

INSPECTION REPORT

WOODLEA PRIMARY SCHOOL

Woldingham

LEA area: Surrey

Unique reference number: 124945

Headteacher: Mrs Susan Woollacott

Reporting inspector: Natalie Moss
22685

Dates of Inspection: 2 – 5 July 2001

Inspection Number: 194541

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Foundation

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Long Hill
Woldingham
Surrey

Postcode: CR3 7EP

Telephone number: 01883 652358

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Appropriate authority: The governing body

Name of chair of governors: Mr. Eric Morgan

Date of previous inspection: 04 / 03 / 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22685	Natalie Moss	Registered inspector	English History Modern Foreign Languages Religious Education	Information about the school The school's results and pupils' achievements How well are pupils taught How well the school is led and managed What the school should do to improve further
13807	Christine Haggerty	Lay inspector		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
22831	Clive Lewis	Team inspector	Mathematics Art and design Design and technology Information and communication technology Provision for pupils with special educational needs	How good are the curricular and other opportunities offered to pupils

16773	Raminder Arora	Team inspector	Science Geography Music Physical Education Equality of opportunity Areas of learning for children in the Foundation Stage	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodlea Primary School is smaller than most primary schools. It caters for boys and girls in the 4 – 11 age range. It is situated in Woldingham in Surrey, in an area of mainly expensive owner-occupied housing, though the school's catchment ranges from council flats to owner-occupied houses. The proportion of pupils with special educational needs is 18.8 per cent, broadly in line with the national average. Only 0.5 per cent has statements of special needs, below the national average. Nearly 5 per cent of pupils are known to be eligible for free school meals, a low proportion by national standards. There are 192 pupils on roll, compared with the national average of 243. Twenty-seven of these pupils are in the reception class. There are no pupils from ethnic minority backgrounds. Pupils enter the school in the reception class, but most have had pre-school education. There is a very wide range of attainment on entry. Overall, it is average for pupils of this age.

HOW GOOD THE SCHOOL IS

Woodlea Primary School offers a satisfactory quality of education to its pupils. Good learning takes place in Key Stage 2. Standards in Key Stage 1 have fallen over the last three years, while those in Key Stage 2, having fallen in English and mathematics, are now beginning to rise. There are specific areas of concern. Overall, teaching is unsatisfactory in the Foundation Stage, satisfactory in Key Stage 1 and good in Key Stage 2. Leadership and management are satisfactory overall and much has been done to improve the school. However, there are some weaknesses that have impacted on standards, particularly the management of the Foundation Stage. The school is aware of the need for improvement in the planning and co-ordination of non-core subjects. The monitoring of many subjects has not yet been effectively initiated. Overall, the effectiveness of the school and the value for money it provides are judged to be satisfactory.

What the school does well

- Standards in English and science are good overall by the age of eleven.
- Provision for pupils with special educational needs is good and they make good progress.
- Pupils' attitudes are very good and their behaviour, personal development and relationships are good, as well as their moral and social development.
- Teaching and learning are good overall in Key Stage 2.
- The school provides a good range of extra-curricular activities for its pupils.
- The school cares well for its pupils.
- Very good links with the parents have been established.

What could be improved

- The quality of the provision for children in the Foundation Stage.
- The planning and monitoring of schemes of work and pupils' work for many curriculum subjects.

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 1997. Some of the key issues then identified have been dealt with. Improvements include the provision of good library facilities to support the development of research skills and the provision of adequate supervision at lunchtimes. Other improvements have included extensive work on the security of the school and improved play facilities. The school is in process of building an extension on to the Reception classroom to provide a more suitable environment for the curriculum for Foundation Stage children. The provision of information and communication technology has also improved.

However, despite much work and guidance, the quality of the Foundation Stage provision has not improved to the necessary standard. Although the range of resources, particularly those for outdoor

play, have improved, the range and quality of the curriculum and teaching at this stage still leave much to be desired, as at the time of the previous inspection. Opportunities to develop awareness of the richness and diversity of other cultures have undergone little development.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	A	C	E	well above average A above average B average C below average D well below average E
Mathematics	A	B	C	E	
Science	B	B	B	C	

Standards obtained by pupils in the Year 6 national tests in 2000 were lower than in 1999 in English and mathematics, though they were maintained in science. They were average in English and mathematics and above average in science. When compared with pupils from similar schools, standards were well below average in English and mathematics and average in science. Standards in both English and mathematics have fallen overall in the last three years. Inspection evidence indicates, however, that pupils currently in Year 6 are in line to attain above average standards in English and science and average standards in mathematics. The school has put in place measures to ensure that most pupils are making at least satisfactory progress in English and mathematics. The school has set challenging targets for both English and mathematics and is likely to meet them.

Standards are average at the end of Year 2. Over the last three years there has been little improvement in national test results for this key stage, partly because the level of attainment on entry has recently been falling. Inspection evidence suggests that pupils are making too little progress in the Foundation Stage, in the light of their prior attainment.

Boys significantly outperformed girls in mathematics and science in 2000, but there is no evidence to indicate that this will occur in 2001.

Standards in other subjects are average, as a result of limited curriculum coverage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy coming to the school, work hard and enjoy the activities offered to them.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. A small number of pupils display challenging behaviour, but this is never allowed to become disruptive or to impact on standards.
Personal development and relationships	Good. Pupils are keen to take responsibilities. Relationships between pupils and all adults are good. Pupils become responsible members of the school society.
Attendance	Unsatisfactory. Attendance is below the national average, particularly in the level of authorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Unsatisfactory	Satisfactory	Good

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.

Ninety-three per cent of teaching observed was satisfactory or better, of which forty-four per cent was good and five per cent was very good. Seven per cent was unsatisfactory.

Foundation Stage teaching is unsatisfactory, as a result of insufficient planning and too narrow a range of activities being encouraged in reception.

In Key Stage 1, the quality of teaching varies considerably, preventing pupils from always learning effectively. Not all teachers have developed their skills sufficiently well to be able to use the National Literacy and Numeracy Strategies to best effect or to deliver the full curriculum in some non-core subjects.

In Key Stage 2, the quality of teaching is generally good and pupils learn well. Teachers have good knowledge of the subjects they are teaching and their ability to teach basic skills in literacy and numeracy is good.

The school meets the needs of pupils with special educational needs well and pupils make good progress. More able pupils are beginning to make good progress in Key Stage 2. Good planning for these pupils, especially in English and mathematics, is to be seen in both key stages, but it is not always implemented productively across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Sufficient time is given to literacy and numeracy but there is uneven coverage of skills in science and non-core subjects, because the school has not yet adopted schemes of work to meet the curriculum requirements fully in these subjects.
Provision for pupils with special educational needs	Planning and provision are good. Plans are reviewed regularly and this ensures pupils' good progress and their parents' understanding of it.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is good and it is satisfactory for their spiritual and cultural development.
How well the school cares for its pupils	Support and guidance for pupils is effective and there are good procedures for promoting good discipline and eliminating oppressive behaviour. Procedures for assessing science and non-core subjects are unsatisfactory, as are those for monitoring and improving attendance.

How well the school works in partnership with parents	The school works very well with parents. The quality of written information provided to parents is very good and parents contribute well towards their children's learning.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher, her acting deputy and the senior management team provide good leadership and management. However, the management of the Foundation Stage is unsatisfactory, as are the roles of some subject co-ordinators.
How well the governors fulfil their responsibilities	Good overall. Governors have a satisfactory understanding of the strengths and weaknesses of the school and effectively support the headteacher in shaping the future of the school.
The school's evaluation of its performance	The school evaluates its performance satisfactorily, but is only now beginning to take effective action in its areas of weakness.
The strategic use of resources	Good use is made of resources to improve pupils' standards.
The adequacy of staffing, accommodation and resources	The school's accommodation is satisfactory. There is generally an appropriate number of teachers and good quality support staff to meet the needs of the curriculum. Learning resources are satisfactory.

The headteacher has been very effective in steering the school through the period since the previous inspection and during the recent refurbishment of the school. The school is now beginning to make good use of the data it collects and analyses in order to identify where pupils could make better progress. Teaching is well monitored, though there has been little monitoring of planning, especially in science and the non-core subjects.

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 like school. • Behaviour is good. • Their children are well taught. • They are comfortable with the way the school responds to questions or problems. • The school has high expectations of their children. • The school works closely with parents. • The school is well managed and lead. • The school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • They would like to be better informed about the progress their children make. • The range of activities the school provides outside lessons.

The inspection team agrees with parents' positive views of the school. They feel that the level of homework provided by the school is appropriate. The school has very effective links with parents and the quality of the information, which the school provides, is good. There are regular weekly newsletters, termly meetings where pupils' progress is discussed and a written report at the end of the academic year. Parents of pupils with special educational needs have an additional meeting with the special needs co-ordinator and the information provided to parents of pupils with statements is very good. The pupils' annual reports have recently been reviewed and they no longer provide parents with information on how their child is achieving in relation to age and national expectations, a

situation which is to be regularly reviewed. The school provides information to parents about literacy and numeracy through curriculum evenings. Each class has a curriculum map on the door to inform parents of the topics that are being studied. The team also think that the school's provision of extra-curricular activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children in the Foundation Stage, who come into the school with average standards overall, are attaining only in line with national expectations by the time they enter Key Stage 1, especially in their language and mathematical skills and their physical development. A few children achieve standards above those expected for their age, reflecting their greater level of attainment when they join the school. Children are co-operative and friendly, both between themselves and with adults, share equipment well and are well behaved. They listen attentively and they become ready to offer their own answers and ideas in discussions. They learn to count and to recognise numbers and some begin to write simple words. Children sing and play musical instruments, they use paints and crayons and learn to use computers as part of their creative learning. However, given their level of attainment when they join the school, children in the Foundation Stage are not reaching their full potential, as a result of weaknesses in teaching and planning. Levels of attainment have remained unchanged since the previous inspection, except for some improvement in children's physical development.
2. In English, at the time of the previous inspection, standards were above average at the end of both key stages and have since fallen. Since then, the National Literacy Strategy has been implemented, resulting in a more focused approach to the teaching of English. Pupils begin Year 1 with average levels of attainment, but attain results below those of the national averages in reading and writing by the age of seven. By the age of eleven, however, pupils' standards are in line with the national average, because of more focused teaching, which gives priority and extra time to both reading and writing. The standard attained in English by the age of eleven is similar to that in mathematics, but lower than that in science.
3. Inspection evidence demonstrates that speaking skills are good throughout the school and that listening skills improve well. Pupils' reading is satisfactory at both key stages. Writing, which is satisfactory by the end of Key Stage 1, is now good at Key Stage 2. The results of the 2000 national results at the age of eleven indicate that the proportion of pupils reaching the expected Level 4 in English was above the national average, though the percentage of pupils reaching the higher than expected Level 5 was well below the average. Results are well below the average when compared with schools of a similar nature, though it is fair to say the inspection team found that the school's banding of free school meals in 2000 is not truly representative of the social and economic status of pupils at the school.
4. Pupils' standards in mathematics in the 2000 national tests were below national averages at the end of Key Stage 1 and in line with them at Key Stage 2. They were well below the average for similar schools. This represents a fall in standards when compared with the above average standards recorded for both key stages in the last inspection report. However, an average proportion attained the higher than expected Level 5 at Key Stage 2. Inspection evidence indicates that, as a result of improvements in teaching numeracy, standards are improving and that pupils at both key stages are on track to achieve standards well in line with national averages.
5. In science, the standards of work seen indicate that pupils are making good progress in Key Stage 1 and teacher assessments indicate that pupils are attaining well above national expectations by the age of seven, though those attaining the higher than expected Level 3 in the 2000 teacher assessments were well below the national average. Results for eleven-year-olds in the same year showed that pupils achieved results well above the national average at the expected level and above it at the higher Level 5. Standards seen during the inspection broadly reflect the standards obtained in national tests. These standards have been maintained since the previous inspection. Fewer pupils reach the higher level in Key Stage 1 because

there is too little focus by teachers and in lesson planning on investigative work and pupils' enquiry skills.

6. Standards in art and design are in line with national expectations by the ages of seven and eleven. At the time of the previous inspection standards were above those expected nationally at both ages. Most pupils make satisfactory progress in their use of different materials such as paint, chalk and crayons, as well as different fabrics in making collages and patterns. In Key Stage 2 they show some knowledge and understanding of different artistic techniques in their observational drawings and painting. Skills in art are still being taught by a scheme of work which pre-dates the new National Curriculum, so that not all skills and knowledge are yet being taught progressively across the year groups.
7. The standards achieved by the majority of pupils in design and technology are in line with national expectations by the end of both key stages, with some pupils attaining well. Pupils have a satisfactory understanding of design and construction. Standards reported at the previous inspection were above average expectation. In Key Stage 1, pupils use construction kits to make models and textiles to produce puppets. In Key Stage 2, they learn about air and water pressures and make models of moving machines. The topic system used for planning by the school does not successfully extend and build on pupils' skills and knowledge, so that progress is limited.
8. Throughout the school, standards in geography and history have been maintained since the last inspection and are broadly in line with national expectations. However, pupils' progress in the acquisition of necessary skills and knowledge is inconsistent and, at present, confined to topics, which lack adequate depth of study and do not promote the specific skills of practical study, evaluation and deduction required by the new curriculum in these subjects.
9. Pupils' standards in information and communication technology are broadly in line with national expectations at the end of both key stages. Standards were above national expectations at the time of the previous report. Since then, though equipment and resources have improved, standards have fallen. This is largely because of the lack of a full scheme of work, which addresses the development of skills and knowledge in the subject. The level of pupils' basic skills in computer use is satisfactory and they use computers with increasing confidence in a range of ways and in many subjects. By the age of seven, pupils are able to word process with facility. By the age of eleven, they use Internet sites and e-mail facilities with enthusiasm.
10. In music, pupils' standards are in line with national expectations at both key stages, with strong features, particularly in singing. At the time of the previous inspection standards in music were judged to be above the level expected nationally. Inspection evidence indicates that, although music is enthusiastically taught and enjoyed by pupils, teachers sometimes lack confidence in their own knowledge and pupils are limited in some skills, though they are strong in the performance element and develop well socially and culturally through the extra-curricular musical activities offered.
11. Pupils are attaining in line with expectations in physical education by the ages of both seven and eleven. This standard has been maintained since the previous inspection. Some pupils are good swimmers, whilst others are developing athletic skills well. Pupils, by the age of eleven, become confident and agile, with sound levels of fitness, encouraged by participation in gymnastics lessons, as well as the numerous opportunities to take part in outdoor sports. Pupils' standards benefit from the wide range of extra-curricular sporting activities.
12. Whilst it was only possible to observe a limited number of religious education lessons, these observations, together with a scrutiny of pupils' work in the subject, show that pupils, including those with special educational needs, make satisfactory progress in the subject. Pupils at the ages of eleven and of seven reach standards in line with the requirements and demands of the agreed syllabus used by the school. Standards at the time of the previous inspection were also in line with national expectations. Pupils acquire some knowledge of other beliefs and cultures and are given opportunities to reflect on the importance of family and community in their own lives.

13. Pupils with special education needs make good progress in relation to their abilities and their individual education plans. There is also movement on and off the register as pupils are recognised as having needs and as their needs are addressed and progress is made.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school are very good. Their behaviour, personal development and relationships are good. Parents at the parents meeting reported that their children enjoy school and discussions with pupils confirm this view. The majority of pupils attend school regularly, but too many take holidays during term-time.
15. Pupils throughout the school have very good attitudes to their work and this has a positive impact on their learning. The attendance at school clubs both before and after school is very good and pupils enjoy both the facilities and the environment provided by the school. In lessons, pupils' concentration increases as they move through the school. For example, during a mathematics lesson, Year 6 pupils presented their work well, with both date and title, and they settled down to their tasks independently, without the need for teacher intervention. During a history lesson, Year 2 pupils maintained very high levels of concentration when they became 'detectives' while listening for facts about Grace Darling. They thoroughly enjoyed the video and the role-play during the plenary session. Pupils in all year groups listen carefully and are keen to contribute to lessons. Pupils' attitudes to learning are never less than satisfactory; this has a very positive effect on their attainment and progress.
16. Overall, the behaviour of pupils is good and so they learn well. Behaviour in lessons and around the school is nearly always good and never less than satisfactory. Behaviour in the whole school assembly is generally satisfactory, but pupils are on occasion restless. This results in the headteacher admonishing some children, interrupting the flow of the assembly. The very high levels of adult supervision at break time and during lunchtime play includes parent helpers, who carefully supervise different parts of the grounds. The school has a vigilant approach to bullying. On occasion, there is some very minor boisterous behaviour. Pupils report that the teachers always deal immediately with any issues and parents report that bullying is not an issue. Boys and girls play well together in mixed age groups and there is a pleasant atmosphere in the playground. The behaviour of pupils in the dining hall is very good. Pupils generally respect the grounds, the buildings and the furniture and there are no signs of graffiti or vandalism. Parents report that pupils take good care of the school environment.
17. Pupils' personal development and relationships are good. Pupils are encouraged to take on responsibilities from an early age. For example, Key Stage 1 pupils serve themselves with vegetables at lunchtime and two Year 2 pupils at each table serve the main course. There is a good community atmosphere in the dining hall. This contributes positively to pupils' personal development and to the good relationships in the school. Pupils in Years four, five and six elect House Captains. Their duties include presenting the house points at assembly, which they accomplish by building tension and excitement, before giving the final points' total. Pupils in each class discuss and agree their class rules for the year. This gives pupils ownership of their code of conduct and an understanding of why the rules are important. Pupils are involved in class routines, such as taking the registers to the office and tidying different areas of the classroom. Relationships between staff and pupils and between pupils and staff are good. Staff are good role models for their pupils. They consult pupils and respect what they have to contribute and pupils respond well to this.
18. Overall, pupils' attendance for the current academic year is well below the reported figures for the last academic year. Scrutiny of registers shows that too many holidays are taken in term-time and far too many pupils arrive late for school. This is unsatisfactory. A spot check of one week's attendance identified two classes with attendance well below ninety percent, mainly due to holidays in term-time. Three per cent of absence was due to illness, but five percent of absence was due to holidays. The overall attendance figure for the week was ninety-two percent and forty-five late marks were recorded, an unsatisfactory figure. Seventy-two weeks schooling have been lost so far this academic year because of holidays. The school does not

always identify unauthorised absence; for example, holidays of almost four weeks are authorised.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is unsatisfactory in the Foundation Stage classes, satisfactory for pupils in Key Stage 1 and good for pupils in Key Stage 2. Seven per cent of lessons observed during the inspection were unsatisfactory. Forty-four per cent of lessons observed were satisfactory, forty-four per cent were good and five per cent were very good. This is an improvement on the time of the previous inspection, when ten per cent of lessons were unsatisfactory and forty per cent were good. The quality of teaching in the Foundation Stage has not improved since the previous inspection, when it was sound. It is now unsatisfactory. Throughout the school, where teaching is good or better, pupils learn well and this is having a positive effect on their standards. The headteacher has put in place procedures to share good practice, to support and encourage new teachers and most teachers share a willingness of teachers to be involved in striving to raise standards.
20. The quality of teaching is satisfactory in Key Stage 1 and varies between teachers in the quality of knowledge and methods and the development of skills. It is good in Key Stage 2, where teachers are developing a secure approach to the teaching of literacy and numeracy and are consistently using effective teaching methods.
21. Teachers' knowledge and understanding of the subjects they teach and of basic skills are satisfactory in Key Stage 1 and good in Key Stage 2. Where they are good, explanations are made clearly and teachers ensure that all pupils understand what is expected of them and what they will learn. Planning is unsatisfactory in both key stages, because the planning of subjects other than English and mathematics is not coherently organised on a whole school basis. Some teachers are well organised, knowing what each group of pupils is expected to cover and how this will be achieved. However, the lack of clarity of planning detracts from teachers' confidence in teaching subjects which are not their specialisms and does not ensure a clear acquisition of skills as pupils progress through the school. When planning is well structured, it aids the classroom learning assistants to support pupils well. Questioning is used skilfully in Key Stage 2 to challenge pupils to think through problems and to understand difficult ideas. Most teachers plan their questions at the right level for each pupil, with their abilities in mind.
22. Teachers in Key Stage 2 use practical lessons, including investigations, effectively. Good use is made of scientific method and of clear approaches to problem solving, involving pupils in making their own hypotheses and deductions. Nearly all teachers in the school manage their pupils well, with good humour and efficiency, so creating an orderly environment in which pupils can learn well. The quality of teachers' assessment of their pupils' learning is satisfactory in Key Stage 1. In Key Stage 2 it is good and helps teachers to plan for improving pupils' progress. Marking of pupils' written work gives them, in Key Stage 2, a clear understanding of how to improve their work and homework is used to good advantage to reinforce work done in class.
23. The teaching of children in the reception and nursery classes is unsatisfactory and children do not make the progress they should. Lessons are not clearly planned to cover each of the areas of learning that the children are taught. The organisation of lessons is also unsatisfactory. Despite many good resources, children are not provided with the range of activities to enable them to meet and exceed the early learning goals. Teaching does not encourage independence in children's choice of learning activities and in their attitude to learning, so that they learn by exploration and experience, as well as by listening to the teachers. Teaching methods do not stimulate or challenge the children. Little assessment is made of their achievements in order to help future planning of activities. As a result, children do not make the progress of which they are capable.
24. The teaching of English, which was satisfactory overall at the time of the previous inspection, is now satisfactory at Key Stage 1 and good at Key Stage 2, ensuring good progress over time by the age of eleven. All lessons seen were at least satisfactory and nearly two-thirds of lessons were good or better. Most teachers, particularly in Key Stage 2, have a secure understanding of the National Literacy Strategy and use the time appropriately to ensure that

the different elements of the strategy are well covered. In addition, teachers pay particular attention to guiding their pupils' reading and to promoting the quality and quantity in written work and this is enabling the higher attaining pupils, in particular, to express themselves in written work with speed. In the best lessons, teachers demonstrate good subject knowledge, good planning and teaching methods, which inspire pupils to learn successfully. Pupils are usually well motivated by the interesting tasks they are given and lessons generally proceed at a good pace. In the less successful lessons, although work done by the whole class is usually productive and proceeds at a good pace, the level of concentration and therefore pace of the individual or group work is allowed to slacken significantly, thus slowing progress. Work set is usually matched well to the full range of pupils' abilities and this leads to good progress by most pupils. The management of pupils' behaviour is generally good, as are teachers' relationships with their pupils, so that pupils behave well and concentrate on their work. Teachers' marking of pupils' work is often constructive and guides pupils on how to improve.

25. The overall quality of teaching of mathematics throughout the school is satisfactory overall at both key stages. At the previous inspection, it was good in most lessons. Some very good lessons were seen. The National Numeracy Strategy is used by all teachers, who promote the skills of investigation and problem-solving well. Teachers ensure that work is well consolidated, so that pupils are sure of one area before they move on to another. Teachers' management of pupils is effective. However, too often the good pace set during the teacher-directed section of lessons is allowed to fall while pupils are working independently, so that pupils make too little progress during this time. The teaching of numeracy is sound throughout the school. Support staff are deployed effectively and make a good contribution to learning.
26. The teaching of science is generally good in both key stages. It was satisfactory overall at the time of the previous inspection. Teachers plan their lessons well and prepare a good selection of resources to use in the lessons. Teaching is enthusiastic, so that pupils are well motivated and so they learn well. The use of scientific investigation as the basis of teaching is often good and teachers clearly set out experiments, leaving pupils in no doubt as to what they have to do. As a result, pupils are challenged and prepared for the learning through experience which is a valuable part of the study of science. Teachers use their own knowledge to ask interesting and probing questions, which encourage pupils to think for themselves.
27. It was not possible to make a judgement on the quality of teaching and learning in information and communication technology, since it was not possible to observe any direct teaching of the subject during the inspection. Teachers work hard to provide opportunities to consolidate pupils' skills by encouraging the use of information and communication technology skills throughout the curriculum.
28. Because only two lessons were observed in art and design in Key Stage 1 and one in Key Stage 2, it is not possible to make an overall judgement on teaching in the subject, as was the case at the previous inspection. However, evidence from pupils' earlier work and the lessons seen indicates that pupils make satisfactory progress. Lessons are based on relevant resources and pupils benefit from enthusiastic teaching and good management skills.
29. At the previous inspection, teaching in design and technology was satisfactory or better. During this inspection, it was not possible to observe enough lessons in the subject to make an overall judgement on teaching. The teaching seen was good, showing good grasp of the subject, clear explanation of methods and careful preparation.
30. The quality of teaching seen in geography was satisfactory overall, as at the time of the previous inspection. Teachers have sound knowledge of the subject and lesson planning is usually clear and effective, organised to cover learning objectives for different abilities. In history, practical activities are often well used by teachers, so that pupils remain involved and interested in the subject. It was only possible to observe a few lessons in the subject, but evidence gained from looking at pupils' work throughout the school shows that teaching and learning is generally satisfactory. The lessons seen helped pupils make good progress in the aspect being studied, developing their skills of enquiry through enthusiastic teaching.

31. The quality of teaching in music is satisfactory overall, as it was at the time of the previous inspection. Lessons are planned with care and resources provided to support the teaching. Teachers join in the music making, whether in singing or playing instruments, and the good work they are doing is motivating pupils and building up their experience and knowledge. They do not, however, always teach pupils to evaluate their own work.
32. Lessons observed in physical education, as at the previous inspection, are satisfactory throughout the school. Lessons are well planned to focus on a variety of skills and a good range of resources is used in promoting pupils' learning. Teachers carry out their lessons with a good structure that includes a warm-up, a main activity and a review at the end of the lesson. Pupils are generally well motivated by the teaching, listen to instructions attentively and learn well and with enjoyment. Teachers do not, however, give pupils the opportunity to discuss and evaluate their own performances or to appreciate the performances of others through demonstration.
33. The quality of teaching seen in religious education was satisfactory overall. When teachers are secure in their subject knowledge, well supported by the scheme of work in their planning and have sound behaviour management skills, they convey concepts to pupils in a meaningful manner. Some teachers create and promote a reflective atmosphere where good learning can take place. The pace of lessons is sometimes slow and very little is expected of pupils in terms of written work or personal research.
34. Teachers are very aware of the needs of pupils with special educational needs and they make every effort to assist them and help them make good progress. Outside support is used well to provide good advice and suggestions for activities which teachers and support staff can use to improve pupils' skills. Both teachers and learning support assistants provide good support for individual pupils or small groups of pupils with special educational needs, providing a good blend of help and challenge and a range of graded tasks to match their needs. They are an important and positive part of the successful provision in the school.

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

35. The school provides a broad curriculum with a good range of cross-curricular links, which successfully meets the needs of all its pupils. It includes a good range of activities outside lesson time. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. In addition, French and Spoken English lessons are provided for all pupils. However, the balance of the curriculum has been adversely affected by the decision of the senior management of the school to continue to teach most subjects, with the exception of English, mathematics and science, under the system of termly topics. This decision has resulted in incomplete schemes of work for the majority of subjects other than English, mathematics and science. This, combined with limited monitoring of their subjects' standards and progress by subject co-ordinators, means that skills and learning opportunities are not always planned in a systematic way and continuity and progression in the key skills in a number of subject areas is, at best, merely satisfactory.
36. The planning of the curriculum for children in the Foundation Stage does not provide a good balance, range and quality of structured and independent activities. It provides many experiences that are relevant and imaginative, such as the creative work done, and it covers all the learning goals for children of that age, but it is not sufficiently linked to the advancement of children's skills, knowledge and understanding. Teachers' planning does not make the learning objectives clear for all areas of learning.
37. Arrangements for identifying and supporting pupils with special educational needs are good. A comprehensive register of special educational needs is kept by the headteacher who is the special educational needs co-ordinator. Appropriately detailed and specific individual educational plans are provided for pupils on the register, written by the class teachers in conjunction with the special educational needs co-ordinator and the part-time special needs teacher. Pupils with statements of educational need in the school receive the support detailed in their statements and are very well included in all school activities.

38. The school has implemented the government's recommended National Literacy and Numeracy Strategies satisfactorily, and planning and teaching take appropriate account of the recommendations both for lesson format and for lesson content. A very good range of well-attended extra-curricular activities takes place both before and after school and an appropriate programme of additional educational visits is provided.
39. The school makes satisfactory provision overall for equality of access and opportunity for its pupils in terms of gender, ethnicity and special educational needs, through the provision of appropriate teaching methods, support and materials. All pupils have equal access to the curriculum provided by the school and appropriate role models are provided within the school. However, there were times during the inspection when the withdrawal of pupils from classrooms for additional support meant that they missed significant parts of other lessons.
40. The school makes satisfactory provision for pupils' personal, social and health education. The governing body has made the decision that sex education will be provided for older pupils. The school is in the process of developing its personal, social and health education provision. All pupils have one lesson in this area or a period of quiet discussion in their classes each week, training has been provided for staff and a new scheme of work for personal, social and health education and citizenship is in process of being adopted.
41. The school has worked hard to develop satisfactory links with the local community and a satisfactory range of visitors bring their expertise to the school and work with the pupils. The school makes appropriate provision for homework, which is set and marked regularly. There are satisfactory relationships with the 'feeder' nurseries, which pupils attend prior to joining the school. Key staff meet to discuss pupils before they move to their new secondary school.
42. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. The school's provision for pupils' spiritual development is satisfactory. Through classroom reflective times, the religious education syllabus and planned assembly themes the school provides pupils with knowledge and insight into values and beliefs and enables them to reflect on their experiences. The school fully complies with statutory requirements for a daily act of collective worship.
43. The school makes good provision for pupils' moral development. The principles distinguishing right from wrong are taught appropriately and consistently by all school staff, who provide good role models for pupils. The school's behaviour policy is understood by all pupils and staff and a positive reward system, which includes a 'Headteacher's Award' and a 'True Friend' award, effectively encourages and reinforces pupils' moral development.
44. Provision for pupils' social development is equally good. Pupils are encouraged to work co-operatively and take responsibility for their work and for others. They are encouraged to develop empathy for less fortunate children through their support of charitable causes. Pupils are responsible for day-to-day school routines, such as taking registers to the office, tidying the library and getting the hall ready for assembly, and these responsibilities increase appropriately as pupils get older.
45. The school's provision for pupils' cultural development is satisfactory overall. Pupils are taught to appreciate their own culture and were closely involved, for example, in the local community's millennium celebrations. A range of specialists has visited the school and worked with the pupils and pupils visit places of historical and cultural interest to aid their learning. However, although multi-cultural development is supported to some extent through such examples as music from other cultures in assemblies, stories from other cultures in literacy lessons, studies of contrasting communities in geography and the study of other religions in religious education lessons, the school's planned provision for preparation for life in a multi-cultural society is still in an early stage of development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. All staff know pupils well and use this knowledge to provide them with good day-to-day support. Teachers and support staff are caring and committed to the well being of each child.
47. Overall, procedures for child protection, welfare and health and safety are good. The school has good procedures for child protection and for first aid; procedures for health and safety are satisfactory. The headteacher and the acting deputy head have both attended the appropriate training courses for child protection. Procedures follow the local authority guidelines and any concerns are recorded. Although there are no looked-after children in the school at the moment, no member of staff has so far attended the training for monitoring looked-after children. Procedures for first aid are good. There are two fully qualified first aiders and most members of staff have attended a one-day first aid course. The school has recently introduced procedures to record all first aid incidents. Several members of staff have received training on how to deal with medical matters and the school nurse has provided inset for staff on how to deal with a number of medical conditions. The school liaises regularly with the appropriate agencies to ensure that support is available to pupils. Parents report that the school is very helpful and supportive when there are concerns about a child. Members of the governing body's health and safety committee carry out regular risk assessments of the building and present their report to the headteacher and the full governing body. The hardworking and conscientious caretaker carries out any minor repairs.
48. Procedures for monitoring and promoting good attendance are unsatisfactory. The school introduced new procedures during the week of the inspection to record, monitor and improve the punctuality of pupils more effectively. Parents seldom phone the school to tell them why their child has not attended school and the school does not contact parents on the first day of absence. The school does, however, rigorously follow up reasons for absence when the child returns to school with the help of the educational welfare officer. The school presents certificates to pupils who are punctual and have a high attendance record.
49. The school's procedures for monitoring and promoting good behaviour are good. These procedures are reinforced through the high expectations of staff, the personal, social and health programme and assemblies. Staff speak to pupils with respect and interest and the pupils respond to this. Pupils are rewarded with house points and stickers for good behaviour and effort. There is whole school recognition for pupils who have achieved something special and each week at least one pupil from each class is presented with the Headteacher's Award at assembly. Some teachers have introduced additional rewards to address particular issues in their classrooms. Procedures for monitoring and eliminating oppressive behaviour are good. The school records centrally any incidents of poor behaviour to ensure careful monitoring. If there are particular concerns about a pupil's behaviour, the class teacher keeps a log of any incidents. The headteacher involves parents when four incidents of poor behaviour have been recorded.
50. Procedures for monitoring and supporting pupils' personal development are good. Staff records include pastoral information such as the pupils' medical conditions and when pupils achieve the Headteacher's Award. Teachers and learning support assistants share information about pupils. Discussions with parents at parent consultation meetings are also used to monitor and support pupils' personal development.
51. The school now has systems in place for the formal assessment of pupils' attainment but has yet to implement in full effective and consistent whole school assessment and recording procedures and ensure that assessment is used effectively to inform both teachers' planning and pupils' progress.
52. The school is now making use of standardised test data, such as baseline assessment and Key Stage 1 national test results to identify differences in attainment between different groups of pupils and to plan how these differences might be overcome. In addition to statutory testing, the school also makes good use of optional test material to set individual attainment targets in core subjects. The school is now able to track pupils' progress and address areas of weaknesses or concern as they become apparent. All standardised test data and targets are

shared with staff, so that, as pupils move through the school, their progress can be effectively monitored. Additionally, this information is also used to set annual school targets for improvement in the core subjects. This enables the school to evaluate its effectiveness and identify areas for improvement.

53. Procedures for assessing pupils' progress in all subjects are in need of development. The school recognises that assessment procedures need to be more focused, particularly in the non-core subjects of the National Curriculum. At the moment, assessment does not figure strongly enough in reviews of progress and in future planning, so that information on pupils' progress is not sufficiently used to concentrate on raising standards of work and knowledge and skills are not consistently developed.
54. There is good use of assessment procedures to identify pupils with special educational needs. The special educational needs co-ordinator maintains a detailed register of special educational needs pupils. There are appropriate procedures for placing pupils on the register and a measure of the success of the school's provision is that pupils move off the register, as well as on to it.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents view the school as a very good school. They are very happy with what the school achieves and provides. Parents who completed the questionnaire and attended the parents' meeting report that the headteacher and staff are always approachable and that the headteacher is very dedicated to the school and its pupils. However, twenty-four per cent of the parents who completed the questionnaire thought they were not well informed about their children's progress.
56. The inspection team agreed with the positive comments made by parents. They judged the information provided to parents about their children's progress as good. The school has very effective links with parents and the quality of the information which the school provides is good. There are regular weekly newsletters, which carry all the up-to-date information about staff changes and things that are happening in the school. There are termly meetings where pupils' progress is discussed and a written report is produced at the end of the academic year. Parents of pupils with special educational needs have an additional meeting with the special needs co-ordinator to discuss the progress that their children are making towards the targets on their individual education plans and the information provided to parents of pupils with statements is very good. The pupils' annual reports have recently been reviewed and no longer provide parents with information on how their child is achieving in relation to age and national expectations. The school's review of reports is ongoing and the format of the reports is to be looked at again next year. The school provides information to parents about literacy and numeracy through curriculum evenings and these meetings are well attended by parents. This gives parents a greater understanding of how subjects are now taught and enables them to become more involved in their children's learning. This has a very positive effect on the progress and attainment of pupils. Each class has a curriculum map on the door to inform parents of the topics that are being studied.
57. Parental involvement in their children's learning is excellent. Parents report that the school is very open and they are actively welcomed and encouraged to help in the classroom. Some parents help on a regular basis in the classroom with reading, design and technology and cookery. During the inspection, ten parents were assisting during a handwriting lesson in the reception class. This happens every Tuesday and is very effective in helping to raise standards. The very high attendance at parents' meetings and curriculum workshops enables parents to help their children's learning. Parents are keen to help their children at home with reading and homework. The parents make voluntary cash donations to the school and this money is used to pay for an additional learning support assistant. The Parents' Association is very well organised, raising large sums of money for such a small school, and also taking on projects such as organising the making of an 'hanging' for the Brambles room which will reduce the effect of the echo in the room. There is a rota of parents who help to supervise the playground at breaks and lunchtimes and parents also organise the swimming club on a Friday

after school. Parent governors are very supportive of the school and its work. The excellent involvement of parents in the life of the school makes a significant contribution to the standards achieved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school is characterised by a mixture of good and satisfactory features. Overall, it is satisfactory.
59. The headteacher provides strong and effective management in the ethos she promotes in the school and the reflection of the school's aims and values in its work. She works hard to steer the school towards its goal of higher standards in core subjects. She has successfully dealt with many of the key issues identified by the last inspection. Working with the governing body, she has implemented a wide range of improvements to the fabric of the school that have had a beneficial effect on the quality of education provided by the school and the environment in which pupils learn. She is now supported by a committed senior management team, to whom she can delegate many management functions.
60. Subject co-ordinators, however, with the exception of those for English and mathematics, are generally not sufficiently responsible for the curriculum planning, monitoring of standards and progress and assessment in their subjects. Teachers do not receive appropriate support and guidance from them in these subjects to raise standards and there is much scope for improvement and the sharing of best practice. Curriculum planning is still in early stages for most subjects and is not meeting the skills and objectives set out in the new National Curriculum consistently.
61. The monitoring, evaluation and development of teaching are good. This process, recognised as essential by the headteacher, has now become regular and ongoing in English and mathematics and is significantly improving the quality of teaching in these subjects throughout the school. The school has recently been successful in using all available data in evaluating its own performance and is clear about its educational priorities and what needs to be done to improve standards further in these areas. The good use of data collected and analysed has contributed to recent initiatives in the provision of support groups and the targeting of specific classes in order to raise standards, for instance, in English and for higher attaining pupils. The evaluation and monitoring processes, however, have not yet been extended to the other subjects in the curriculum, although the school is beginning to implement plans to do so.
62. The special needs co-ordinator, who is the headteacher, is a knowledgeable and enthusiastic manager and has organised the systems in the school effectively and efficiently. The school has a variety of teaching spaces that are often filled with small groups and adult support. Resources are appropriate and have improved recently. The additional staffing for pupils with statements of educational need is appropriate and fulfils the requirements of their statements. The provision for more able and gifted pupils is also becoming effective and good practice is being shared in identifying and providing for such pupils. The central register of such pupils has raised the profile of their needs in the eyes of teachers.
63. The chairman and his colleagues on the governing body are hardworking and dedicated and have a satisfactory understanding of the school's strengths and weaknesses. They have sought to monitor the school's progress and have initiated and supported appropriate action, particularly in the provision of facilities, additions to the school and resources, such as those for information and communications technology. Governors are becoming effective partners in decision-making.
64. The school's educational priorities are supported through very good financial planning. The headteacher, governors, bursar and administrative staff have a very clear understanding of school finance and work well together, bringing complementary skills to bear on the financial planning and management aspects of the school's work. The school makes satisfactory use of information and communication technology in financial planning and management and in its general administration. The management plan contains criteria by which to judge the success

of spending decisions. All budget decisions are analysed to ensure that they are designed to improve standards for pupils and the budget is driven by the plan.

65. All funds received for specific purposes, such as funds to support pupils with special educational needs, are efficiently and appropriately managed and well used. Ongoing expenditure is carefully monitored and spending patterns are suitably explored. The school ensures the best possible value when making purchases of supplies and equipment or employing services.
66. Provision for in-service training is now good. The procedures to ensure that staff can update their skills are well documented and managed and are linked to the performance management policy and school development plan. There is a sound induction programme for new staff and the arrangements for the support and induction of newly qualified staff are good. The administrative staff are well valued by parents and teachers and are efficient and friendly.
67. There are sufficient teachers to meet the needs of the curriculum, with the exception of the Foundation Stage, and a satisfactory match between qualifications and subjects taught. Classroom support staff are of a high calibre and the school is well resourced in this area. They are effectively deployed. Pupils with special educational needs receive good support, which contributes significantly to the good progress in learning they make.
68. Overall, the school's accommodation is satisfactory. Spacious and inviting grounds provide an attractive environment for pupils. Much refurbishment has recently been carried out and further improvements are taking place at the moment, such as a badly needed extension to the reception class. Future plans include turning the resource room into an information, communication and technology suite, linked to a library for research. There is no medical room. Although the school has some facilities for disabled pupils, the building, which is on three floors, is not ideal. All classrooms are adequate for delivering the National Curriculum, though the three mobile classrooms have some disadvantages. The outside areas are very well used to support the curriculum. The wild environmental area, which includes a pond, is used regularly and very successfully as an outside classroom. However, there are insufficient hard and soft areas for physical education and pupils have to use a local recreation ground.
69. Learning resources are satisfactory. Resources for English and science are good and they are satisfactory for all other subjects. The school makes very good use of visitors and visits as an additional learning resource. The two new school libraries are well furnished, inviting and contain a good supply of attractive and relevant fiction and non-fiction books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to further improve the quality of education, build on the strengths of the school and rectify the weaknesses identified in the inspection, the headteacher, governors and staff should:

- (1) Improve the planning of activities for children in the Foundation Stage by:
 - providing an appropriate curriculum to ensure satisfactory progress in children's development in all the early learning goals;
 - ensuring good teaching methods and approaches;
 - promoting independent, as well as teacher-led, learning activities for the children.
(*Paragraphs 1, 23, 36, 73, 74, 75, 76, 78, 79, 81, 82*).
- (2) Improve aspects of leadership and management of the school by:
 - improving the co-ordination of all subjects other than English and mathematics;
 - ensuring that all schemes of work meet the levels of skills and knowledge required by the National Curriculum;
 - continuing and accelerating the writing, monitoring, evaluation and development of schemes of work in all subjects other than English and mathematics;
(*Paragraphs 5, 6, 7, 8, 9, 21, 35, 51, 53, 60, 61, 105, 109, 110, 116, 119, 120, 125, 127, 129, 134, 137, 145, 152*).
- spreading good teaching practice throughout the teaching of all subjects.
(*Paragraphs 20, 21, 24, 25, 32, 33, 73, 77, 80, 105, 129, 150*).

A further weakness identified in this report which should be considered by the school is as follows:

- the number of holidays taken in term-time needs to be addressed with parents and punctuality needs to be improved.
(*Paragraphs 18, 48*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	44	44	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		190
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		39

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	3.4
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	11	14
	Girls	10	10	11
	Total	23	21	25
Percentage of pupils at NC level 2 or above	School	88 (89)	81 (79)	96 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	15	15
	Girls	10	11	11
	Total	20	26	26
Percentage of pupils at NC level 2 or above	School	77 (82)	100 (86)	100 (82)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	16	13	18
	Total	23	21	26
Percentage of pupils at NC level 4 or above	School	85 (89)	78 (77)	96 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	16	14	17
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	85 (87)	81 (89)	93 (91)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
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)	8.0
Number of pupils per qualified teacher	24.4
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	11.0
Total aggregate hours worked per week	110

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	0	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	458066
Total expenditure	447240
Expenditure per pupil	2354
Balance brought forward from previous year	16361
Balance carried forward to next year	27187

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	1	1	1
My child is making good progress in school.	53	34	10	0	3
Behaviour in the school is good.	42	52	5	0	1
My child gets the right amount of work to do at home.	27	43	19	8	4
The teaching is good.	59	35	3	1	1
I am kept well informed about how my child is getting on.	34	38	16	8	4
I would feel comfortable about approaching the school with questions or a problem.	72	26	0	3	0
The school expects my child to work hard and achieve his or her best.	49	41	4	4	3
The school works closely with parents.	54	34	4	4	4
The school is well led and managed.	68	28	0	3	1
The school is helping my child become mature and responsible.	59	34	1	3	3
The school provides an interesting range of activities outside lessons.	49	38	9	3	1

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

71. Children are admitted to the reception classes at the start of the autumn and spring terms each year, prior to their fifth birthday. Most children have had pre-school experience in the neighbouring nursery schools.
72. At the time of inspection there were 27 children in the reception class and nine were still under five. Children are following a broad range of learning experiences within the nationally recommended early learning goals for the Foundation Stage.
73. Most children's level of attainment on entry is average, as is indicated by the initial assessments conducted with these young children. Because of weaknesses in the overall quality of teaching, most children only make satisfactory progress, and by the time they are ready to start in Year 1 they attain the early learning goals in all areas of learning. Most children in the reception class reach levels expected for their age in language and literacy, mathematics, creative and physical development, and their knowledge and understanding of the world are satisfactory. Supported by their secure backgrounds, a significant number of children demonstrate good general knowledge and basic skills, particularly in communication, language and literacy, mathematical development and knowledge and understanding of the world. They demonstrate well-developed social, emotional and personal skills. However, these children do not reach their full potential, because of significant weaknesses in planning, lack of challenge for the higher attaining and a learning environment that does not provide them with full experience in all areas of learning. Insufficient progress has been made since the last inspection, when the standards reported were above average in language and literacy, mathematics and knowledge and understanding of the world. There has been some improvement in children's attainment in the physical area of learning, reported as below average at the last inspection. While most children now attain satisfactory standards in the use of climbing apparatus and movement with music in the hall, the outdoor provision remains unsatisfactory and hampers children's overall physical development. However, this deficiency has been recognised by the school and building is now taking place to improve the limited indoor and outdoor accommodation for the reception children. Children with special educational needs receive well-planned extra support to enhance their progress.
74. The overall quality of teaching in all areas of learning except for personal, social and emotional development, is unsatisfactory. This affects children's learning and their ability to exceed the early learning goals. Though safely looked after, children are not encouraged to do much and there are no clear expectations of what the children should be learning. Teachers' knowledge and understanding of the early learning goals and the way young children learn is weak and the range of activities is too narrow to contribute in an effective way towards the early learning goals. Teaching methods do not stimulate, challenge or engage children and little account is taken of what children can do already. No regular and systematic assessments are made or recorded to identify children's achievements or any learning difficulties they may have and their progress over time. Some samples of children's work are collated, but these are not analysed objectively to inform and clearly link teaching to match different abilities.
75. The Foundation Stage curriculum is not planned to provide a good balance, range and quality of structured and child-initiated activities. It provides experiences that are relevant and imaginative, for example, The Bluebell Railway Station, creative work such as collage, painting and drawing. The planning broadly reflects all areas of learning, but is not appropriately linked to the advancement of children's skills, knowledge and understanding. Very recently, it has been extended to embrace the Literacy and Numeracy Strategies. However, teachers' short-term planning does not make the learning objectives clear for all areas of learning on a daily basis. Assessments take place on entry to the reception class, but these are not used effectively to inform planning of future work.

76. The indoor learning resources in the reception class are sufficient and accessible. However, the classroom is small and not organised imaginatively into logically defined and visually attractive learning areas.

Personal, social and emotional development

77. By the time they leave the reception class, children are achieving most of the early learning goals in this area. They are confident about what they can achieve in most learning situations. They quickly settle down and feel both happy and secure at school. They learn to co-operate, to share and take turns. Children work both as part of a group and independently. They begin to form positive and respectful relationships and to communicate effectively with one another and with adults. The staff help them to listen well and understand set routines. They are taught the difference between right and wrong and guided as to how to behave sensibly. However, in some lessons, because of a lack of good class control in teaching, they are inclined to speak out of turn and all at once. Children show consideration and respect for property and each other. They are attentive and eager to learn and enjoy sharing their work with any available adult. Most children participate enthusiastically in activities set by the teacher or those they initiate themselves. Teaching is satisfactory for this area of learning.

Communication, Language and literacy

78. Most children reach the early learning goals by the end of the reception year. Many have the potential to exceed them, but because of weaknesses in teaching, such as the planning and organisation of independent and teacher-led activities, the Literacy Strategy is not well matched to children's age and ability. Children are not being suitably prepared to cope with the more formal demands of literacy sessions in Year 1. In a lesson observed, despite the unsatisfactory teaching, children made some progress due to their own good work ethic and secure previous knowledge. They willingly talk about aspects of their work, speaking clearly and in full sentences. Some children in the class are gaining satisfactory control in developing early writing skills. They draw and paint with increasing control and some produce good, meaningful sentences unaided. Most children are gaining the skills to join letters as a direct result of their being assisted by parents in a one-to-one situation. They apply themselves to this difficult task with effective adult intervention and support once a week. The children enjoy using favourite storybooks, and are aware of the beginning, the middle and the end of a story. A significant number of children are successfully reading the early readers. However, the assessment procedures and the recording of children's day-to-day progress in reading is ineffective and does not support children in building on what has already been achieved.

Mathematical Development

79. Most children reach the early learning goals in mathematics by the end of the Foundation Stage. They match, sort and count, using every day objects. For example, they count to 20 and beyond and identify one more than a given number or count to make towers using interlocking cubes to count and compare 'more' or 'less'. A few children are beginning to count and order numbers accurately up to 10. Teaching of mathematics is unsatisfactory. Teaching has very recently started to use the Numeracy Strategy, but knowledge and understanding of the organisation and the planning of suitable activities are very weak. Opportunities for practical activities are limited. In a numeracy session, the higher attaining pupils were not engaged at all in number activities, but allowed to play freely in a noisy activity, which affected other children's ability to concentrate on the given task. The oldest and more able in the group are capable of making representations and writing number symbols correctly, but they do not receive sufficient well-planned and suitable opportunities to extend themselves. A few children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Some older children describe objects by position, shape, size, colour and quantity. They enjoy working with large and small construction equipment and jigsaws. Most children demonstrate limited knowledge and understanding of how to solve simple problems involving addition and subtraction, and use vocabulary such as, 'add one more' or 'take one more away', 'how many altogether' and 'how many left?' Adult involvement in children's activities is limited and useful, timely assessments of individual children's progress are not made on a regular basis.

Knowledge and understanding of the world

80. Most children will reach the expected early learning goals in this area by end of the reception class. They enter with good general knowledge, but their achievements are restricted because of lack of opportunities through the year, for example, growing and planting, cooking, tasting and observing change in materials or developing a sound knowledge base through well-planned topic work. Children build on their knowledge about where they live and support their understanding of self and the family through activities such as dressing up in the 'role-play corner'. They are often taken on walks in the local area to look at trees and other environmental features. They work with sand and freely explore the properties of malleable materials. However, their skills in asking questions to find out how things work are not well developed. There is a lack of effective adult intervention in activities and teaching is unsatisfactory in that it provides few opportunities for children to explore new ideas. Children were not observed working on computers during the inspection.

Physical development

81. The quality of teaching of physical skills is unsatisfactory, but most children are capable and active, and meet the expectations of early learning goals in this area. Teachers' planning does not effectively support children in attaining beyond the early learning goals. In one lesson, children wasted much time getting on and off the apparatus and did not practise skills or gain new knowledge. In this lesson the safety aspect was not observed, as children jumped from considerable heights with bare feet on to the hard floor without safety mats. The outside provision is limited and the available outdoor resources are insufficient to promote the development of fine and large physical skills. Teachers' planning of physical activities does not provide progressive experience with skills such as running, riding, throwing and catching, balancing and jumping. Children are confident and well co-ordinated in the use of large climbing equipment in the main school hall. When engaged in cutting and gluing, children demonstrate reasonable hand and eye co-ordination. Opportunities are limited for further developing children's confidence and manipulative skills in the use of a range of materials and tools, for example, making models from different mediums, such as clay and junk modelling.

Creative learning

82. Most children are on course to meet the early learning goals. They experiment with paint and use their observation and imagination to create pleasing results, for example, the seaside pictures produced by mixing paints and sticking cut-out pictures of seaside features, such as starfish or the lighthouse. Children sing and clap, expressing enjoyment, during singing assemblies. Opportunities for children to explore sound and depict ideas and feelings through using percussion instruments are limited, because of lack of planning in this area. Teaching is satisfactory in this area of learning.

ENGLISH

83. By the age of seven, attainment is below average in both reading and writing. However, by the age of eleven, pupils' attainment is average. At the time of the previous inspection, standards were above average. In the 2000 national tests, pupils' standards in English were in line with the national average for eleven-year-olds. The percentage of pupils reaching the expected level, Level 4, was above the percentage nationally. However, the percentage of pupils reaching the higher level, Level 5, was well below the national average, indicating that higher attaining pupils did not achieve to their full potential. Standards were well below average when compared with schools with a similar percentage of free school meals. Over the last three years, standards, which were above average in 1998, rose in 1999 to well above average, but fell to average in 2000.
84. At the age of seven, standards in the 2000 tests were below the national average in reading and in writing. Reading fell from average to below average in the last three years and writing from well above average to below average, though standards rose slightly in 2000. The percentage of pupils reaching the expected Level 2 was close to the national average in

reading and below it in writing. The percentage reaching the higher level, Level 3, was well below the national average in reading and below it in writing. When compared with similar schools, standards were well below average in reading and in writing. In national tests in 2000 at in this key stage, girls outperformed boys.

85. Inspection findings indicate that by the age of eleven, the majority of pupils in Year 6 are likely to attain above average standards in English. This indicates sound progress and that most pupils are doing as well as they should, largely as a result of the measures the school has put in place to raise standards and improve progress, particularly for higher attaining pupils. By the age of seven, standards in reading and writing are average, though reading is stronger than writing. Pupils are not making as much progress and achieving the standards they should, largely because of a slow start in the basic skills of literacy, which is only being rectified by the time they reach Year 2. There is no evidence of significant variation in the progress being made by boys and girls
86. The National Literacy Strategy has been successfully implemented, and there is a focused approach to the teaching of English by many teachers. Some good quality resources have been purchased to support literacy, and these, as well as the allocation of extra time to reading, have helped to improve the quality of class reading. Teachers have worked hard to address standards in reading and these have risen in Key Stage 2 as a result. Effective use is now being made of new initiatives such as additional literacy support for under-achieving pupils, extension classes for higher attaining pupils and support for pupils with special educational needs and these are contributing to rising standards for these groups of pupils. The recently introduced target setting in literacy is used well by some teachers to focus on what needs to be improved. The co-ordinator is confident and well equipped to teach the Literacy Strategy and provide good advice and support to colleagues.
87. Planning has been improved as a result of the National Literacy Strategy, which now provides the long-term planning, although evaluation and assessment opportunities are not always consistently identified in planning. Some analysis of assessment data is undertaken to identify areas of weakness. This information is used appropriately to inform priorities for attention, such as the recent thrust on reading. Standards in writing show some improvement in Key Stage 1 and clear improvement by the end of Key Stage 2. Progress across the year groups varies in writing, but steady progress is now being maintained from Year 2 onwards.
88. The standards of speaking and listening are good at the end of both key stages, helped by the school's policy of providing lessons in spoken English for all pupils, in addition to their normal English lessons. Pupils demonstrate good listening skills in lessons where the teaching is effective. They listen carefully to their teachers and each other, follow instructions without fuss and contribute positively in discussions. Speaking skills are generally well promoted, although there are missed opportunities by some teachers to engage pupils in extended conversations. Most teachers and other adult support staff encourage pupils to ask and answer questions in order to develop their ideas. As a result, pupils develop confidence in speaking aloud and explaining their work. Good examples of speaking skills being well promoted were seen in a good Year 2 class where the teacher encouraged pupils to share their views on the story they were sharing, 'The Turtle and the Crane', and to explore the main characters. In a Year 6 class, focusing on poems about conservation, the teacher made good use of opportunities to extend speaking skills, encouraging pupils to explore rhyme and rhythm, as well as expressing their ideas on conservation world-wide.
89. Standards in reading are average at the end of Key Stage 1. By the age of seven, the majority of pupils have satisfactory phonic skills and a sound understanding of what they read. Many higher attaining pupils read accurately and with good expression. Teachers work hard to develop oral skills in guided reading and are beginning to extend this use of language across other subjects of the curriculum. Most pupils understand terms such as 'author', 'illustrator', 'contents' page' and 'index' and enjoy sharing texts during literacy hour. They have a satisfactory range of strategies to enable them to decipher words, which they have difficulty in reading. Higher attaining pupils confidently discuss their reading and predict what might happen. Lower attaining pupils build common high frequency words but reading is mechanical and lacks fluency. Reading diaries are maintained, which contain informative comment by

teachers and involve parents well in responding to pupils' reading. In Key Stage 2, standards of reading are above average, but with higher attaining pupils being encouraged to read challenging texts, which extend their reading ability. There is good emphasis on the systematic development of library skills, and a good supply of reference books in the new libraries. This wide range of books helps the progress made in reading in both key stages, but particularly the development of research skills for older pupils in Key Stage 2.

90. By the age of seven, pupils write for a reasonable range of purposes, as a result of the National Literacy Strategy, which is beginning to raise standards. Tasks set for average and higher attaining pupils are not always sufficiently demanding because they are not always expected to work at a brisk, productive pace during individual or group work. Handwriting and presentation of work is unsatisfactory for a minority of pupils because expectations are sometimes too low and marking does not always place sufficient emphasis on the importance of these skills. Teaching of handwriting is being systematically developed and improves well at the end of Key Stage 1. Most average and higher attaining pupils use basic punctuation accurately. There is some emphasis on early drafting skills and teachers concentrate on improving the quality of writing by helping pupils to choose more imaginative vocabulary or extend their ideas. Pupils' writing by the end of Key Stage 2 is good for a significant majority, although better writing is evident at the end of the key stage. By the age of 11, the majority of pupils have a satisfactory knowledge of basic punctuation and grammar, but spelling is sometimes weak. Pupils write at length and much work is achieved in the time allocated. Pupils often work well and with a sense of urgency and desire to finish a piece of writing in the allocated time. These factors are helping pupils to be well prepared for the written component of the national tests, as they are acquiring the ability to express their ideas with precision and speed.
91. The expectations of teachers are directly related to the way in which pupils' progress, especially in the planning of lessons to provide work graded in difficulty to suit the needs of pupils of different levels of attainment. There is evidence of the use of different forms of writing, such as letters, instructions, story and playscripts. However, there is also, in most classes, the opportunity for pupils to express opinions through persuasive writing and to extend their ideas through purposeful tasks such as newspaper reports and extended writing in other areas of the curriculum, such history. Skills such as note taking are developing well.
92. Pupils with special educational needs are well supported and generally make satisfactory progress towards their targets in individual education plans in Key Stage 1 and good progress in Key Stage 2. The support offered by the learning assistants is of a high quality. Small group support in classes is successfully helping these pupils to extend their literacy skills.
93. Most pupils enjoy their work in literacy sessions. They respond positively, are eager to answer questions and keen to learn in many cases. Where this is not the case, it is directly linked to weaker teaching and work not matched to ability. Pupils develop skills in working together as a group and in working by themselves.
94. Teaching is satisfactory overall in Key Stage 1, with variations in the quality of teaching, but in Key Stage 2 teaching is good overall. Most teachers have a secure understanding of the National Literacy Strategy, although not all teachers use the time appropriately to ensure that the different elements are well covered, especially writing. In the best lessons, teachers demonstrate good subject knowledge and teaching methods inspire pupils to learn successfully. Pupils are well motivated by interesting tasks and lessons proceed at a brisk pace. For example, in a Year 4 class, activities were carefully matched to the differing needs of pupils. The shared reading and writing of letters of complaint to 'Supercrunch Crisps' held pupils' interest and captured their imagination; the teacher's reading of the texts adding to the excitement. The very good help from support staff contributed to pupils' learning and maximised the use of time in this lesson. As a result pupils worked hard and completed a good amount of work. In the weaker teaching the work set is not always matched well to the full range of pupils' ability and this leads to underachievement. The pace of the teaching is sometimes slow, especially during group or individual work. Management of pupils is usually good, so that pupils work with concentration and interest.

95. The co-ordinator for English is a strong contributory factor in improving standards in the subject. She uses her knowledge and expertise well to support teaching and learning and to plan well to ensure good progress in learning. The monitoring aspect of the role is well developed and supports teaching and learning well. Satisfactory assessment strategies are in place, although assessment opportunities within teachers' planning are not consistently used. Analysis of data from national tests and other assessment information are now being used to plan future work and identify strengths and weaknesses in pupils' attainment. Target setting is developing well. The use of literacy within other subjects is improving well. There is sound focus on language in most subjects and attention is given to more extended writing skills in other curriculum subjects. Satisfactory resources enhance learning, as well as the good provision of books in the libraries.

MATHEMATICS

96. Standards in mathematics, which were above average for both key stages at the time of the previous inspection, have fallen over the last three years. In the 2000 national tests for eleven-year-olds, pupils' results were in line with the national average, but they were below it for seven-year-olds. Lesson observations during the inspection and a scrutiny of work undertaken during the current school year indicate that the current cohort of Year 2 pupils have made satisfactory progress and the majority are on course to attain standards equivalent to those expected nationally at the end of Key Stage 1 in mathematics. In Key Stage 2, the majority of Year 6 pupils are on course to attain standards equivalent to those expected nationally, whilst a minority of pupils are on course to achieve standards above those expected nationally.
97. The school has implemented the National Numeracy Strategy appropriately. Under this new scheme of work and curriculum pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils in both key stages undertake a variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. Pupils make good use of their numeracy skills in other curriculum areas, such as science and design and technology, and information and communication technology is used appropriately to support learning in mathematics.
98. In Key Stage 1, most pupils in Year 1 are able to show on their fingers addition number bonds to 10 when 'shopping', calculating what they can buy with 10p, finding simple totals and then calculating change and subtracting by 'counting back'. Most Year 2 pupils know 'doubles' to 10, are able to supply these quickly and accurately and understand that 'doubles' have to be even numbers. They are beginning to know the multiplication facts for the 5 times table and with this knowledge most are able to derive doubles of multiples of 5.
99. In Key Stage 2, most Year 3 pupils recognise unit fractions such as $\frac{1}{2}$ and understand that shapes such as a rectangle can be divided into two halves in different ways. By the end of a lesson, most pupils understand that $\frac{2}{4} = \frac{1}{2} = \frac{4}{8} = \frac{5}{10}$. Most Year 4 pupils are able to 'round' sums of money, for example, £99.91, to the nearest pound. Most understand decimal notation and place value for tenths and hundredths and are able to use this in context. A minority of pupils in this year are working at above expectations for their age and can read decimals to three places. Year 5 pupils are able to reflect shapes in a mirror line, recognising where a simple shape will be after reflection, and a minority of more able pupils are able to reflect shapes accurately on a 4-way mirror line. Most Year 6 pupils are able to multiply any two digit number by a single digit number, multiplying the tens first, using closely related number facts and adjusting. Most are able to plot and read co-ordinates in all four quadrants quickly and accurately, although a minority need considerable support when working with negative co-ordinates.
100. The quality of learning in lessons observed ranges from good to satisfactory at Key Stage 1 and is satisfactory overall. In Key Stage 2, learning ranges from very good to satisfactory and is also satisfactory overall. Where the quality of learning is good or better, this is due to teachers' high expectations, the maintenance of a brisk pace throughout the lesson and the generation of a good working atmosphere within the class. Where learning is satisfactory, it is

generally because the good level of motivation and interest of pupils during the quick mental/oral starter activity is not maintained at the same level during independent or group activities.

101. Teaching in mathematics lessons, which ranges from good to satisfactory at Key Stage 1 and from very good to satisfactory at Key Stage 2, is satisfactory overall at both key stages. Planning for all mathematics lessons seen was based on the numeracy scheme of work and strategy and adopted the recommended lesson format. In the best lessons, teachers ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practise what they know. Where teaching was very good in one lesson seen in Key Stage 2, the teacher motivated pupils very well and ensured very good progress during the lesson for pupils of all abilities through appropriately challenging tasks and support. However, in a number of lessons in both key stages judged to be satisfactory overall, teachers failed to maintain the frequently good pace of the introductory activities and main teaching activity during the independent group activities and did not ensure that all pupils were concentrating on their tasks appropriately during this part of the lesson. Pupils with special educational needs are catered for well in teachers' planning with suitable tasks and additional support, and they make good progress overall towards the targets set for them.
102. Pupils' attitudes and behaviour in mathematics lessons are satisfactory at Key Stage 1 and are good overall at Key Stage 2. Most pupils enjoy their mathematics work, especially the mental and oral activities, respond well to their teachers and work together well without the need for constant teacher intervention.
103. The school has implemented the Numeracy Strategy effectively. The new subject co-ordinator has undergone appropriate training and has monitored teaching in the subject. Assessment is used well to support teaching and learning. The co-ordinator has analysed test results and is tracking pupils' progress year by year, from their attainment on entry to the school. Resources for the subject are satisfactory overall and funding has been allocated appropriately to purchase additional resources to support the Numeracy Strategy.

SCIENCE

104. The teacher assessments of seven-year-olds in 2000 show standards as very high. The percentage of pupils reaching the average Level 2 was 100 per cent when compared with the national average. However, the percentage of pupils who achieved higher than the expected level was well below the national average. These standards compare well with those of similar schools at Level 2, but are below average at Level 3. The 2000 national test results for eleven year-olds were above the national average. The percentage of pupils achieving the higher Level 5 was also above that found nationally. These results are broadly in line with the average for similar schools. Taking into account the results of the last three years, pupils' performance in science exceeds the national average for their age group. The standards seen during inspection broadly reflect the current year's national test results for eleven-year-olds. Standards in the current Year 2 are above average and have been maintained since the last inspection. The attainment for eleven-year-olds reported at the last inspection was average and has improved significantly since.
105. Over the past four years there has been a slight decline in what pupils can do when they first join the school. An analysis of pupils' work in both key stages shows that most pupils, including those with special educational needs, achieve well and make good progress over their time in school. The main reason for only a few pupils attaining higher levels in Key Stage 1 is the lack of focus in the planning and teaching of investigative science. Teachers do not place sufficient emphasis in this key stage on pupils undertaking experiments and investigating for themselves. This is leading to insufficiently high enquiry skills and in pupils' ability to record efficiently what they find.

106. In Year 2, pupils study materials, and record their findings with clear understanding. In a good lesson observed they showed developing knowledge of investigating and testing. Pupils were keen to offer ideas and make predictions when discussing the likely outcome of mixing materials and observing changes. They understood the need to control the conditions to give a fair test. Most pupils demonstrated sound knowledge of the process of dissolving. They also study the parts of a human body and recognise that in order to keep alive and stay healthy, a human being needs good diet, exercise and sleep. When looking at physical processes, pupils list how electricity is used in the home and experiment with batteries, wires and bulbs to gain knowledge of how to make a bulb light up. Pupils, particularly the higher attaining, confidently record their work with magnets, correctly naming materials that are magnetic. Most pupils are developing good use of scientific vocabulary, can compare and describe findings and facts, and make appropriate use of charts, diagrams and pictures.
107. Pupils in Year 6 develop their knowledge and understanding of materials further and recognise differences between solids, gases and liquids, through such behaviour as maintenance of shape, volume and ease of flow. Most pupils produce valid results and represent their findings appropriately with drawings, graphs, charts and tables, making clear scientific conclusions. In a lesson about pond creatures, pupils visited the wild life pond in their own school grounds, where they carefully studied the different minibeasts. Pupils appreciate the great variety of living things and thus the importance of classification. Younger Key Stage 2 pupils make predictions and understand 'cause and effect'. They gain satisfactory knowledge of nutritious food and the need for a balanced diet. However, pupils' knowledge and understanding of physical processes such as the apparent motion of the Sun or the use of physical ideas to explain simple phenomena such as shadow formation are limited. Presentation of recorded work is generally satisfactory. The use of information and communication technology to enhance pupils' progress across the science curriculum is limited.
108. The quality of teaching is generally good in both key stages. In the best lessons most teachers use probing and open-ended questions to elicit fuller response; prompt further enquiry and provide challenge. As a result, most pupils are well motivated and engage in activities with interest. Teachers' own knowledge of the subject and scientific understanding is generally satisfactory in most lessons. They explain new knowledge accurately and carefully plan an appropriate sequence of activities with clear and specific learning intentions. The organisation and use of time and resources to support learning is generally effective. Pupils are sometimes organised in small groups and pairs appropriate to the activity. Most pupils listen well to discussions and build on ideas from their teacher and other pupils. Pupils work co-operatively, sharing equipment and helping each other. Where teachers give high priority to investigative and experimental work, pupils apply themselves enthusiastically to investigations, showing curiosity by asking questions and making suggestions.
109. The school is currently preparing its own schemes of work and guidance to ensure that the planned curriculum meets statutory requirements and that pupils learn and revise essential work at increasingly higher levels as they move through the school. The present curriculum is not monitored satisfactorily to ensure this. However, this guidance is in need of review in the light of new developments. The subject is not effectively led with clear educational direction. The quality of marking and the day-to-day assessment and recording in the subject are generally satisfactory. However, there are no formal procedures to assess and record pupils' progress through the school. The subject is adequately resourced. Good use is made of school grounds for environmental studies.

ART AND DESIGN

110. Two art lessons were observed in Key Stage 1. However, in Key Stage 2, only one lesson was observed, making secure judgements on the quality of teaching and learning in Key Stage 2 impossible. Pupils in both key stages are working at appropriate levels, attaining standards expected of their age group and making satisfactory progress in the skills and knowledge of the subject as they move through the school. At the time of the previous inspection, standards were above those of national expectation. The scheme of work presently being used does not cover the skills called for in the new National Curriculum well as yet. A scrutiny of work on display around the school confirms that pupils have appropriate opportunities to undertake a variety of art activities, printing repeated patterns, making collages, drawing in a variety of

materials including chalk and charcoal, working in three-dimensions using clay and making pencil studies, of a satisfactory quality.

111. In Key Stage 1, Year 1 pupils making a “fish” collage are exploring the possibilities of a variety of materials and processes. They are learning about visual and tactile elements and materials and processes used in art, craft and design. They are cutting and sticking material, cellophane, crepe paper and straws, selecting materials for their fish from blue and green “sea” colours. Year 2 pupils producing a collage of a sea habitat are offering a good range of ideas during the initial “carpet” discussion and working collaboratively, in pairs, during the activity. They are employing a range of materials and processes, representing their own ideas, observations and feelings and designing and producing images.
112. In Key Stage 2, Year 4 pupils have visited a pottery and thrown a pot and painted plates during the visit and have made clay “Tudor Roses”. In Year 5, pupils have made paintings in the style of Monet and produced mosaics of good quality linked to their topic on the Romans. In a Year 6 lesson observed, pupils were learning and practising a range of needlework and textile skills. They are learning about art, craft and design from other countries, such as India, about materials and processes utilised in art and design and the role of artists and craftspeople in a range of cultures.
113. Pupils’ attitudes and behaviour during their art lessons ranged from good to satisfactory and were good overall. Pupils demonstrate pride in their work. Year 1 pupils showed their collages spontaneously to a visitor. In Key Stage 2 in particular, pupils work very well together, sharing materials and clearly enjoying their work. The quality of learning in the two lessons seen at Key Stage 1 was good in one lesson and satisfactory in the other and was satisfactory overall. In Key Stage 2, in the one lesson observed, the quality of learning was good. Where learning was good, pupils made good progress due to the teacher’s enthusiasm and good lesson management skills.
114. The quality of teaching in Key Stage 1 ranged from good to satisfactory and was satisfactory overall. Teaching in the one lesson observed at Key Stage 2 was good. Where teaching is good, lessons are well prepared with relevant resources or artefacts for the pupils to study and purposeful first-hand experiences are provided for the pupils, which lead to good progress in their learning.
115. Art is taught in a block alternating with design and technology, so that, usually, art is undertaken for one half of each term. The new co-ordinator for the subject is currently adapting the government-recommended scheme of work for the subject to fit the school’s system of termly topics and, at the time of the inspection, was utilising a previous scheme of work which provided broadly satisfactory continuity and progression in key skills as pupils move through the school.

DESIGN AND TECHNOLOGY

116. Only two design and technology lessons were observed during the inspection, both in Key Stage 2, making secure judgements on the overall quality of teaching and learning in Key Stage 1 impossible. However, a survey of the samples of work on display throughout the school, discussions with teachers and with pupils indicates that pupils undertake an appropriate range of activities in which they design, make and evaluate products. Attainment at the end of both key stages is satisfactory and pupils make satisfactory progress in design and technology as they move through the school. At the time of the previous inspection, standards were above average, but are now inhibited by the lack of systematic development of schemes of work to cover all the necessary skills.
117. Pupils in Year 1 have made strong, tall towers using construction kits and have designed and made glove puppets. Year 2 pupils have made lighthouse models with bulbs and circuits, designing their models and considering such aspects as "What I need", "What I used" and "What I did". In Key Stage 2, in a Year 3 lesson observed, pupils learning about pneumatic systems understood that air pressure and water pressure can be used to produce and control movement. They were designing moving creatures, using labelled sketches to communicate design details. Pupils in Year 4 have produced weavings, designed and made soup, made models of Tudor houses and made model cranes, using wood frame methods of construction. In the Year 5 lesson observed, pupils learning about and making models of cam mechanisms were measuring, sawing, gluing, cutting and drilling materials with accuracy.
118. Pupils' attitudes and behaviour in the two lessons seen were good. Pupils are interested in the tasks and respond well to their teachers' questions and directions. They offer their own ideas and make appropriate suggestions and clearly enjoy what they are doing. The quality of teaching in the two lessons observed was similarly good. Teachers demonstrated good subject knowledge, resourced the lessons well, had high expectations of the pupils and provided clear explanations.
119. The school is in the process of developing a new whole-school scheme of work for the subject based on the government-recommended scheme of work for the subject at the time of inspection. However, the co-ordinator's and the teachers' desire to make the scheme of work fit the school's system of topics does not always meet the over-riding curricular need to systematically develop and build on pupils' skills and knowledge in the subject. Moreover, this new scheme of work was not in place at the time of inspection and the subject co-ordinator, despite good subject-expertise, demonstrated limited knowledge of design and technology throughout the school. Resources for the subject are satisfactory.

GEOGRAPHY

120. Due to the arrangement of the school's timetable, no lessons could be observed in Key Stage 1. The evidence for progress is therefore gathered from the analysis of pupils' recorded work and teachers' planning, interviews with staff and from displays around the school. The school has maintained the standards reported previously. Pupils in both key stages achieve standards in line with their age expectations. Their overall quality of learning is sound, but their progress is inconsistent from year to year and the work covered lacks adequate depth of study, particularly the field study in Key Stage 2. This was mainly due to the lack of a detailed scheme of work to provide planned progression across both key stages. However, the school now has a long-term overview of topics and has currently adopted the national guidance in the subject. Pupils with special educational needs make satisfactory progress in lessons and over their time in school.
121. Pupils in Year 2 are beginning to develop a sound understanding of their local area. Most pupils know where they live and many confidently answer questions about different attractive and unattractive features in the environment. They talk about why people go on holidays and many have prepared long lists of suitable reasons. Most work is topic based, for example, younger pupils learn about toys from around the world. They learn about the seaside through

work involving role-play in the class's own underwater café. They develop adequate understanding of different seasons and types of weather.

122. In Key Stage 2, most pupils read and plot co-ordinates on a map accurately. They have adequate knowledge and understanding of the use of keys and symbols when using atlases and maps. Older pupils in the Key Stage know how a river is formed and in which direction it flows. They are familiar with language such as 'source' or 'estuary'. They learn that rivers have tributaries, channels and a mouth. Younger pupils learn about human and physical features of the local area and develop understanding of places closer to home and further afield. Pupils study local places in relation to the wider world and compare Woldingham with Chamberkolli, a village in India. They compare their own water usage in the village to the use of amenities in a contrasting location overseas. Year 6 examine the use of land, note down changes over time in the local area since 1972 and identify how human activities affect environment. Pupils are also taken on residential trips and avail themselves of opportunities of appropriate fieldwork. However, pupils' progress in acquiring geographical skills is not fully enhanced by their use of information technology to represent findings. They use different sources such as books, maps and photos to extract information with confidence for research work.
123. The quality of teaching is satisfactory overall. It was good in the one lesson observed in Key Stage 2. This lesson developed in well-managed stages and at a suitable pace with a task that provided sufficient challenge to all pupils. Overall, the quality of pupils' learning and pupils' attitudes to the work in geography are satisfactory. They work with enthusiasm and apply themselves well to tasks that provide appropriate challenge and opportunities for practical work.
124. The teaching of geography makes sound contributions to literacy and numeracy skills. Effective questioning and encouragement to use appropriate terminology improves pupils' speaking and listening skills and extends their vocabulary. The teaching in the subject contributes well to mathematical skills in the use of co-ordinates and graphs to represent data.
125. There is no formalised assessment in the subject. The co-ordinator's monitoring role to check on standards of pupils' work and teaching of the planned curriculum for the subject is not yet developed. The available resources in geography are sufficient in terms of range and quality of up to date maps of different scales. The school has some reference books and materials, including suitable atlases, globes and large maps. Resources are well maintained and centrally organised. The local area is studied in detail and pupils are able to benefit from visits to local farms and other places of interest.

HISTORY

126. Few lessons were seen during the inspection, but the evidence gained from scrutinising the pupils' work, examination of the teachers' planning and discussion with the pupils, show that pupils achieve standards broadly in line with national expectations at the end of both key stages, as they were at the previous inspection.
127. History is taught in accordance with the school's topic system, together with some of the government-approved schemes of work fitted into the topics. This approach ensures that pupils cover all the historical aspects required by the National Curriculum, though not always with a consistent approach to the development of the required skills. As a result the pupils at Key Stage 1 learn to recognise that their lives are different from people in the past. They understand this by; for example, looking at the life of Grace Darling and comparing artefacts and pictures from the present and the past. When looking at old and new toys, they show an emerging sense of chronology. Pupils in Year 2 are able to think about making historical deductions on research of source material as being 'detectives' and they are enthusiastic and articulate as they discuss their work.
128. Pupils continue to make satisfactory progress at Key Stage 2 and to develop their understanding of how the past helps them to understand their own lives. Teachers prepare

planned visits to sites such as a Roman villa and to Poole, thereby successfully enriching the curriculum and promoting an understanding of life in the past. Pupils in Year 4 show an understanding of chronology using time lines and writing descriptions of life in Tudor times. They recognise that the past can be interpreted in different ways. Pupils in Years 5 and 6 study the Romans in Britain and the Vikings and show a good understanding of how historical evidence is used to build up a picture of the past.

129. In the few lessons seen, teaching was satisfactory. Pupils are encouraged to make use of reference books and photocopied sheets to search for information, and some use is made of information and communication technology to support pupils' learning. Pupils in Year 6 are encouraged to think up their own questions to research and co-operate well with one another. Learning support assistants provide good support for pupils with special educational needs. Pupils are not always challenged to work with pace and effort, however. The subject contributes well towards the development of literacy skills. Discussion and debate are used well in lessons, vocabulary is enhanced and pupils write appropriately on the topic in hand. Because the schemes of work are not yet fully adapted to meet the needs of the new National Curriculum, there is no formal or individual assessment in the subject. The co-ordinator's role in monitoring the standards of pupils' work and the teaching of the curriculum is underdeveloped. Resources in history are satisfactory in range and there are sufficient artefacts to aid pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. No information and communication technology lessons were observed at either key stage during the inspection, making judgements on the quality of teaching and learning impossible. However, a survey of work undertaken during the current year and observations of pupils working at computers during lessons and discussions with pupils indicate that, by the end of both key stages, pupils' achievement in information and communication technology is broadly equivalent to national expectations for their age and pupils make satisfactory progress as they move through the school. At the time of the previous inspection, standards were above average against national expectation, but the school has not yet implemented the full range of skills and opportunities demanded by the new National Curriculum. Pupils use the Internet to research topics, and there is satisfactory cross-curricular use of information and communication technology in other curriculum areas such as literacy, numeracy and geography. information and communication technology lessons.
131. In Key Stage 1, Year 1 pupils have used word-processing programs, adding "clip-art" pictures to their text, and have used a 'Paint' program to draw sunflowers. Pupils in Year 2 have made postcards, using different colours. In Key Stage 2, Year 3 pupils have word-processed their poems, using different coloured fonts and font sizes. Year 4 pupils have produced illustrations for the front cover of their topic books and produced graphs of data collected in a traffic survey. Year 5 pupils have their own disc which contains their work such as data handling and have used CD-Roms to support their history and geography topic work. In Year 6, pupils have composed and sent e-mails to their local MP after a foxhunting debate and have been involved in setting up a web page with the help of a parent.
132. Although it is not possible to give an overall judgement on the quality of pupils' learning in information and communication technology lessons, where computers are used during lessons in other curriculum areas, pupils are keen to work with the computers, work together appropriately, taking turns and working independently where required. No overall judgement on the quality of teaching is possible.
133. All classes have at least one computer with an Internet connection. Funds obtained from the government's National Grid for Learning scheme have been used well to purchase a number of new computers and related equipment, although training provided by the same funding has not yet been as successful.
134. The school has well-developed plans to move the majority of classroom computers to a computer suite, which will be a significant improvement in resources and teaching opportunities and will allow regular information and communication technology lessons. However, although the co-ordinator for the subject is developing a whole-school scheme of

work based to some extent on the new government-recommended scheme of work for the subject, this was not in place during the inspection and the co-ordinator has not developed a satisfactory overview of both the quality and range of opportunities provided in each year or the secure development of skills and knowledge provided throughout the school. Additional information technology equipment such as programmable “floor turtles” is used effectively.

MODERN FOREIGN LANGUAGES

135. The school enriches its curriculum well by the provision of French lessons for all pupils in Years 4, 5 and 6. It was only possible to observe one lesson during the inspection, but this was a good lesson, concentrating on both the written and the spoken word. Pupils are extremely enthusiastic about the subject, eager to use their new vocabulary when walking round the school and speaking to others. They gain much benefit from the simple language structures taught them, which enlightens and reinforces their English work, helping them to understand the use of tenses, singular and plural and sentence structure. They learn to carry on a basic conversation, question and answer forms and much useful vocabulary. In addition, they gain much useful cultural background about France and French people’s way of life.
136. Pupils relish the ability to communicate in a different language. They are taught by a part-time teacher, in the target language, so that they acquire a good accent and understanding. The lesson seen was full of infectious enthusiasm, from both teacher and pupils.

MUSIC

137. By the end of both key stages pupils’ performance in aspects of music observed during the inspection was in line with what is expected of seven- and eleven-year-olds. Most pupils make satisfactory progress in the lessons, involving singing and the use of percussion instruments. There are some opportunities for listening to, comparing and evaluating different kinds of music. Pupils’ progress in other aspects, such as ‘composing’ is limited. The above average standards in Key Stage 1 reported at the last inspection have not been maintained. Some teachers lack knowledge and confidence in teaching the subject. There is no well-conceived whole school scheme of work to provide a means for broadening the base of teacher expertise, enabling non-specialists to undertake class work more confidently. The new co-ordinator suitably supports and guides teachers, and is currently updating the schemes of work in the light of the new national guidance.
138. Year 2 pupils show the ability to handle instruments carefully. They can distinguish between high and low sounds. Most pupils are able to control their voices appropriately. In class lessons, they remember the words and sing in tune with enjoyment, showing satisfactory control and awareness of pitch and rhythm. Year 1 pupils were observed in a lesson listening attentively to a piece of music and recognising changes in sounds. They drew pictures of what they thought the music was about and explained what it made them feel. Most pupils clap and tap simple rhythmic patterns and keep a steady beat in time to the music and understand that music creates a mood.
139. Key Stage 2 pupils perform confidently in singing sessions. There are good opportunities to sing in school assemblies, with piano accompaniment. In lessons, most pupils are able to deal with a number of aspects of music, and cope with rhythm, beat, pitch and pace. Pupils identify the instruments, handle them correctly and keep the pulse of music. A few can use musical vocabulary accurately when working with pitched and non-pitched instruments. Most pupils do not recognise musical notations and the relative values of crochets and quavers. While most pupils in Key Stage 2 demonstrate developing understanding of musical elements, they are not provided with sufficient opportunities to compose and fit different parts together or evaluate and suggest improvements to their own or others’ performance. A small number of pupils receive regular music tuition and learn advanced music skills and talents in playing different instruments. A few pupils in Key Stage 2 attend regular choir practice and enhance the skilled use of their singing voices. These pupils achieve particularly well in their ability to sing enthusiastically, with clear diction, phrasing and dynamics. A significant number of these

pupils perform solo or group singing items with great confidence and maturity in school concerts and out of school musical events.

140. The quality of teaching is satisfactory overall. The teaching by the co-ordinator, a music specialist, is consistently good particularly in the 'singing' and the 'choir' practise sessions. The teachers with a good command of the subject provide pupils with stimulating tasks and opportunities to respond creatively. However, opportunities are sometimes missed to involve pupils in evaluating work done. Pupils have good attitudes to music lessons. They are enthusiastic and very well behaved. They enjoy music and many have potential to achieve well. The pupils are good in working collaboratively, they listen attentively and respond with increasing discrimination in all aspects of singing and playing.
141. The school makes satisfactory use of local opportunities and visitors to enhance pupils' musical experiences. During the period of relaxed requirements in relation to the foundation subjects, music has had a relatively low profile within the school curriculum. There are opportunities to integrate music with other areas of the curriculum. Resources are sufficient and include both tuned and untuned instruments, recorded music and books. They are centrally organised for ease of access. Recent additions include two keyboards and a music box for each class.

PHYSICAL EDUCATION

142. Pupils, including those with special educational needs, show levels of achievement in both key stages broadly in line with those of national expectation, as they did at the time of the previous inspection. Arrangements for swimming lessons are in place for pupils in Years 5. Discussions with staff and Year 6 pupils indicate that most pupils acquire good water skills and by the time they leave the school at eleven, a significant number of pupils swim at least 25 metres and practise water safety. Pupils also experience friendly matches and competitive sport with local schools, for example the rugby tournament and participation in the district sports. There is a good range of opportunities in Key Stage 2 for both boys and girls to experience football, cricket and athletics in the after school clubs. Work in these clubs suitably extends pupils' achievements, for example, in specific techniques and tactics in games.
143. In the lessons observed, pupils in Key Stage 1 made satisfactory gains in the acquisition of simple gymnastic skills and improved co-ordination and control. They balanced and travelled in different ways, linking together simple movements. In a lesson, Year 2 pupils learnt to incorporate stretch and curl movements in their floor work with increased co-ordination. Pupils show good awareness of space, safety and others around them. They acquire satisfactory understanding of fitness and health. In Key Stage 2 pupils continue to make sound gains in the development of games and gymnastic skills. Pupils in Year 6 participate in athletic activities that require precision and power. They are developing their knowledge of the strategies involved in order to improve their effectiveness. In one lesson, they were suitably encouraged to evaluate their own performances and make suggestions for improvement. Pupils were observed in outdoor games, developing defending and marking skills. Pupils practise taking defending and attacking positions, developing tactics of avoidance and showing good control and accuracy in passing and receiving the ball. Pupils are not sufficiently supported to develop their knowledge of exercise in a healthy lifestyle. They do not regularly talk about the effect of exercise on the body in lessons.
144. The quality of teaching and learning is satisfactory in both key stages. Teachers explain activities clearly and give suitable reminders of safety. Most pupils listen carefully, follow instructions correctly and work safely. Most teachers use satisfactory subject knowledge to carefully plan and focus on specific skills. Few teachers, however, use pupils' demonstration and make effective interventions to give pupils opportunities to evaluate their own and others' performances. Most teachers create an effective pace in lessons and have appropriate expectations of behaviour. Through this, pupils develop their skills and extend their range of performance. Good explanations and individual as well as group demonstrations create an

effective learning environment. Pupils strive to improve their performance, through taking advice and examples given in lessons and show appropriate concerns for quality and precision. Most pupils display positive attitudes towards physical education and show obvious enjoyment in all lessons. They are active and enthusiastic. They co-operate well, behave well and show respect for others and equipment.

145. The school has adopted a commercial scheme of work, which has not yet been checked against national recommendations. The co-ordinator is aware of the future direction in the subject and has identified areas for further development to raise standards in all aspects of physical education. The role to formally monitor and evaluate teaching and learning is not developed yet. The resources are well organised and centrally based for ease of use. Extra-curricular activities generate considerable pupil interest and support their progress. Teachers carefully plan and provide a good mix of co-operative and competitive work. The local recreation grounds are hired out for sports activities and competitions.

RELIGIOUS EDUCATION

146. Whilst it was only possible to observe a limited number of religious education lessons, these observations show that pupils, including those with special educational needs, make satisfactory progress in the subject at both key stages. Pupils at the end of both key stages reach standards that are at least in line with the requirements and demands of the agreed syllabus used by the school, as they did at the time of the previous inspection.
147. Pupils in Years 1 and 2 display a good knowledge of the concept of the importance of the community, with a specific focus on the family. They also become accustomed to exploring their feelings and those of others. They begin to acquire some understanding of respect for Christianity and other faiths, as observed in a scrutiny of pupils' work on clothes, customs and celebrations in various cultures. In a Year 1 lesson, good exposition and sensitive open-ended questions by the teacher enabled the pupils to come to an understanding of the reasons why people pray and what they pray for. By the end of Year 2, pupils have a sound knowledge of basic religious stories and religious festivals.
148. The idea of community is explored in greater depth in Years 5 and 6, where pupils study specific religious communities, particularly Hinduism, Islam and Judaism, as well as Christianity. Pupils are provided with the opportunity to consider and discuss the ways in which these religious communities pray and celebrate their festivals. This was observed in a Year 6 lesson in which pupils came to a good understanding of the background of Hindu gods and their shrines and of the prayer ceremony of puja. Pupils in this key stage also explore the importance of artefacts in religious practices, as well as learning about different places of worship, such as churches, temples and mosques.
149. Some links are made between religious education and assemblies, with the one reinforcing the other. A good example of this occurred during the week of the inspection, with an assembly in which the headteacher explored the topic of slavery with pupils in a way which gave them real cause for reflection on the ways in which humans should treat each other with respect. Assemblies always include an act of collective worship.
150. The quality of teaching seen in religious education, for the few lessons seen, was satisfactory overall. When teachers are secure in their subject knowledge, well supported by the scheme of work in their planning and have sound behaviour management skills, they convey concepts to pupils in a meaningful manner. Some teachers create and promote a reflective atmosphere where good learning can take place. The pace of lessons is sometimes slow.
151. Examinations of teachers' plans and pupils' work indicate that over time pupils are provided with the opportunity to explore and extend their knowledge and understanding of Christianity and other major world faiths. Pupils learn about the gods, religious writings, festivals and stories of each of these faiths, and come to an understanding of shared beliefs and how they

come to impact upon and influence our daily lives. The co-ordinator provides effective management for the subject, and is reviewing the schemes of work and adapting some new units of work. She is aware that there is too little opportunity at present for pupils to strengthen their understanding of other faiths through visits to places of worship, though the school does invite visitors of different faiths to come to the school.

152. With its focus on different religions and cultures and the opportunity to discuss a range of spiritual and factual issues, the subject makes a clear contribution to pupils' spiritual, moral and cultural development. There is, however, no monitoring of planning or teaching of the subject and no assessment of pupils' progress as yet.