well developed.

82. When pupils enter Year 1, their knowledge and understanding of science are below average. They make good progress through the school and at the end of Years 2 and 6 achieve standards in line with those expected for their age. Since the last inspection, more pupils are attaining at a higher level than that expected for their age and more pupils are attaining the levels expected. This is largely because of the strong grounding in basic skills which is a key feature of early science work in the school and an increase in the opportunities for pupils to experiment and observe for themselves in lessons. For example, Year 6 pupils consider the changing of conditions in experiments, such as when dissolving sugar.
83. At the end of Year 2, pupils, including those with English as an additional language, achieve well and develop a sound understanding of how to carry out simple experiments to find out what they want to know. They develop satisfactory knowledge in all areas of the subject and record their work appropriately. By the end of Year 6, pupils have a sound range of knowledge in all areas of the subject and understand that they must observe and record carefully. They know that tests must be fair if they are to be valid. Pupils know a sound range of scientific vocabulary and teachers make sure that they understand the language used, such as 'solution' and 'dissolving'. They record their work in a scientific manner and make good use of their literacy, numeracy and information and communication technology skills in recording. For example, in work on the body, pupils measure and record the types of exercise that benefit the human body. The pupils with special educational needs make good progress because of the support they are given and their opportunities to work alongside other pupils in experiments and learn for themselves.

84. Teaching is good and promotes good gains in pupils' skills and understanding. During the inspection, teaching was always at least satisfactory and was good in four out of every five lessons. This is a good improvement since the previous inspection. Key features of the good teaching are effective planning, with a clear focus, good pace and skilful questioning which challenges pupils to think through their answers carefully. In better lessons, the learning target is shared with the pupils so that they understand what is expected of them and know what they are going to learn. The use of the closing session of lessons also has a major impact on learning as when learning is re-enforced, pupils have the chance to show what they have learned and teachers assess this, so that they can build on it in future lessons. Teachers manage their pupils positively and pupils respond well to this and work hard. They behave well and enjoy the practical nature of tasks, collaborating well with other pupils in group work, displaying good relationships. The opportunities for group work also help them talk through their work, which consolidates their understanding. They show interest, excitement and a keen sense of wanting to learn. In all year groups, science is linked well with information and communication technology and pupils have sound opportunities to apply their numeracy and literacy skills in measurement and presentation of their findings. For example, Year 2 listen to loud and quiet sounds and learn the associated vocabulary and Year 5 use a computer to research detailed parts of a flower.
85. The subject is well led and the updated scheme of work gives good support to teachers in planning interesting lessons, with a focus on building skills and knowledge progressively. However, this does not give an overview of what is actually happening in lessons or of standards. Assessment procedures are not sufficient to give a clear picture of standards or how pupils are progressing through the school.

ART AND DESIGN

86. By the end of Years 2 and 6 pupils' standards are average. Pupils, including those with special educational needs, make satisfactory progress. No lessons were seen in Years 1 to 2 during the inspection and further evidence comes from analysis of pupils' work and photographs, teachers' planning and discussion with teachers. Improvement in the subject since the school was previously inspected is satisfactory.

Strengths in the subject are:

- teachers manage pupils effectively and this leads to their good attitudes to learning and good behaviour;
- the teaching of basic skills; and
- teachers cover all the elements of the curriculum well, including the study of the work of famous artists.

Areas for improvement are:

- more opportunities for pupils to think for themselves, make choices and show what they know and understand;
- the monitoring of teaching and learning; and
- the assessment of what pupils achieve in lessons.

87. Standards are average in Years 2 and 6. This is because teachers across the school provide well for all elements of the curriculum, such as work with fabrics in Year 4 and three-dimensional clay work in Year 5. They build steadily upon pupils' skills as they move through the school. Year 2 pupils observe objects carefully through a viewfinder and represent carefully what they see in their own pictures, using pencil and crayon. By Year 6, pupils produce effective paintings that portray well their contrasting feelings, based upon the work of Picasso.
88. Although it was not possible to observe teaching in Years 1 and 2, other evidence indicates that it is satisfactory, overall, and promotes sound learning. Teaching in Years 3 to 6 is satisfactory and, in one lesson observed during the inspection, it was good. Teachers have good relationships with the pupils and expect them to behave well, so pupils develop good attitudes towards their learning. Most pupils listen well to teacher explanations and instructions and carry them out sensibly. They

are friendly, polite and courteous. For example, a pupil readily offered a chair to a visitor.

89. Teachers teach basic skills well and check that pupils are applying these in the lesson. The strong emphasis that they place on studying the work of famous artists has a positive effect on pupils' learning. For example, the Year 5 teacher showed pupils how to use paint and brush to good effect in their moonflower pictures based upon Van Gogh's paintings of 'Sunflowers'. She checked this when they were working so pupils mixed shades of blue carefully to paint successful moonflower pictures. The standard of this work was good. Teachers provide satisfactory opportunities for pupils to use computers to create designs and pictures.
90. Teachers sometimes over-direct the work and do not allow pupils to use their own ideas and creativity sufficiently. This was pointed out to the school in the previous inspection and it is still evident in some of the work. In a Year 6 lesson, the teacher encouraged pupils to look carefully at the work of Roy Lichtenstein (a graphic artist). However, she gave them insufficient time to discuss their ideas about his work or to experiment with their own designs, so the work of some pupils was not as original as it could have been. This is also reflected in some displays of work in the younger age groups.
91. The subject co-ordinator gives useful advice and support to staff and monitors teachers' lesson planning. There is no formal system of checking the quality of teaching and learning and so the co-ordinator is not sufficiently aware of the standards that pupils achieve. The school does not have a system for assessing pupils' work and so teachers do not have enough information to match the work to the needs of all pupils or check their progress.

DESIGN AND TECHNOLOGY

92. There was limited opportunity to observe lessons as the school were focusing on art and design during the inspection. Judgements are supported by evidence from photographs of completed work and discussions with pupils and the co-ordinator. The evidence shows that pupils' work is below national expectations at the end of Year 6, but there was insufficient evidence to make a judgement on standards, teaching or learning at the end of Year 2. There has been a decline in both provision and standards since the previous inspection and pupils, including those with special educational needs and English as an additional language could achieve more.

Strengths in the subject are:

- the new scheme of work provides for progressive teaching of skills and knowledge; and
- links with other subjects, especially science and history.

Areas for development are:

- standards at the end of Year 6;
- time for the subject is limited;
- the use of tools in the making process, especially in the older year groups; and
- the co-ordinator's role in monitoring whole school performance.

93. Since the previous inspection, the school has adopted a scheme of work that gives good guidance to teachers in planning for the progressive development of skills and knowledge. Planning shows that there is an appropriate range of projects planned over the year, although these are less in number than is usually found because of the limited time allocated to the subject. Teachers plan some opportunities to link work to other subjects. For example, Year 4 pupils make pegs dolls, stitching Tudor costumes, and Year 6 pupils make shelters, linked to studies on Britain since 1940. However, pupils use only a limited range of tools. At the end of Year 6, pupils have few opportunities to make choices about appropriate tools, materials and techniques with which to make their products.
94. Teaching observed was satisfactory and in one lesson it was good. In the good lesson, teaching had a clear focus and the teacher provided a sound range of models for the pupils to see. Pupils could apply those ideas from the models in the making of a storybook for a young child about Red Riding Hood, with moving parts. Pupils made good progress because they had a clear view of what

was expected of them and they knew what they were being asked to learn. Some use is made of computers in designing products, but too little use is made of pupils' numeracy skills in the design and making processes.

95. The leadership of the subject is satisfactory, overall. There is a new, well-planned scheme of work, with links to science, and the co-ordinator checks the quality of teachers' planning. However, there is no system of assessing pupils' progress and no opportunity to check the quality of teaching and learning. The co-ordinator does not have a clear overview of standards across the school.

GEOGRAPHY

96. Only two lessons were observed during the inspection, in Years 2 and 3, and judgements are supported by the analysis of pupils' work and photographs, teachers' lesson planning and discussion with pupils and teachers. Improvement since the school was previously inspected is satisfactory; for example, improvements have been made in the curriculum guidance that teachers use to plan lessons and in resources. By the end of Year 2, pupils' attainment is average. In Years 3 to 6, pupils' progress is variable and, by the end of Year 6, pupils' standards are below average. Pupils with special educational needs make satisfactory progress in relation to their prior attainment from Years 1 to 6, because of the support that staff give them.

Strengths in the subject are:

- pupils' achievement is good in Years 1 to 2;
- teaching and learning are good in Year 3; and
- teachers manage pupils effectively and this leads to pupils' good attitudes to their learning and behaviour.

Areas for improvement are:

- standards and achievement at the end of Year 6;
- a more varied teaching approach that encourages pupils to think for themselves, make choices and show what they know and understand;
- more challenging written work and greater use of pupils' literacy and numeracy skills in older year groups;
- the monitoring of teaching and learning; and
- the assessment of what pupils achieve.

97. From a below average starting point in Year 1, pupils' achievement is good, including those pupils with special educational needs and English as an additional language, resulting in average standards at the end of Year 2. Pupils describe physical and human features of places. For example, they know about important people in the local community, such as police and fire officers, and the buildings in which they work. Through good teaching, pupils make good progress in Year 3, but this declines and is unsatisfactory by the time they reach Year 6 and standards are below average, with underachievement by most pupils. For example, their depth of knowledge about rivers and climate is superficial and their use of subject vocabulary is lower than expected for this age. This is evident in pupils' work and in discussions with them and occurs because the approach to using technical vocabulary and written work is too narrow. For example, teachers often require pupils to give brief factual answers to geographical questions and rely too much on worksheets. These often lack challenge, particularly for the higher attaining pupils, and do not extend literacy or numeracy skills sufficiently. As a result, pupils do not reflect sufficiently upon their learning and show what they know and understand, such as by describing geographical patterns and explaining their own views.

98. Teaching is satisfactory, overall, and is good in Year 3. The analysis of pupils' work shows that there is also some good teaching in Years 1 and 2. Teachers have good relationships with pupils and expect them to behave well and pupils develop good attitudes towards their learning. Most behave well and listen carefully to teachers' explanations and instructions. The good lesson observed had many positive features. The teacher explained clearly to the pupils what they were expected to learn and had high expectations of what they could achieve. These were shown in the way that she challenged pupils' thinking through skilful questioning and through the written tasks she provided. For example, she asked which people needed weather information, such as the

force of the wind. Pupils with special educational needs made good progress because of the additional support they were given. A pupil with special educational needs replied 'If you were in a fishing boat, because it might get blown over'. Pupils wrote their own television weather forecast and read it out to the class, which enhanced their speaking skills. A pupil wrote 'Today in Scotland we're going to have quite a lot of frost up in the north'. Another pupil wrote 'Today in Preston we are going to have black clouds and they will blow away around the weekend'. Teachers provide satisfactory opportunities for pupils to apply their reading and information and communication technology skills through research in the library and on computer.

99. Leadership and management of the subject are satisfactory. The subject co-ordinator monitors teachers' lesson planning and has started to collect samples of pupils' work, but is not yet sufficiently aware of standards across the school. The school does not have a system for assessing pupils' work to give teachers enough information to match work to the needs of all pupils and check their progress.

HISTORY

100. During the inspection, only two lessons were seen, in Years 3 and 5, and judgements are supported by evidence from analysis of pupils' work and photographs, teachers' lesson planning and discussion with pupils and teachers. By the end of Year 2, pupils' attainment is average, but, by the end of Year 6, standards are below average. Improvement in the subject since the school was previously inspected is satisfactory, overall; for example, improvements have been made in the curriculum guidance that teachers use to plan lessons and in resources.

Strengths in the subject are:

- pupils' achievement is good from Years 1 to 2;
- there is some good teaching in Years 3 to 5;
- teachers manage pupils effectively and this leads to pupils' good attitudes to their learning and behaviour; and
- teachers make good use of resources and this makes the work interesting.

Areas for improvement are:

- standards and achievement at the end of Year 6;
- pupils have insufficient opportunities to think for themselves, make choices and show what they know and understand;
- written work in older year groups is unchallenging and does not provide sufficient opportunities for pupils to use and further develop literacy and numeracy skills;
- the monitoring of teaching and learning; and
- the assessment of what pupils achieve in lessons.

101. From a below average starting point, pupils' achievement in Years 1 and 2 is good for all pupils, including those with English as an additional language and special educational needs, and standards are average at the end of Year 2. Pupils compare aspects of life today with these in the past, such as transport and children's toys. Although pupils make satisfactory progress in Years 3 to 5, this declines to unsatisfactory in Year 6 so pupils' achievement is unsatisfactory and standards are below average at the end of the year. Pupils' depth of knowledge and use of subject vocabulary is lower than expected for this age. The work they are given is not sufficiently varied or challenging to allow them to show what they know and understand. For example, they make only very simple comparisons about life in the 1950s with that of today. This is also the case in some of the written work that pupils undertake in Years 3 to 5. Pupils with special educational needs make satisfactory progress in lessons in relation to their prior attainment because of the support that they are given by staff.
102. Teaching is satisfactory and sometimes good, particularly in Years 1 to 4, where teachers challenge pupils more often in their written work. This gives them more chance to express what they have learned in their own words. For example, an average attaining Year 4 pupil, writing about the Battle of Bosworth, wrote 'It was an amazing battle and finally King Richard got knocked off his

horse.' However, this good practice is not sufficiently widespread and teachers often give pupils worksheets that fail to challenge their thinking, writing or numeracy skills sufficiently. The worksheets are not consistently dated or filed systematically to make it easy for teachers to track pupils' progress. A positive feature of lessons observed, is that teachers have good relationships with the pupils. They are friendly, yet firm in their management of pupils' behaviour, and pupils respond well, listening carefully to teacher explanations and concentrating well. Pupils' behaviour and attitudes towards their work are good. In a good lesson in Year 5, the teacher made good use of resources, such as a dolly tub and stick, to make the work interesting. She also used careful questioning to challenge pupils' thinking so that they identified the main differences between a Victorian washday and that of today. This also led to good gains in subject vocabulary by pupils of all abilities. For example, a pupil with special educational needs wrote 'They (the Victorians) rotated the dolly stick.' Teachers provide satisfactory opportunities for pupils to apply their reading and information and communication technology skills through research in the library and on computer.

103. Leadership and management of the subject are satisfactory, overall. The subject co-ordinator has had the role for a year and has clear plans for developing it further. For example, he has started to collect samples of pupils' independent writing. There is no formal checking of the quality of teaching and learning and so the subject co-ordinator is not sufficiently aware of the standards across the school. The school does not have a system for assessing pupils' work to provide teachers with enough information to match work to the needs of all pupils and check their progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards are average at the end of Years 2 and 6 and are improving as teachers' expertise grows through training. Pupils' achievement is satisfactory, overall, including that for pupils with English as an additional language or those who have special educational needs. Only one lesson was observed, in Year 2, but pupils were observed, using computers regularly in lessons in other subjects. Good improvement has been made to the curriculum and resources since the previous inspection and to teachers' expertise.

Strengths in information and communication technology are:

- pupils achieve well in word processing and data handling;
- teachers incorporate information and communication technology into many lessons to support learning; and
- the subject is well led.

Areas for development are:

- the use of e-mail;
- the use of information and communication technology in measuring and controlling events and in multimedia presentations; and
- the role of the co-ordinator in checking quality and standards.

105. Pupils in all year groups learn good skills in operating computers and use them in most subjects. They have good knowledge of computer keyboards and enter their work quickly and confidently at the end of both Years 2 and 6. At the end of Year 2, pupils understand how to edit their work on computer, such as by deleting unwanted words, replacing lower case letters by capital letters and inserting full stops. They build on this satisfactorily in Years 3 to 6 and, by the end of Year 6, move and edit text to a sound level. Computers are used in literacy lessons to practise skills learned and present finished pieces of writing. However, pupils do not use them to draft their initial work and apply their skills, thereby learning how much easier redrafting is on computer than by hand. They do not insert sound or movement into their work to create multimedia presentations. Pupils in all year groups have not yet had the opportunity to use e-mail, as this part of the teachers' training is not yet completed.
106. At the end of Year 2, pupils enter data into computers and produce simple block graphs. By the end of Year 6, they use spreadsheets and present their findings in a variety of graphs. This work is

often linked well to science, such as in the study of healthy foods. They use graphics programs to produce pictures and plan their designs for decorating a chair on computer. Throughout the school, pupils are confident in using programs to extend their learning and by the end of Year 6 use their reading and information and communication technology skills well to research information on CD-ROM and the Internet. By the end of Year 2, pupils control the movement of a simple robotic toy and, by Year 6, move an object around the screen. However, they have not yet measured external events through the computer, by using equipment such as electronic sensors to measure wind speeds or heart rates. The equipment to help them learn about this aspect has only just arrived in school. Pupils use a sound range of programs to help them learn to make decisions based on evidence and past knowledge.

107. Teaching is at least satisfactory, overall, and pupils make sound progress in using information and communication technology as an everyday tool for learning. Basic operational skills are taught well and pupils are given opportunities to practise these skills in most lessons. Teachers are improving their own expertise through an extended programme of training and, like their pupils, develop their skills by applying what they have learned in lessons. They organise work well and manage their classes positively and pupils respond well to this, working independently or collaborating with others sensibly. Support staff have also undertaken information and communication technology training and this helps them to offer effective support to their target pupils.
108. The subject is well led and the co-ordinator is effective in supporting her colleagues with the new technology. She has no opportunity to work alongside colleagues, but maintains an overview of the coverage of work by collecting samples of work from each year group. There is no system of assessing pupils' attainments, which would help teachers to plan the next steps for learning and give the co-ordinator a good overview of standards.

MUSIC

109. Four lessons were observed during the inspection, and judgements are supported by other evidence, such as discussion with pupils and the co-ordinator. Standards and achievement are average at the end of Year 2, but are below average by the end of Year 6, where pupils, including those with special educational needs and English as an additional language, do not achieve enough. This represents a decline in standards since the time of the previous inspection.

Strengths in music are:

- pupils of all ages enjoy the subject and take a full part in lessons; and
- pupils have opportunities to perform in a local music festival.

Areas for development are:

- opportunities for pupils to experiment in composing and recording their own music;
- some lessons, in Year 3 to 6, are too short to develop pupils' knowledge and skills sufficiently; and
- leadership and management are unsatisfactory in the absence of a co-ordinator.

110. At the end of Year 2, pupils sing and play an appropriate range of percussion instruments with pleasure, keeping in time well and singing with reasonable tunefulness. They understand musical terms, such as rhythm, and co-operate well together when playing in groups. Pupils in Years 3 to 6 enjoy music and all participate happily in lessons. Year 6 pupils told an inspector that music is fun and that they enjoyed singing and playing the instruments. However, at the end of Year 6, pupils' singing is average, but the range of songs they sing is not as demanding as in many schools. For example, in a lesson observed they learned to sing a three part round, using a simple nursery song. The range of tuned instruments they play is very limited, being mainly small percussion instruments. There are no additional opportunities for them to learn to play an instrument, other than in the newly formed lunchtime ocarina club. Six pupils, from across the whole school, attend and play these at a simple level, occasionally performing for the whole school. Pupils at the end of Years 6 are not familiar with a satisfactory range of musical vocabulary. For example, when asked they cannot say what 'pitch' and 'tempo' mean. Pupils listen to the works of famous composers and name some, such as Beethoven, but the oldest pupils do not have enough opportunities to compose and write down scores of their own. Progress

is limited in Years 3 to 6 because some lessons for the older pupils are too short for the full development of skills and knowledge and, since the previous co-ordinator left the school, there has been nobody to support and advise teachers. This is unsatisfactory and is a major reason for the school's failure to improve its provision sufficiently.

111. Teaching is good in Years 1 and 2, where the teacher has musical expertise and uses it well to provide pupils with an interesting range of well-timed activities to meet the learning targets of lessons. All pupils are involved in performing and make good progress in understanding musical terminology and singing and playing techniques. Teaching in Years 3 to 6 is satisfactory. Teachers plan appropriately to the school's scheme of work to provide opportunities for pupils to sing and play percussion instruments. However, they do not focus on explaining the technical vocabulary sufficiently and do not plan enough opportunities for older pupils to express themselves creatively in individual and group composition of their own work. Pupils do not have opportunities to use computers or electronic instruments, such as keyboards, in their work.
112. A school choir is formed annually for a short period to prepare for and perform in the local music festival and occasionally visiting musician and dancers enrich the curriculum. There is no system for assessing pupils' music skills and knowledge to enable teachers to plan a good match of work for pupils and check that they make sufficient progress.

PHYSICAL EDUCATION

113. Only three lessons were observed during the inspection and judgements are supported by other evidence, including planning and discussions with staff and pupils. It was not possible to see most aspects of the subject and an overall judgement cannot be made on standards or pupils' achievement, but standards seen in dance in Year 2 are good. Two lessons on games skills were seen and together with discussions with pupils these show that standards are below average by the end of Year 6 and that pupils do not achieve enough. Other evidence shows that standards in dance and swimming are better. There is no evidence for work in gymnastics. This represents a decline since the previous inspection, when standards were average.

Strengths in the subject are:

- dance – leading to performance in a local music festival;
- swimming;
- the pupils' attitudes to their learning and their behaviour; and
- the quality of teaching and learning in lessons.

Areas for improvement are:

- the allocation of time to the subject, especially in Years 3 to 6, where lessons are too short;
- the games curriculum and standards at the end of Year 6; and
- the lack of outdoor and out-of-lesson sporting activities.

114. At the end of Year 2, pupils understand the value of warming up in a vigorous fashion and know the effect this has on the heart. They learn how work can be improved by evaluating the work of others. For example, in a Year 2 dance lesson pupils commented on the movement of groups of other pupils. Pupils listen well to instructions and match their movements to given styles. At the end of Year 6 standards are in line with national expectations in dance because extra time is given to this aspect in preparation for a production at the Preston Guild Hall. The amount of time allocated for other aspects of the subject is too short for pupils to develop their skills sufficiently and this is compounded by the shortness of lessons in Years 3 to 6. The curriculum follows the guidance of a national scheme of work, but too little time is devoted to games skills in particular and pupils do not have the opportunity to take part in competitive sports. Outside activity is restricted to the summer term, which reduces the number of opportunities the pupils have to be involved in mini versions of major games, and their knowledge of team games is below average. By the end of Year 6, standards in swimming are average, with most pupils swimming at least 25 metres.
115. There is insufficient evidence for an overall judgement on teaching and learning because of the few lessons observed, but that seen was always at least satisfactory and, in two of the lessons, it was

good. Lessons are well planned and are conducted at a good pace, wasting no time. Throughout the school, pupils respond well to their teacher's instructions, enjoy their work and sustain effort and concentration. However, the effectiveness of good teaching skills is reduced by the limited amount of time available. In the better lessons, clear learning targets were shared with the pupils and re-enforced during the course of the lesson. Work is well matched to meet the needs of most pupils, but higher attainers do not have the opportunity to extend their work, because of the shortage of time. This is magnified by a lack of out-of-lesson sporting opportunities, as there are no lunchtime or after school activities and the school does not compete against other schools in team sports.

116. The co-ordinator supports colleagues in planning, but does not have opportunities to check the quality of teaching and learning. The school has recognised the need for better provision for out-of-lesson activities and has applied for funding to improve facilities for outdoor sports. These will provide a programme of after-school and evening activities and facilities are to be shared with the community.

RELIGIOUS EDUCATION

117. No lessons were seen in Years 1 to 2 during the inspection and judgements are supported by the analysis of pupils' work and photographs, teachers' lesson planning, and discussion with pupils and teachers. By the end of Year 2, pupils' attainment is in line with the expectations of the locally agreed syllabus and their achievement is satisfactory. Three lessons were observed in Year 3 to 6 and judgements are supported by other evidence. Although pupils make satisfactory progress from Years 3 to 5, this declines in Year 6 and it is unsatisfactory. By the end of Year 6 standards are below the level expected. Pupils with special educational needs make satisfactory progress in relation to their prior attainment because of the satisfactory additional support that they are given. Improvement since the last inspection has been unsatisfactory, mainly because the school does not give sufficient time to the subject in Year 6.

Strengths in the subject are:

- teachers manage pupils effectively and this leads to pupils' good behaviour and attitudes to learning;
- teachers in Years 1 to 5 sometimes give pupils work that enables them to show what they have learned; and
- links with the local church enhance the curriculum.

Areas for improvement are:

- standards at the end of Year 6;
- to provide lessons of adequate length in Year 6;
- the work that teachers give pupils is often insufficiently challenging;
- procedures for the monitoring of teaching and learning;
- the assessment of what pupils learn in lessons; and
- the range of visits out and visitors to the classroom.

118. No teaching was observed in Years 1 and 2, but a limited amount of other evidence available indicates that it is satisfactory. Teaching in Years 3 to 6 is satisfactory, overall, and was so in two of the lessons observed. However, in one lesson it was unsatisfactory. Teachers have good relationships with the pupils and expect them to behave well and so most pupils' behaviour is good. They display good attitudes towards their learning and listen carefully to their teachers, which is evident in the answers that they give to questions, such as when the Year 5 teacher showed pupils slides of the Holy Land. Teachers in Years 1 to 5 sometimes give pupils written work that enables them to show what they know and understand, which promotes their learning and their literacy skills well. A Year 2 pupil wrote 'Mary knew she was going to have a baby so she made a bed for baby Jesus'. A Year 5 pupil wrote about Palm Sunday 'The people expected a man in golden jewels and red robes but he looked like an everyday man'. The main shortcomings in the unsatisfactory lesson were firstly that the school does not provide sufficient time for religious education lessons in this year group. Secondly, the teacher tried to do too much in the short time available and consequently sections were rushed; the written work was not clearly explained and pupils did not have enough time to complete it. Discussion with Year 6 pupils confirms that their

knowledge and understanding of religious education is lower than expected. They find it difficult to discuss their own and others' beliefs and have only superficial knowledge of the symbols, festivals and artefacts important to world faiths. From Years 3 to 6, teachers often give all pupils the same worksheets and these mostly fail to challenge pupils' thinking and learning or promote their writing skills.

119. The school has good links with the local church and these enhance the curriculum. The vicar takes an assembly each week and visits the school to support pupils' learning in the classroom when this is appropriate. Pupils also visit the church. For example, Year 3 pupils visited the church when they studied baptism and some pupils acted out the part of the parents at a christening. The school does not provide visits out or visitors to the classroom for faiths other than Christianity.
120. Leadership and management of the subject are satisfactory. The subject co-ordinator monitors teachers' lesson planning and has collected some examples of pupils' work from each year group. The formal monitoring of teaching and learning is not in place, so the subject co-ordinator is not sufficiently aware of standards in the subject across the school. The school does not yet have a system for assessing pupils' work to provide teachers with enough information to match the work to the needs of all pupils and check their progress.