

INSPECTION REPORT

BUBWITH PRIMARY SCHOOL

Bubwith, near Selby

LEA area: East Riding of Yorkshire

Unique reference number: 117878

Acting Headteacher: Mrs S Monkman

Reporting inspector: Mr N Sherman
16493

Dates of inspection: 7th – 9th May 2002

Inspection number: 195133

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Street
Bubwith
Selby
N. Yorkshire

Postcode: YO8 6LW

Telephone number: 01757 288261

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Appropriate authority: The Governing Body

Name of chair of governors: Mr S Kaplan

Date of previous inspection: 9th June 1997.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Neville Sherman	Registered inspector	Information and communication technology Physical education The Foundation Stage	The school's results and achievements; How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
9593	Barbara Sinclair	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
10228	Sue Russam	Team inspector	Mathematics Science Design and technology Geography Special educational needs	How well does the school care for its pupils?
10911	Cic Deloughry	Team inspector	English Religious education Art and design History Music Equal Opportunities	How good are the curricular and other opportunities offered to the pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the small village of Bubwith near the town of Selby in North Yorkshire. It provides education for pupils between the ages of 4 and 11. There are 108 pupils on roll with slightly more boys than girls. The school is smaller than average. No pupils are at the early stages of learning English. The percentage of pupils who claim free schools meals is 3% of the school roll, a figure that is well below the national average. The number of pupils identified by the school as having special educational needs is 9%, a figure that is well below the national average. The number of pupils at the school who have a statement of special educational need is above the average. Pupils enter the school with a broad spread of ability, although overall attainment is average.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education for pupils but there are some weaknesses. By the time they leave the school, pupils attain standards that are above average in English and science and they make good progress in these subjects. Standards in information and communication technology by the end of Year 6 are above national expectations. However, standards in English, mathematics and science at the end of Key Stage 1 are not as high as they could be. Teaching is satisfactory with some good features, particularly in the upper part of Key Stage 2. Time during the school day is not used to the best effect and pupils do not get enough time to explore some subjects in sufficient depth. The leadership and management of the school are satisfactory and the acting head, although only recently appointed, is rapidly developing a clear idea of the school's strengths and where further improvements are necessary. The role co-ordinators play in supporting the leadership and management of the school is unsatisfactory. The school provides satisfactory value for money.

What the school does well

- By the end of Key Stage 2, pupils attain above average standards in English and science.
- Standards in information and communication technology are above national expectations by the end of Year 6.
- Pupils have very good attitudes to learning.
- Relationships are very good, as is the quality of pupils' behaviour in and around the school.
- There is good provision for pupils' moral, social and cultural development.

What could be improved

- Standards in mathematics at Key Stage 1, which are below average and pupils do not achieve as well as they could.
- Standards in geography at Key Stage 1 and in design and technology at both key stages.
- The procedures for monitoring and evaluating the work of the school.
- How the school assesses pupils' academic progress and makes use of the information to plan the next steps in pupils' learning.
- The use of time during the school day and how teachers plan to ensure each subject has sufficient time to enable pupils to explore topics and themes in enough depth.
- The provision for pupils with special educational needs is unsatisfactory and pupils do not make sufficient progress in some subjects.
- Attendance rates are below the national average.

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 June 1997. Since then it has made satisfactory progress. Sufficient action has been taken in addressing most of the key issues from the last report. Provision for pupils' understanding of the multi-cultural aspect of society, found to be unsatisfactory at the time of the last inspection, is improved and provision is now satisfactory. The quality of pupils' reports are much improved and give clearer information to parents about the rate of their children's learning. In addition, pupils now reach above average standards in English and science. However, too little progress has been made in planning work for higher attaining pupils, particularly at Key Stage 1 and the school does not yet fully ensure that all pupils receive full access to the different subjects of the curriculum owing to its current policy of withdrawing pupils from key lessons to receive additional support. In addition, standards have declined in a number of subjects that include mathematics and geography at Key Stage 1 and design and technology at both key stages. The school shows sufficient capacity to improve but much will depend upon the guidance and leadership offered by the new headteacher.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	A	B	C	well above average A above average B average C below average D well below average E
Mathematics	D	A	C	E	
Science	C	A	B	C	

The above table indicates that in the most recent end of Key Stage National Curriculum tests, pupils attained standards that were above the national average in English and science, and in line with the average in mathematics. When the results are compared with those of similar schools, based on the number of pupils who claim free school meals, standards were average in English and science and well below average in mathematics.

The findings of the inspection, based on the current cohort of Year 6 pupils, is that pupils attain standards that are above the national average in English and science and standards that are average in mathematics. Pupils make good progress in English and science. However, in mathematics, whilst progress is satisfactory, pupils do not make sufficient progress in the development of their ability to solve problems involving using their mental skills and this impacts on the standards pupils attain. Standards in information and communication technology are above national expectations and the new computer suite that is now used to support pupils' learning is starting to speed up the progress that pupils make in the subject. Improvement in pupils' test results has been in line with that seen nationally. The school does regularly review the targets that are set for pupils to reach in English and mathematics. These are sufficiently challenging. Inspection findings indicate that by the end of Year 6, pupils attain standards in all other subjects as expected for 11-year-olds, with the exception of design and technology where standards are below expectations.

Pupils' attainment in the Key Stage 1 National Curriculum tests in 2001 was average in reading and writing and below average in mathematics. When the results are compared with similar schools, standards were below average in reading and well below average in writing and mathematics. Inspection findings indicate that pupils attain standards that are in line in reading and writing and pupils make satisfactory progress in these aspects. The school has made writing a focus of its development in the past year and this has proved beneficial in raising standards. Standards in mathematics are below average and reflect the results of the most recent end of key stage National Curriculum tests. Pupils do not make sufficient progress in this subject.

Children in the Foundation Stage make satisfactory progress overall, but good progress in their mathematical development and in their knowledge and understanding of the world and reach standards above expectations. In communication, language and literacy, and their personal, social and emotional, and physical development children attain the standards expected by children of this age by the end of the Foundation Stage. However, children do not make sufficient progress in their creative development and this reflects the lack of prominence given by teachers to this aspect of their learning and standards are below expectations.

Pupils with special educational needs do not always make the progress of which they are capable in some subjects owing to the school's approach to withdrawing them for additional support in literacy. Pupils often miss important aspects of other subjects. In addition, some teachers pay insufficient attention to pupils' individual education plans when planning pupils' learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their learning and enjoy their work.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved and are thoughtful towards each other and the adults who support their learning.
Personal development and relationships	Good. Pupils are highly tolerant of one another and the quality relationships, which are very good, add greatly to the positive atmosphere at the school. Pupils' personal development is satisfactory.
Attendance	Unsatisfactory. Attendance is below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching and learning across the school is satisfactory. The teaching of English and science is satisfactory at both key stages, although in the upper part of Key Stage 2 it is often good and this has a strong impact on the standards that pupils attain. The teaching of

mathematics at Key Stage 2 is satisfactory, but unsatisfactory at Key Stage 1. The teaching of basic skills in literacy and numeracy is satisfactory, although the school has yet to develop a clear strategy for ensuring that the pupils' learning of literacy and numeracy skills are effectively promoted through other subjects. The teaching of geography at Key Stage 1 is unsatisfactory as is the quality of teaching and learning at both key stages in design and technology. Strengths in teaching lie in the effective management of pupils and in how teachers use questions to develop pupils' speaking and listening and thinking skills. In some lessons, teachers do not successfully plan work which meets the needs of the different ages and range of ability of pupils in the class and this restricts learning. Support assistants successfully support pupils' learning but there are occasions, particularly when teachers introduce lessons, when their time is not used effectively. The teaching of pupils with special educational needs is satisfactory, particularly when they are supported by learning support assistants, but there are some instances when pupils who are withdrawn for additional support miss both important aspects of the literacy and numeracy sessions as well as other subjects of the curriculum. The teaching of children at the Foundation Stage is satisfactory and the children are sufficiently prepared for the National Curriculum when they enter Year 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for all pupils at Key Stage 1 and 2 is broad and complemented by an interesting range of visits and visitors. However, some subjects do not have sufficient time allocated to them and time during the school day is not exploited sufficiently. At the Foundation Stage, insufficient emphasis is given to the children's creative development.
Provision for pupils with special educational needs	Pupils who receive support on a one-to-one basis are well supported. However, there are a number of occasions when pupils are withdrawn from too many lessons and miss important elements of the subjects they are withdrawn from and the overall provision is unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Planning to promote pupils' social and moral development is good. The planned provision for pupils' spiritual and cultural development is satisfactory. There are good opportunities for pupils to develop their initiative, particularly in the upper part of Key Stage 2.
How well the school cares for its pupils	Pupils are well cared for on a day-to-day basis. However, the current procedures for monitoring pupils' personal, social and academic development are not effective and teachers make too little use of the information that is gathered on pupils' academic development to plan the next steps in their learning.
How well the school works in partnership with parents.	The school enjoys good support from the parents of the school. This support is given in a number of effective ways and has a strong impact on the quality of pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The acting headteacher, although only recently appointed, is gaining a clear understanding of what the school does well and what still needs to be developed. The school development plan provides a clear basis for improvement. However, the role of the co-ordinator is unsatisfactory.
How well the governors fulfil their responsibilities	Satisfactory. The governors fulfil their legal responsibilities. However, they are very reliant on information provided for them by the staff and do not have a planned programme for visiting and evaluating the school's work. This limits their impact on influencing and guiding the school's educational direction.
The school's evaluation of its performance	Unsatisfactory. Despite effective measures being introduced by the school to raise standards in writing during the past year, the arrangements for monitoring the school's work lack rigour. Too little account is taken of pupils' attainment in National Curriculum tests and other assessment data by teachers to plan improvements in teaching and learning.
The strategic use of resources	The school makes satisfactory use of the resources to support pupils' learning. Governors ensure that best value is achieved in relation to the school budget.
Staffing, accommodation and learning resources.	There are a good number of teachers at the school for the number of pupils on roll. Staff have a good subject knowledge and understanding in most subjects, although it is currently weaker in design and technology. Support staff give good support but their time in lessons is not always used fruitfully. Resources are satisfactory but there is a shortfall in design and technology, geography and music.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> How the school encourages pupils to play a full and active part in the life of the village. The quality of behaviour and the positive relationships between pupils. The recent progress that the school has made to improve the provision for information and communication technology. 	<ul style="list-style-type: none"> The range of extra-curricular activities. How they are kept informed about their children's progress.

Inspectors fully support the positive views parents have of the school. Inspection findings indicate that the school does provide parents with suitable arrangements to keep parents informed about their children's progress through parents' evenings and the end of year pupil reports. Inspectors do not support parents on this issue. The school provides a good range of learning opportunities beyond the school day to complement pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with average levels of attainment. By the time they start in Year 1, children reach the Early Learning Goals in communication, language and literacy, personal, social and emotional and physical development. Children make satisfactory progress in these areas of learning. In their mathematical development and their knowledge and understanding of the world, children exceed the expectations of the Early Learning Goals and they make good progress. They do not achieve the Early Learning Goals in the creative area of their learning. Too little emphasis is given to this aspect of the curriculum and children make insufficient progress.
2. In the 2001 National Curriculum tests for Key Stage 1, the results in reading and writing were average. When compared with similar schools, the results indicate that the pupils attained standards that were below average in reading and well below average in writing. There has been a mixed picture of attainment over three years, although the number of pupils in each of the cohorts is quite small and can distort the overall standards reached in the tests. In mathematics, based on the tests for 2001, the pupils' attainment was below average and well below average when compared with similar schools. In science, based on the assessments made by teachers, pupils' attainment was average.
3. The findings of the inspection are that by the end of Year 2 standards are in reading and writing are in line with the national average and mirror the end of Key Stage 1 tests. Standards in speaking are above average and many pupils are confident in speaking in a small or larger group. Teachers make good use of questions to push and probe pupils' thinking and give pupils many opportunities to volunteer their answers aloud. Standards in listening are well above average. In reading, pupils are taught to recognise words and phrases and are able to choose books according to the authors they prefer to read. However, higher-attaining pupils are not always presented with a suitable degree of challenge in their reading and this hinders their progress. Overall progress in reading is satisfactory. Pupils make satisfactory progress in writing. Pupils write simple stories that are neat and legible and they are aware of the need to punctuate their work with full stops and capital letters. In mathematics, standards are below average and progress is unsatisfactory. Pupils make insufficient progress in the development of their ability to solve mathematical problems quickly. Their knowledge and understanding of shape, space and measure are unsatisfactory. In science, standards are in line with the national average and pupils make satisfactory progress in the development of their knowledge and understanding of scientific concepts.
4. The results of the National Curriculum tests for English in 2001 for Key Stage 2 indicate that standards were above the national average and average when compared with similar schools. The number of pupils attaining the higher levels was above the average. In science the results were above the national average and average compared with similar schools. Standards attained by pupils in mathematics were in line with the national average but well below the average compared with similar schools. Fewer pupils attained the higher levels in mathematics than in English and science and this accounts for the lower standards in mathematics in comparison to the other two subjects. Over time, standards in mathematics have not been as high as those in English and science.

5. Inspection findings confirm that attainment in English is above average by the end of Year 6. Pupils make good progress in the development of their skills and understanding and apply their literacy skills through other subjects. Many are confident writers who have a secure understanding of how writing is structured according to the audience for whom it is intended. In addition, they recognize the value of writing neatly and legibly, appreciating the impact that the presentation of their work has on the reader. Pupils are confident speakers and listeners and who enjoy the opportunities given by teachers to take part in debates and discussions. Many of the pupils are confident readers and by the end of Year 6 enjoy and ably read a wide range of literature. They explain the reasons for choosing a particular book whether this is because of the plot, the characters, or because it is one of a series of books by a particular author.
6. Inspection findings are that by the end of Year 6, standards in mathematics are average. Pupils are given sufficient opportunities to apply and reinforce their mathematical knowledge and understanding or to learn new concepts by exploring mathematics through other subjects. Pupils have a satisfactory understanding of number and they have a suitably developed knowledge of multiplication tables. However, pupils are not sufficiently confident in using their mathematical knowledge to solve such problems as 56×18 quickly on paper or by using their mental skills. Pupils are secure in their understanding of concepts, such as time and shape, and are able to communicate mathematical information and data using a range of different tables and charts.
7. Inspection findings are that by the end of Year 6, pupils attain standards that are above the national average. Pupils have a good understanding of different scientific ideas. They understand the importance of fair testing and can identify variables in experiments when undertaking investigation work and their progress is aided by the good opportunities in many classes for pupils to develop their skills of scientific enquiry. Pupils make good progress in their understanding of the different types of materials and know what is meant by concepts, such as evaporation and condensation. They explain well the major functions of the human body and what is meant by a 'food chain', appreciating the difference between 'predator' and 'prey'. Pupils make good progress in their understanding of physical properties, such as light and forces.
8. In information and communication technology at Key Stage 1, pupils attain standards in line with national expectations by the end of the key stage and their progress is satisfactory. However, Key Stage 2 pupils are often given more frequent and creative opportunities to develop their information and communication technology skills and by the end of Year 6 attain standards that are above national expectations. Pupils make good progress overall and their understanding of how the Internet is used to store, locate and retrieve information is very good. By the end of both key stages, standards in religious education are in line with the expectations of the locally agreed syllabus and pupils make satisfactory progress. In art and design, history, music and physical education by the end of both key stages, pupils reach the standards expected for seven- and 11-year-olds and make satisfactory progress. In design and technology, standards are below expectations at the end of Year 2 and Year 6 and pupils make unsatisfactory progress. In geography, pupils attain standards in line with expectations for 11-year-olds at the end of Key Stage 2 and progress is satisfactory. However, at Key Stage 1, pupils' attainment is below expectations and pupils have a weak geographical knowledge for their age and their overall progress is unsatisfactory.
9. The school has a below average number of pupils with special educational needs. Pupils are withdrawn from class to receive additional help with literacy to gain competence in basic reading, writing and spelling skills. However, because they miss

significant parts of other lessons, such as music, religious education and physical education, their attainment in these areas of the curriculum is impeded. The school's programme of support for pupils with statements of special educational needs is satisfactory. It is appropriately organised to identify what type of additional help pupils require. As a result they make satisfactory progress in relation to their prior achievements.

10. There is no significant variation in the attainment of the boys and girls. Inspection findings indicate that whilst higher-attaining pupils make good progress in English and science at Key Stage 2, they do not always make the progress of which they are capable of in mathematics and geography at Key Stage 1 and in design and technology at both key stages.
11. The school has been successful in raising the number of pupils reaching the expected levels in English and science at Key Stage 2 since the last inspection. The school has also improved standards in information and communication technology at Key Stage 2. However, standards in science, art and design, geography and music have declined at Key Stage 1. Standards in design and technology have declined at both key stages. The school does set appropriate targets for improvement in English and mathematics at Key Stage 2 and these are in line with the knowledge and understanding that the teachers have of the pupils' academic abilities.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are very good and a strength of the school. Since the last inspection the school has worked dedicatedly and consistently to promote and sustain the values of a secure, learning environment in which pupils know they can thrive and develop. Members of both teaching and non-teaching staff use a wide range of strategies to establish patterns of learning, initiative and concentrated study. This atmosphere and support begins in the Foundation Stage and continues throughout the school. Many pupils show a keen interest in their work and a sense of pride in their own achievements. They are anxious to share these results with others and to investigate methods of improvement and further attainment. An example of this was seen in the display of masks where pupils had annotated the display with their planning and how they would improve if undertaking the task again. Pupils have a clear and fluent style of communication when asking and answering questions.
13. Children in the Foundation Stage get a good start to their education. They enjoy their learning and work well on the activities that are planned for them. The nursery nurse and the classteacher work together well. Their warm relationship with the children creates a secure atmosphere which effectively ensures that the children are settled quickly into school.
14. Pupils with special educational needs generally respond very well to their lessons and demonstrate a very positive attitude to learning alongside their classmates. Pupils who are withdrawn from their lessons for additional help, for example, with their literacy, miss other subjects, such as physical education, religious education and music. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates.
15. Behaviour in lessons, during play and around the school is consistently very good. Pupils are keen to participate in all aspects of their lessons. They listen well to others before offering their own opinions in discussions and are happy to respect the alternative views of their classmates. There was no evidence of bullying or

unacceptable behaviour during the time of the inspection, and discussions with pupils confirm that this rarely occurs. They are confident that should any instances arise they will be dealt with swiftly and fairly. There has been one fixed period of exclusion during the last twelve months. Parents who attended the pre inspection meeting or replied to the questionnaire, said that they had no concerns about the behaviour of the pupils. Pupils are aware of the consequences of unacceptable behaviour and its effect on others and are quick to offer apologies if they feel they have been unkind or thoughtless in any way.

16. Pupils' personal development and relationships are very good. Pupils demonstrate a clear willingness to become involved in routine tasks, such as clearing tables, tidying rooms and returning registers to the office. However, although pupils accept these responsibilities willingly, there are, as yet, too few opportunities presented for them to develop independent learning skills or to use initiative in the accomplishment of tasks. The exception to this is in the Year 6 class where pupils are given greater scope to develop their initiative through helping and maintaining the school's website, for example. Pupils have developed good social skills which they demonstrate both in and out of the school, with other pupils and with adults. The pupils are proud of their school and enjoy explaining details of their work or activities to visitors to the school. Pupils work very well with one another and demonstrate tolerance and respect. They are thoughtful towards each other and are mutually supportive in the work they are asked to do.
17. The attendance rates are unsatisfactory and currently below the national average. Since the appointment of the acting headteacher, however, there has been an improvement in the systems employed to monitor attendance and to reduce or restrict the number of unauthorised absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is satisfactory. During the inspection, the quality of teaching was good or better in 37% of the 27 lessons seen and satisfactory in the remainder. There is some variation in the quality of teaching, with good and very good teaching evident mostly in the upper part of the school. This has a strong impact on the rate of pupils' progress, particularly in English and science, where pupils attain standards above the national average. No unsatisfactory teaching was seen during the inspection. The quality of teaching is at the same level noted at the time of the previous inspection.
19. There is variation in how different subjects of the curriculum are taught. The quality of teaching and learning in English is satisfactory in both key stages as is the way literacy skills are promoted and taught. The school is increasing the opportunities for pupils to develop their writing skills through other subjects. This is starting to impact well on pupils' learning of how writing can be varied according to its intended audience. The teaching of speaking and listening across the school is good and pupils are provided with frequent opportunities to debate and discuss and volunteer their views on matters of interest. The teaching of mathematics at Key Stage 2 is satisfactory but at Key Stage 1 it is unsatisfactory. At Key Stage 1, too much of the teaching lacks challenge for higher-attaining pupils and insufficient attention is given to developing pupils' ability to solve mental problems. The teaching of design and technology is unsatisfactory at both key stages, where insufficient attention is given to teaching pupils the basic skills. The teaching of geography is unsatisfactory at Key Stage 1. The teaching of information and communication technology is satisfactory at Key Stage 1 and good at Key Stage 2 where more effective use is being made of the school's information and

communication technology suite to support pupils' learning. This has a positive impact on the standards that pupils currently attain by the time they leave Year 6.

20. The teaching of pupils in the Foundation Stage is satisfactory overall and good in the areas of children's mathematical development and knowledge and understanding of the world. In the introductions to lessons, the children are often taught alongside their Year 1 classmates. They are then taught in another part of the classroom where their work is planned for them by their teacher but are largely supervised by the nursery nurse. The nursery nurse works well in partnership with the children's teacher giving good support to the children and positively aiding their learning. Children are given some opportunities to learn through structured play, using the 'Flower Shop', for example, but there are missed opportunities to use imaginative structured play to support the children's learning. The children are well supported by both the teacher and nursery nurse and the warm and purposeful relationships effectively ensure that the children are settled very quickly into the school and quickly become aware of the school's day-to-day routines. Teaching generally places too little emphasis on regular access to outside play and allowing the children more frequent opportunities to develop their creative skills. This hinders the progress they make. The teacher makes insufficient use of assessment information to plan pupils' learning.
21. At Key Stage 1, the quality of teaching and learning is satisfactory, although there are some weaknesses. Teachers successfully motivate pupils and build worthwhile relationships which contribute well to pupils' learning. A key strength in how pupils are taught at Key Stage 1 are the good opportunities that are provided for pupils to develop their speaking and listening skills. Teachers make good use of open-ended questions that encourage pupils to think carefully about their response. Teachers are effective in encouraging all pupils, including those with special educational needs, to volunteer their opinions to the rest of the class and this encourages pupils to develop their skills and confidence in speaking to a wider group and to listen carefully to what someone else is saying. The teaching of basic skills in literacy is effective, and by the end of Year 2, pupils are confident spellers and are joining their words with increasing confidence and maturity.
22. There are, however, a number of shortcomings in the how pupils are taught at Key Stage 1 which hinder their learning. Teachers do not expect enough of higher-attaining pupils and in many lessons, plan the same work for them as for other pupils in the class. Too little of their work is geared towards the higher levels of the National Curriculum and, as a result, they are not stretched to the best of their ability. Insufficient use is made of information and communication technology in daily lessons and this slows down pupils' progress. In addition, there are occasions when the learning support assistants, who work well when giving one-to-one support to pupils, are not used effectively enough and this lessens the impact they could have in supporting pupils' learning.
23. The overall quality of teaching and learning at Key Stage 2 is satisfactory, but there is a greater proportion of good and very good teaching. This is often in the upper Key Stage 2 class and this impacts well on the progress the children make in their final year at the school. The good teaching features high expectations of pupils. In one very good extended writing lesson, for example, pupils were given the challenging task of writing as a character after listening to part of the story, 'Bill's New Frock' by Anne Fine. The teacher successfully stimulated and stirred the pupils' imagination using the story well to get the pupils to imagine the feelings and circumstances of the characters in the story. Pupils responded very well, listening and participating in the ensuing discussions and contributing confidently. The clear instructions to pupils and the effective planning

by the teacher enabled the different ability groups to produce interesting and varied work that was a good reflection of their ability. The concluding part of the lesson was also used effectively as pupils were given opportunities to read aloud their writing to the rest of the class and to evaluate and comment critically, yet sensitively, to what they had heard.

24. There are further strengths in teaching at Key Stage 2. Lessons commence with teachers successfully recapping with the pupils what they have learned in previous lessons and this enables pupils to focus on what they have achieved and help them to concentrate on what is to take place next. Instructions to pupils are clear and this ensures that pupils understand what they have to complete in the time allowed. Time in lessons is used effectively and many lessons conclude with teachers regrouping pupils to enable them to share with the class what they have learned and what they may have found difficult. In some lessons, information and communication technology is used well. In all Key Stage 2 classes, pupils make good use of the Internet to support their research skills and develop their learning of how computers can be used to explore and discover information. Across all Key Stage 2 classes, pupils are managed well and relationships between staff members and pupils are warm and purposeful.
25. There are ways in which teaching at both key stages could be strengthened. Across the school there is variation in the quality of teachers' marking. In the main, teachers do not place sufficient emphasis on using marking to give pupils clear guidance on how they may improve their work. In addition, teachers generally do not make sufficient use of the day-to-day information that they gather on pupils in order to plan their learning. This results in some pupils, particularly those with higher attainments, being given work that is not always sufficiently matched to their ability. This is primarily evident in mathematics and this hinders the progress that pupils are capable of making. Homework is used satisfactorily to extend pupils' learning. Most homework relates to English and mathematics and the potential to use homework to support pupils' learning in other subjects is often missed. Every encouragement is given for those pupils with access to computers at home to use these in the completion of homework tasks.
26. Support in whole class lessons for pupils with special educational needs is satisfactory. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Learning support staff are effective and make a valuable contribution to the quality of teaching and learning when working on a one-to-one basis with pupils. However, teachers do not make satisfactory use of individual education plans to inform their planning or match the work they provide to the pupils' individual needs. Learning support assistants who work with small groups of pupils without direct teacher supervision occasionally have low expectations about the quality and standard of work produced by the pupils and as a result pupils do not make sufficient progress during these sessions.

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

27. The quality and range of learning opportunities offered by the school are satisfactory, and include all the subjects in the National Curriculum. The school is in the process of transition from following the requirements of one locally agreed syllabus for religious education, to those of another. The school is also beginning to make use of the guidance documents given to all schools nationally and is adapting them to their needs when planning the curriculum. This is an improvement on the previous inspection.
28. The time allocation for different subjects varies greatly from subject to subject and where some subjects have insufficient time allocated to them, has a negative impact on the standards reached. The policy adopted to teach, art and design, design and technology, history and geography, in blocks of time throughout the year is not fully successful. This is because the time lapse between the subjects being taught is too long, so the pupils have difficulty in recalling the knowledge or building on the skills acquired during the previous set of lessons. A further complication is how time is managed during the school day. The Literacy Hour often overruns and Key Stage 1 pupils currently have a thirty-minute afternoon break and this places a further restriction on the time given to subjects of the curriculum.
29. The Literacy and Numeracy strategies have been successfully implemented at both keys stages and whilst satisfactory use is made of other subjects to extend pupils' literacy and numeracy skills in other curriculum areas, more could be done. Pupils make satisfactory use of the expertise they have gained in information and communication technology, especially when accessing the Internet as a means of research. The curriculum for children at the Foundation Stage is satisfactory overall. However, insufficient time and attention is given to ensuring that pupils sufficiently develop their creative skills and this impedes their progress.
30. The planned provision for pupils' personal and social development is satisfactory. There is also a suitably planned programme to ensure that pupils develop a suitable awareness of issues relating to drugs and sex education. The provision offered to pupils in extra-curricular activities is good. There are good opportunities for pupils to share sporting experiences with their contemporaries from other schools in football and netball, for example. There are active music clubs including choir and recorder groups. Pupils are able to demonstrate their skills in assemblies, for example, and in well-presented musical performances at Christmas and the end of the school year. A ceramicist offers guidance on preparing a range of items, such as animals and plaques, and these are currently on display as a celebration of pupils' achievements. Pupils in Year 6 experience a residential visit that encourages the use of both existing and new skills. These visits are enjoyed and appreciated by all who attend.
31. Although currently there are limited opportunities for the business community to become closely involved with the school, every opportunity to develop these links is being sought. There are very close links with the local Church which is used both to support learning and for celebratory occasions, such as Harvest Festival and Christmas. During the inspection Humberside Fire Brigade explained the dangers of fire and safety procedures by means of workshops, video presentations and realistically staged demonstrations. Continuing links are in place with York College whose students experience teaching practice at the school during their final year of study.

32. The provision for pupils with special educational needs in Key Stage 1 is satisfactory overall. The school provides a suitable range of support to meet the various needs of the individual pupils. The most effective is the in class support from learning support assistants. Although teachers have copies of pupils' individual education plans they are not used to effectively plan suitable work to meet the needs of individuals. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with Code of Practice guidance. The curricular arrangements for the withdrawal of a significant proportion of pupils at Key Stage 2 for additional help is unsatisfactory and does not promote the inclusion of all pupils to provide them with access to all aspects of the National Curriculum.
33. The provision for pupils' spiritual and cultural development is satisfactory, and for their moral and social development is good, which is an improvement since the previous inspection.
34. The pupils' spiritual development is fostered through assemblies and in some lessons, particularly religious education, where pupils are provided with opportunities to reflect upon aspects of their own lives and those of others. There is also a pleasant quiet outdoor area with tables and chairs for the pupils to use during lunch and break times. Pupils who are members of the gardening club are busy organising and planting an attractive area in the grounds, which is enhancing the immediate environment. Although situations sometimes arise in lessons for spiritual moments, these are not usually planned and tend to arise spontaneously and rely on individual teachers' ability to capitalise on incidental opportunities.
35. Pupils' social and moral development is successfully promoted in a number of ways. Collective worship themes are planned around 'sharing', for example, and there is a weekly assembly which celebrates the good behaviour and effort of the pupils. Regular donations are made to a variety of charities and there is currently a collection of used spectacles for 'Vision Overseas'. These charitable contributions are helping pupils to become more aware of the needs of people throughout the world who are less fortunate than themselves. Teachers set a good example and treat their pupils with respect and, in some classes, have school rules on display so pupils have a clear sense of right and wrong and behave thoughtfully towards each other. Some teachers use circle time very effectively to encourage pupils to examine their feelings and to develop their ability to make reasoned and responsible judgements regarding moral issues. This, however, is not regular practice and is not a timetabled element of the curriculum. Teachers also provide good opportunities in lessons for pupils to work together in pairs and small groups. The pupils respond positively to this and work and discuss sensibly together, sharing resources and taking turns. Social skills are also well promoted through the provision of opportunities for pupils to participate in residential visits to Northumberland or Sutherland Lodge Activity Centres.
36. Provision for pupils' cultural development is satisfactory. Pupils are taken on educational visits to museums and places of educational interest, and are provided with good opportunities for musical tuition through school clubs and peripatetic lessons. They take part in drama and musical performances in school and in the church. There are, however, too few opportunities for pupils to gain insight into other cultures. They receive information about the different world faiths in their religious education lessons, and there are two displays in school relating to India, one which illustrates the variety of languages and another, which is well annotated, on how to put on a sari. Pupils in Class 3 have also learned a Hindi nursery rhyme, which they are able to perform to a recorder accompaniment. There are insufficient library books or artefacts and no musical instruments to highlight the richness and diversity of our multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school continues to offer good levels of care for its pupils throughout the school. Every pupil is known and valued by teaching and non teaching staff and a high priority is given to ensuring that every pupil feels special and treated as an important individual. This is an aspect which has been given consistent and careful attention since the time of the last inspection.
38. The procedures for child protection and welfare are good. The named teacher undertakes this role in a professional, sensitive and supportive manner. All members of staff fully understand the procedures and time is given to ensuring that appropriate updates of legislation are made available through structured training and courses. The school gives good attention to aspects of health and safety and ensures that procedures, such as risk assessments, audits and other statutory procedures are fulfilled at the appropriate times. Two members of staff currently hold first aid qualifications, which are updated on a regular basis. Good provision is made for pupils who are unwell or need medical attention during the school day. Clear procedures for reporting incidents are in place and for contacting parents and carers should the need arise.
39. The school has satisfactory links with other agencies to ensure the provision outlined in pupils' statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a range of other professionals, parents, carers and other schools. These duties are undertaken appropriately as is the organisation of annual review meetings.
40. Baseline assessment carried out at the beginning of the Reception class is satisfactory. It is also completed at the end of the Reception year to enable the children's progress to be measured. Through regular observations of children's behaviour the staff have a good knowledge and understanding of each child's strengths and areas for further development. However, the information gained on the children's progress is not always put to sufficient use and higher-attaining pupils are often asked to complete the same work as that of other pupils. This limits their progress.
41. Assessment procedures for pupils in Key Stages 1 and 2 are unsatisfactory and the day-to-day assessment is not used well enough to plan lessons that cater for the pupils' varying needs. Teachers have not placed sufficient emphasis upon the development of monitoring and tracking pupils' achievements. Throughout the school, assessment information is not used consistently to identify pupils who may need extra help, or to identify higher attaining pupils who need work which is more challenging. Not all teachers mark pupils' work well enough. Some assessment records are being developed but they do not contain precise information about what pupils do well and what they need to do next. Co-ordinators for each of the subjects have yet to initiate and implement procedures for monitoring pupils' progress and achievements in the subjects for which they are responsible. Portfolios of samples of pupils' work in every subject are not in place to provide teachers with information about the quality of pupils' work throughout the school. The school is aware of the need to match pupils' work to National Curriculum levels in order to more closely evaluate how standards within the school reflect those found in other schools. At present, there are few procedures securely in place to use information to monitor groups of pupils, such as boys and girls, or any minority groups, who, from time to time, may be represented in the school, such as pupils in care, or those who speak English as an additional language.

42. The recently appointed headteacher has introduced some new procedures to monitor the rate of pupils' attendance. As these have been in place only a short time, it is too early to comment on their effectiveness in improving pupils' attendance, which at below the national average is currently unsatisfactory.
43. The school implements some assessment procedures to identify pupils with special educational needs and complies with the Code of Practice. However, the information is not used effectively or consistently for reviewing the appropriateness of pupils being retained on the school's special educational needs register or deciding what further help they may require. This has resulted in a small number of pupils being placed on the register for too long. This is unsatisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The partnership between the school and parents is good and has been developed well since the time of the last inspection. Parents expressed their appreciation of the dedication, care and efforts given by the staff in the teaching and care of the pupils in their charge. This view was demonstrated in replies to questionnaires, attendance at pre inspection meeting and when talking to parents during the course of the inspection. Parents feel they can approach the school at any time and that the headteacher and staff will ensure that any concerns are listened to and appropriate solutions offered and implemented.
45. The information provided to parents and carers is good. There are regular, well-produced letters and information sheets to keep them up to date on forthcoming topics, events and activities and these form the basis of good communication between home and school. End of year reports have been improved since the last inspection and give clear comments on each area of the curriculum, pupils' achievements and attitudes to their work. Although there has been a noticeable improvement in these reports, they do not yet include targets which identify how pupils could develop further in specific areas of their work.
46. Meetings with parents take place twice a year in the autumn and summer terms. The school is currently investigating ways in which these meetings can be further improved to ensure that parents receive maximum benefit and support from this opportunity to discuss their children's progress and attainment.
47. Parents make a good contribution to their children's learning. There is an active 'Friends of Bubwith School' association, which provides valuable and regular support to the school through their many successful social and fund raising activities. The school fully recognises the contribution the Friends make and their assistance in improving the quality of provision at the school. Some parents help on a regular basis in the school with tasks such as craft, baking, hearing readers and accompanying pupils on local visits.
48. Parents of pupils with statements of special educational needs are appropriately involved in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their child and the progress they have made since the previous review. However, the school is less efficient in consulting with parents of pupils who have individual education plans, where the tendency is to inform parents rather than involve them in identifying their needs and

contributing to setting targets. A small number of parents diligently attend the 'Tuesday Workshop' where they work with their child and learn strategies to help them at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is currently being led by an acting headteacher who has only recently taken up the post prior to the inspection. Most of her initial time at the school has been spent gaining a picture of educational provision and becoming aware of the day-to-day procedures. She is quickly developing a clear idea of the school's strengths as well as developing a purposeful and working rapport with the pupils and staff alike. In addition, she has astutely evaluated what features of the school could be improved further.
50. The role of the co-ordinator in supporting the leadership and management of the school is unsatisfactory. Teachers support each other well in terms of the advice and guidance they give each other in devising work in different subjects. Some pupils' work is evaluated and samples assembled to illustrate the standards pupils are reaching when measured against the programmes of work outlined in the National Curriculum. However, there are too few opportunities provided for coordinators to critically evaluate the quality of teaching and learning in their subjects of responsibility, and this reduces the scope for co-ordinators to gain first hand knowledge of what teaching and learning is like in classes other than their own. The procedures that are in place to evaluate pupils' work and progress do not make sufficient use of National Curriculum data and other test data to suggest where the monitoring of teaching could be improved. For example, the most recent test information highlighted that pupils have not reached the same high standards in mathematics when compared to English and science. Whilst some initiatives have been introduced to redress this issue, such as extra support for pupils in Year 6 to reach the higher levels in the tests, the school has not identified that, across the school, pupils' ability to mentally solve everyday problems remains a weak area of their mathematical development.
51. The governors are supportive of the school and satisfactorily fulfil their responsibilities by meeting regularly to discuss the school's work and to offer guidance and support. This is given in various ways and governors visit the school at different times of the year to gauge the quality of the school's provision. The Governing Body relied heavily on information provided by the previous headteacher to discuss issues and make appropriate decisions. The Chair of Governors is a frequent visitor and has a suitable understanding of the issues that are a focus for the school's work. At the time of the inspection the governors were in the process of making an appointment of headteacher and once appointed have a clear agenda for where they would like to see the headteacher lead the school in further development. However, there is no planned programme of visits to the school by the governors to help them gain a clear insight about the quality of the school's provision and their monitoring role in holding the school to account for the key features of its work lacks direction.
52. The progress made by the school since the last inspection has been satisfactory overall. Of note has been the good progress made in improving the quality of provision in information and communication technology. This has included the creation of a purpose built suite of computers with much up-to-date equipment. Training for staff to enable them to use the equipment has been effective and classes now have regular timetabled access to the suite's facilities. Pupils greatly enjoy their learning when in the suite and early signs are that the new facilities are starting to have a positive impact on pupils' attainment. Some of the key issues from the last report have been addressed and further improvements include the raising of standards at Key Stage 2 in English

and science. However, these developments are balanced with a lack of progress in moving the school forward in other areas. For example, the school has yet to develop worthwhile systems to enable the quality of teaching and learning to be monitored effectively. Assessment arrangements to measure pupils' attainment and progress are inconsistently applied across the school, and time during the day is not managed effectively. This lessens the time available for pupils to explore some subjects in appropriate depth and impacts negatively on their learning.

53. School development planning is satisfactory. The school identifies appropriate priorities which concentrate on raising standards in the core subjects as the basis for improvement. These are prioritised within the school development plan and effective action is taken to meet the targets. Over the past year, for example, the school has identified the need to raise pupils' attainment in mathematics following evaluation of end of key stage tests. The resulting programme of work has helped to raise standards in this aspect of the pupils' literacy development. There is satisfactory long term strategic planning. The carry forward of funds from one year to the next is used effectively to maintain staffing levels and to offset problems with falling rolls. Old resources and equipment are replaced on a cyclical basis and when the limited funding permits. The school understands and applies the principles of best value. The money allocated to the school per pupil is relatively high when compared with similar schools.
54. The day-to-day administration and management of the school are satisfactory. The school spends specific grants and funds appropriately. A significant area to benefit from this funding is the provision of information and communication technology equipment in a designated suite. The increased expenditure on information and communication technology has benefited pupils and is beginning to impact upon the standards of work they are achieving. Priorities for implementing the National Literacy and Numeracy Strategies are supported through sound financial management. Pupils benefit from the targeting of funds in these areas, especially through additional literacy support. Additionally, new technologies are being used increasingly to support school administration.
55. Support staff are effective in the contribution they make to teaching and learning when they are deployed to support pupils in whole class lessons. The additional support provided for pupils with statements of special educational needs is most effective when used to enable pupils to be taught alongside their classmates. The special educational needs co-ordinator is a very experienced teacher but does not have a direct teaching remit for working with any pupils who have special educational needs. This is unsatisfactory as there are inadequate opportunities to directly monitor and evaluate the work of colleagues and the use made of individual education plans throughout all subjects of the curriculum. There is a policy for special educational needs which is in urgent need of review. There are two named governors with responsibility for this aspect of the school's work. However, the governors are not involved sufficiently in monitoring the quality of special educational needs provision or devising any criteria for assessing the value of this element of the school's work, or how the school uses the devolved budget for special educational needs. The school provides a satisfactory level of resources and staffing to meet the needs of this group of pupils.
56. The school has an appropriate match of staff who are trained and experienced to reflect the demands of the curriculum. The non-teaching assistants play an important role in supporting pupils with both special educational needs and helping with the day-to-day work in the classroom. However, some of their time at the start of the lessons is not used effectively.

57. The accommodation throughout the school is satisfactory overall and is used effectively. The grounds surrounding the school create a pleasant background to the learning environment and are used effectively to support aspects of the curriculum and extra-curricular activities, such as a gardening club. The hall is used effectively for a range of activities and has sufficient space to ensure clear, safe movement during physical education and dance lessons, for example, or during assemblies. Very good use is being made of the recently created computer suite. This is a bright and attractive area and the provision for this subject has been significantly improved since the time of the last inspection. A well designed website has been created by the pupils for the school with many interesting features. The library is another area which is bright and attractive but is not easily sited for some pupils to gain regular access to support their study.
58. The provision of learning resources is broadly sufficient to meet the demands of the curriculum. The exceptions are design technology and geography, where resources are unsatisfactory. Some resources in music are unsatisfactory but the school is currently making good use of the inclusion of multi-cultural instruments, borrowed from neighbouring schools.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. **In order to improve the quality of pupils' learning further, the headteacher, staff and governors should:**

1) raise standards in mathematics at Key Stage 1 by:

- raising teachers' expectations of what pupils are capable of attaining
- ensuring that teachers plan to address the needs, ages and abilities of pupils in the class
- providing greater opportunities for pupils to develop their skills in solving problems mentally
- making greater use of assessment information in planning pupils' subsequent learning;

(paragraphs 3, 19, 87, 88, 89, 92, 93, 94)

2) raise standards in design and technology and geography at Key Stage 1 by:

- ensuring that the planning of pupils' work matches their ability
- the subjects have sufficient time to enable pupils to explore topics and themes in sufficient depth;

(paragraphs 8, 19, 28, 58, 109 – 114, 115 – 120)

3) improve the procedures for monitoring teaching and learning by ensuring that:

- more effective use is made of National Curriculum and other test data to plan improvements in pupils' learning
- the role of the co-ordinator is more thoroughly developed so that they can play an effective role in the leadership and management of the school
- the Governing Body develops a planned programme of visits to the school so that they gain a greater insight into the quality of education provided for pupils;
(paragraphs 40, 41, 50, 51, 55, 93, 107, 113, 119, 127, 138, 149)

4) improve the school's procedures for assessing, monitoring and tracking pupils' progress in all subjects of the curriculum and make greater use of the information gathered to plan pupils' future learning so that work is appropriately planned;

(paragraphs 40, 41, 84, 93, 94, 106, 119, 133, 138, 143, 144, 149)

5) improve provision for special educational needs by revising the current practice of withdrawing pupils for additional support so that they have full access to all subjects of the curriculum;

(paragraphs 9, 14, 32, 77, 95, 134, 145)

6) improve the rates of attendance at the school by ensuring that:

- the school continues to monitor attendance and raise parents' awareness of the importance of full and regular attendance.
(paragraphs 17, 42)

The following less important features should be included in the school improvement plan:

- raise children's attainment in the creative aspect of their development in the Foundation Stage
(paragraphs 1, 20, 29, 60, 74)
- ensure that learning support assistants are effectively deployed in all parts of lessons
(paragraph 22)
- ensure the marking of pupils' work is effective.
(paragraphs 25, 92, 100, 118)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		2	8	17			
Percentage		7	30	63			

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

Information about the school's pupils

Pupils on the school's roll		YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		108
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs		YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		11

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

%

Unauthorised absence

%

School data	6.4
National comparative data	5.6

School data	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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	10	6	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	4	4	4
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	75 (83)	81 (61)	81 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	4	4	5
	Total	13	13	15
Percentage of pupils at NC level 2 or above	School	81 (78)	81 (94)	94 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	10
	Girls	5	5	7
	Total	15	13	17
Percentage of pupils at NC level 4 or above	School	83 (91)	72 (91)	94 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	6	6	6
	Total	15	15	15
Percentage of pupils at NC level 4 or above	School	83 (91)	83 (91)	83 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	99
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.9
Number of pupils per qualified teacher	18:1
Average class size	21.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	122

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	275 589
Total expenditure	266 816
Expenditure per pupil	2695
Balance brought forward from previous year	28 615
Balance carried forward to next year	37 388

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	108
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	3	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	45	42	13	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	19	62	19	0	0
I would feel comfortable about approaching the school with questions or a problem.	95	5	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	52	39	9	0	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	26	57	17	0	0

Other issues raised by parents

There were no other issues raised by parents.

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

60. Children start at the school in the academic year that they become five. There are currently 11 children in the Reception, a number that is historically smaller than that normally seen. This situation is to be reversed in September 2002 when the school will be admitting 20 children. Given the size of the different cohorts, the children's attainment has shown some variation from year to year but is currently average. By the end of the Foundation Stage, children attain the Early Learning Goals in their personal, social and emotional development, communication, language and literacy and physical development. In their mathematical development and knowledge and understanding of the world, the children exceed the Early Learning Goals. Children make good progress in these areas of their learning and largely satisfactory progress in other aspects. The exception is in their creative development where children do not make the progress of which they are capable and children do not reach the expectations outlined in the Early Learning Goals.
61. The overall provision for children in the Foundation Stage is satisfactory, and there are strengths in how mathematics is taught and in how children's knowledge and understanding of the world is promoted. The overall provision in the Foundation Stage has been maintained since the last inspection. For the introduction to many lessons, the children are taught alongside their Year 1 classmates. For the rest of the lesson, the children are then primarily taught by a full time nursery nurse in the room adjacent to the Year 1 classroom. The quality of her work with the children is good and children make satisfactory progress overall. Progress is unsatisfactory in the children's creative development as in the main too little attention is paid to this aspect of the children's learning. The creative work that is planned is often the same as that for the Year 1 pupils and this is not always appropriate to the children's needs. Although children have access to a small outside play area, this is only at intermittent parts of the week and this limits the children's exposure to further opportunities to use bikes and trikes in the support of their physical development. The children do, however, have regular use of the hall for more formal physical education lessons.
62. The quality of teaching in the Foundation Stage is satisfactory overall and good in the areas of mathematical development and knowledge and understanding of the world. The staff have a satisfactory understanding of the needs of the children and children are managed well in the more formal teacher directed activities. However, too little emphasis is placed on ensuring that wherever possible structured imaginative play forms a regular part of the children's learning. The nursery nurse works effectively with the classteacher in supporting the children's learning and the good rapport that is very much evident between the children and the staff effectively ensures that the children are settled quickly into school. Planning is largely undertaken by the classteacher and this is based on the Early Learning Goals. However, the curriculum for the Reception children is not always separated out clearly enough from the planning that is done for the Year 1 pupils and some of the children's learning merges into that for older pupils. Children are assessed when they first enter the school, and are then assessed again at the end of the Foundation Stage to measure progress. However, in the main, insufficient attention is paid to the information gained when planning children's learning. In some lessons teaching does not take sufficiently into account the spread of ability within the group when planning work and more able children are often asked to complete work that is the same for other children.

Personal, social and emotional development

63. The children make satisfactory progress in the their personal, social and emotional development and by the end of the Foundation Stage reach the expectations outlined in the Early Learning Goals. Teaching is satisfactory. In many lessons, children are eager to learn and listen very effectively to the instructions given to them by their teacher and nursery nurse. Children are curious about their learning and ask questions confidently and with assurance. When working alongside their Year 1 classmates in the opening part of lessons, children sit quietly waiting patiently for their turn to speak and are developing a good awareness of the need to let others speak while waiting for their own turn. Children work well together on the tasks that they are set and know that teacher's expectations in relation to classroom behaviour are important for the well-being of all in the class. Children have a good understanding of what behaviour is acceptable and what is not and of the concept of right and wrong. Children show good levels of respect towards one another and those who work with them to support their learning.
64. There are times, however, when some of the children's learning is over-directed and this impedes the rate of their learning. In some lessons the children are provided with too few opportunities to select their resources and equipment independently, and this limits the chances for children to discover things for themselves or follow their own lines of enquiry.

Communication, language and literacy

65. Children make satisfactory progress in the development of their communication, language and literacy skills and attain the Early Learning Goals by the end of the Foundation Stage. Teaching is satisfactory. Children attain high standards in their speaking and listening skills. Many are confident talkers and are eager to venture their ideas in front of a larger audience. Children effectively listen to instructions and the views and ideas being expressed by their classmates. Good emphasis is placed by the adults on supporting the children's speaking and listening skills. Children enjoy talking about what they are doing, and adults take time to listen to them.
66. Early reading skills are sufficiently developed. Children are encouraged to take books home so that they can read with their parents. Children make satisfactory progress in learning letter names and sounds and by the end of the Foundation Stage are reading most frequently used words. They are beginning to make sense of more unfamiliar texts and are able to explain what terms such 'title', 'author' and 'blurb' mean. The range of books to support the children's early reading development, including the school's scheme materials, is satisfactory although the organisation of these in the children's learning bay do not have high prominence. This reduces the impact on and the standing that books have in the children's daily learning.
67. The children are given sufficient encouragement in mastering the basic skills of writing when they join the Reception class. A range of writing materials is available and the children enjoy experimenting with forming the letters of their name, for example, and with writing the letters of the alphabet. By the end of the Foundation Stage, children are able to write their names and construct simple phrases to describe the type of houses they may have seen on a walk around the village, for example. However, some children, particularly the higher attaining, are capable of producing more writing than they do. Expectations of the children are too low in this regard and these children are capable of writing in more depth and for a variety of purposes.

Mathematical Development

68. By the end of the Foundation Stage, children exceed the Early Learning Goals in this area of their development. Teaching is good and children make good progress in developing their early understanding of mathematical ideas. The children have a good understanding of number and many can reliably recognise and count to 30 and higher attaining children can count in tens to a hundred. Children have a secure understanding for their age of concepts such as addition and are able to use pencil and paper methods in writing and solving the addition of single digit problems. Many of the children are able to explain what is meant by 'adding on' or 'taking away.' Children can explain well and recognise two-dimensional shapes and confidently use language such as 'heavier' or 'lighter'. They are given good opportunities to use large construction apparatus, and are able to build imaginary objects that are 'bigger' or 'taller' than those that their classmates may construct.
69. Members of staff provide good opportunities for children to use practical everyday equipment to successfully develop their early mathematical skills. In addition, some effective use is made of simple computer software programs that successfully develop children's insight into how information and communication technology can be used to support their learning. Overall, the staff achieve a good balance in providing the children with opportunities to explore mathematics using structured play as well as formally recording their learning. This ensures that many children take positive steps forward in their early learning of mathematics.

Knowledge and understanding of the World

70. By the end of the Foundation Stage, children attain standards that are above the expectations of the Early Learning Goals. As a result of good teaching in this area of their learning, children make good progress in their understanding of the world around them. Good use is made of the local community by teachers to develop the children's understanding of their immediate environment and trips are regularly organised for the children with this in mind. As a result, children have a good knowledge for their age of the local community and are able to give examples of the types of buildings they see in the village on their way to school. They explain the type of work that a postman undertakes and understand why it is important to correctly write the name and address on an envelope to enable it to be delivered. They also understand that a policeman, fire officer, nurse and vicar work and give assistance to others.
71. By exploring themes such as 'Homes' children have a good understanding of the sorts of materials that are used in the building of different homes and children are able to give a good explanation for their age of why some homes are larger than others and what terms such as a 'detached' or 'terraced' house mean. Children have a good understanding for their age of the concept of 'growing older' and realise the significance of occasions such as birthdays. Pupils get good opportunities to explore what creatures may live in the school grounds and appreciate well that spiders weave their own homes from the thread they form. They know that all living creatures need food and water to grow. Pupils are confident in their use of computers to support their learning. They ably use the mouse to move around the different parts of a computer program and are able to explain that a compact disc is not only for using on a computer, but is also used for listening to music.

Physical development

72. By the end of the Foundation Stage, children attain the Early Learning Goals in their physical development. Their progress is satisfactory in most aspects of their learning in this area as is the quality of teaching. The school has an outside area that lies adjacent to the children's classroom that allows the children to use small trikes and other equipment to support their development. In practice, however, too little use is made of this on a day-to-day basis. Children do not have free access to this space and only use it at certain points of the week, irrespective of the weather conditions. However, children do get access to other parts of the school grounds and this allows them to develop their physical skills and take part in co-operative play. With practice and encouragement they gain sufficient confidence and control in balancing, jumping and throwing and catching.
73. The children have sufficient opportunities to develop their fine motor skills. Teachers encourage the children to cut, sew and use equipment such as scissors. As a result, children work with increasing control and concentration when using the equipment.

Creative development

74. Children make unsatisfactory progress in this aspect of their learning. By the end of the Foundation Stage children do not attain the Early Learning Goals in this area of their development. Too few opportunities are provided for pupils to learn a range of skills and techniques that are appropriate to their age and ability. Most of the children's learning experiences in this aspect take place when their Year 1 classmates are taking part in art and design and many of the Reception children's learning activities are the same as their classmates. Too few opportunities are regularly provided for children to develop their understanding of colour and pattern, although children do make satisfactory progress in the development of their drawing skills. Teaching is unsatisfactory and too much of the work that is planned for the children is too similar to that of their Year 1 classmates, resulting in the children undertaking work that is not always appropriate to their needs.
75. Children learn to sing simple songs and tunes, largely as a result of the work that they undertake with their Key Stage 1 classmates who often form one group for the teaching of music on one afternoon a week. Children are able to differentiate between loud and soft sounds but too few opportunities are provided for them to accompany their singing by playing untuned instruments.
76. Some access is given to the children to take part in imaginative role-play activities. Adults often reorganise the classroom and create particular areas with the focus being to develop the children's powers of imagination. This term, for example, a 'Flower Shop' has been established. However, insufficient use is made of such areas to promote the children's learning in the course of their day-to-day work.

ENGLISH

77. Standards in English in the Key Stage 2 National Curriculum tests in 2001 were above the national average and were in line with the average of similar schools. In Key Stage 1, attainment in both reading and writing matched the national average but were below and well below in comparison with similar schools. These findings were confirmed during the inspection and represent an improvement in Key Stage 2 on the previous inspection. This is largely due to the good quality of teaching English at the end of the

key stage. The school has focused much of its development work in writing over the past year and this has helped to raise standards currently reached by pupils at both key stages. Most pupils, throughout the school, including those with special educational needs, make satisfactory progress but the withdrawal arrangements in Key Stage 2 means that not all pupils are having access to the Literacy Hour which is impacting on their progress.

78. Pupils' listening skills in both key stages are very good. They sustain their concentration well during whole class sessions, listening carefully to explanations and responding appropriately to questions and instructions. Speaking skills are good and are often very good. By the time they leave Key Stage 1, most pupils can express themselves very clearly, focusing well on essential points and using appropriate vocabulary and grammar. Plenty of opportunities for discussion are provided throughout Key Stage 2, and by Year 6 pupils are confidently able to exchange ideas and views in well-constructed sentences. Teachers focus well on the use of correct subject terminology across the curriculum, but do not always sufficiently encourage pupils to experiment with more imaginative and adventurous language during the Literacy Hour. This reflects not only on their verbal communication but also on the quality and creativity of the vocabulary they adopt in their written work.
79. By the end of Key Stage 1, inspection findings are that standards in reading are in line with national expectations. Pupils gain a suitable range of sight vocabulary through the use of a well structured, broad based, reading scheme, which helps them to read fluently. Letter names and sounds are carefully taught and practised so pupils readily and competently decipher unfamiliar words. Some of the pupils in Year 2, however, are reading books below their ability so they are not being advanced through the scheme at a suitable rate and could make better progress if the challenge were increased. Pupils receive regular reading practice in school, individually and in groups where they discuss the structure of books with their teacher, learn how to use an index and gain insights into the plot and characters. As a result, their comprehension of the stories they read is good. Pupils take their books home regularly and read to their parents, which is beneficial to their progress, but the school has not established a productive system of home to school diaries as a means of informing parents and teachers of progress and difficulties. Most pupils enjoy reading, but a small minority are less positive and seldom read from choice.
80. Pupils continue to make satisfactory progress throughout Key Stage 2, and in their final year progress is good, with many of the higher attaining pupils achieving above average standards. By the end of Year 6, most pupils are confident, fluent, expressive readers, using appropriate strategies to establish meaning, including phonic and contextual clues. Their levels of comprehension are good and they are able to discuss the plot and characters in the books they are reading, often referring to the text in order to illustrate their views. Many are developing preferences for favourite authors and books and are able to explain the reasons for their choices, such as humour, excitement or good descriptions. Most pupils express a preference for fiction and poetry rather than non-fiction books but they are able to locate non-fiction books in the library. They are not, however, provided with sufficient opportunities to utilise the library as a resource to help them to become independent learners. Reference books, photocopied extracts and information technology programs are used well in the classrooms in various curriculum areas, and pupils research information and make notes from the texts. Good use is also made of the information technology suite to access the Internet. Pupils in Year 5, for example, demonstrated their ability to skim and scan through a variety of resources in order to research information on the wives of Henry VIII.

81. By the end of Key Stage 1, standards in writing are in line with national expectations. Pupils are developing the basic writing skills of spelling, punctuation and letter formation well because the teachers are focusing on these in the Literacy Hour. The pupils use their phonic skills confidently and accurately when attempting to spell words, their writing is usually legible and they use a joined script from an early stage. Most are able to write a series of logical sentences and have a good understanding of full stops and capital letters, with some pupils using commas correctly. Although pupils practise these skills when writing for a variety of purposes, they are not being given sufficient opportunities to write imaginatively. They write news about events in their own lives, poetry, sequenced instructions for making things, such as a cup of tea, and stories they have heard or read. However, too few stimulating opportunities are provided for pupils to write their own stories, challenging them to stretch their imaginations to the full, write creatively and adopt interesting and varied vocabulary. Too much reliance is placed on work sheets, which tend to encourage short answers of one word or sentence and do not allow the pupils to look back over their work and judge their progress over time.
82. Pupils continue to make satisfactory progress in their written work throughout Key Stage 2 but progress accelerates in Year 6 where the pupils are achieving well and progress is good. There are some good examples of pupils writing in different styles for different purposes, and also using their writing skills successfully in other curriculum areas. By the end of the key stage, standards in writing are above national expectations. Pupils in Classes 3 and 4, for example, have written stories with titles such as, 'School Life' and 'Snowylocks And The Three Polar Bears', and then made books in their Design and Technology lessons with illustrations which have moving parts. These books are attractive, imaginative and humorous. Year 3 pupils have also made picture postcards from different parts of the world and written the messages and addresses in the appropriate style. Year 6 pupils have written a dialogue for a play script for an episode from David Copperfield, humorous parodies of the Shakespeare Sonnet, 'Shall I Compare you to a Summer's Day' as well as a précis of an extract from 'Romeo and Juliet'. They are able to plan, draft and write imaginative stories at some length, often using creative and adventurous language. They are able to adopt a more formal language in order to write letters to the manager of the local planning department outlining the problems of the traffic and putting arguments for and against the building of a bypass. Standards in spelling and punctuation are good with some pupils making few errors in complex words, organising their work into paragraphs and using apostrophes and inverted commas accurately. Information and communication technology is sometimes used effectively for word processing, but remains an under used resource in most classrooms during the Literacy Hour.
83. Pupils work hard in their lessons and their behaviour is very good and this has a very positive effect on their progress. They listen well to adults and each other during discussions and are eager to contribute their ideas or answer questions. They cooperate very well together when working in pairs or small groups and can be trusted to stay on task without direct adult supervision. Pupils' work at a good pace and a majority finish their tasks on time, but some do not take sufficient pride and care in the presentation of their handwriting and this mars their progress in this aspect of their literacy development.
84. The quality of teaching and learning is satisfactory. There are some very good features to teaching particularly in the good encouragement pupils are given to develop their speaking and listening skills across the curriculum. Teachers structure their lessons and manage their pupils well, resulting in good behaviour and a willingness to learn. The teaching of basic skills is clear and accurate and involves all the pupils but most

teachers are not providing enough opportunities for pupils to apply these skills creatively in extended pieces of written work. At Key Stage 1, pupils too often practise the basic skills on worksheets, which do not sufficiently match their needs and abilities. This particularly affects the progress of the higher attaining pupils who would benefit from further challenge. Pupils are set individual targets for their work but the teachers' marking seldom reflects this and few suggestions for improvement are made in the pupils' books. Lessons are satisfactorily planned and follow the Literacy Strategy but seldom make use of ongoing day-to-day assessment.

85. The school has made increased use of assessment data in planning improvements to the quality of pupils' English work. Recent work has included, for example, an evaluation of the teaching of writing across the school and seeking ways to improve the quality of it. Pupils in Year 2 are now expected to use joined up writing in the course of their daily work and this increased expectation of them has helped to raise standards at Key Stage 1. However, the role of the coordinator is unsatisfactory and the co-ordinator has not been given enough opportunities to overview the whole curriculum and how it is taught by careful monitoring of the teaching and learning and scrutiny of the planning. There is also insufficient evaluation of the outcomes of the optional tests at Key Stage 2 followed by modifications in the curriculum in order to raise standards to an even higher level.
86. Resources are satisfactory with a good range of big books, group readers and fiction books. The library is very attractive but is underused by pupils for personal research and some of the books are old and tatty and need replacing. The curriculum is enhanced by pupils' participation in drama performances in school and the church, adding much to the pupils' social and personal development. Very little of their creative writing is displayed around the school, which would raise their awareness of the value of the written word as a means of communication and help pupils to take pride in the quality of their work

MATHEMATICS

87. The 2001 National Curriculum test results for pupils by the end of Year 6 indicate that standards in mathematics are similar to the national average and inspection findings show that standards are in line with national expectations. When comparing the test results with similar schools standards are average. National Curriculum test results for pupils aged seven show that attainment for the past two years has been below the national average. When the results are compared with similar schools, standards are well below average. Inspection findings show attainment is below average. At both key stages, pupils with special educational needs make too little progress largely as a result of the inappropriate systems of support they receive. There are some indications that the National Numeracy Strategy is bringing about more consistency in teaching which, over time, has begun to impact positively on standards, but at the moment standards are not high enough at the end of Key Stage 1 and pupils do not achieve as well as they could.
88. The school has yet to put into place appropriate rigorous management and monitoring procedures for the subject to ensure that pupils make more consistent gains in their learning, especially in Years 1 and 2. Teaching is inconsistent throughout the school. In Years 3 to 6 it is satisfactory, but over time in Years 1 and 2, it has been unsatisfactory. No unsatisfactory teaching was seen during the inspection. A more focused approach to raising standards by the time pupils are aged eleven has been implemented through

the introduction of the National Numeracy Strategy and this is slowly beginning to help to improve pupils' overall progress throughout the school.

89. Pupils, including those with special educational needs, make unsatisfactory progress at Key Stage 1. By the age of seven, pupils can count and match words to numerals up to a hundred. Most can count in twos to 50 and they recognise that even numbers end in 0, 2, 4, 6 or 8. Pupils can add two and sometimes three numbers together to 100, but in general they are not secure with their number facts and many need to count on using their fingers. They can share 16 cubes into halves and quarters and they are beginning to learn rudimentary algebra facts, so that a few more able pupils develop the ability to solve problems such as $9 + ? = 25$. In general, the speed and strategies pupils use to arrive at answers are underdeveloped. Pupils are comfortable with shape, recognising and naming several two-dimensional shapes but have less knowledge and understanding about features of three-dimensional shapes. They occasionally measure in non-standard units, such as span, but their knowledge of weight and other measures is unsatisfactory. Teachers are beginning to extend pupils' mathematical vocabulary which, although used in lessons and reinforced through display, is still not securely developed. Pupils appropriately apply their knowledge of number facts into money activities, so that they can solve small shopping problems by working out the amount of change from amounts up to £1.00. Pupils' ability to solve problems is weaker.
90. At Key Stage 2, pupils make satisfactory progress because they have more regular opportunities to apply their knowledge and understanding of mathematics within their lessons. Consequently, their skills are developed and consolidated effectively. By the end of Year 6, pupils identify and apply the formula for measuring area, although some confuse it with that for perimeter. They have an understanding of shape and time, but skills of estimation are weaker and, with the exception of the more able in the group, they have some difficulty in finding approximate answers to questions like 49×21 . Opportunities for pupils to adapt and develop these skills are now being more regularly planned through the use of the National Numeracy Strategy. However, less able pupils are sometimes neither sufficiently challenged nor encouraged to explore and experiment in order to find alternative ways of arriving at answers. Opportunities for investigation and problem solving for these pupils are generally restricted to paper activities and strategies for the development of pupils' mathematical vocabulary are inconsistently practiced, so that some pupils lack confidence when they talk about their work.
91. By the end of Year 6, most pupils are comfortable with mental arithmetic calculations. They can solve problems involving the four rules of number, money calculations, fractions, decimal values and percentages of numbers. Year 6 pupils have a secure knowledge of number facts so that instant recall is satisfactory. Pupils are able to name a good range of solid and flat shapes and use correct mathematical terms to talk about the number of faces, edges and vertices. They have a secure understanding of the relationship between acute and obtuse angles and can solve problems associated with them. The use of algebra is not adequately developed for pupils to solve simple addition and subtraction sums involving brackets. They can relate decimals to fractions and percentages, but too few can find, for example, 27% of 80 without being prompted.
92. The quality of teaching and learning is unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. At Key Stage 1, weaker teaching is characterised by lack of challenge and insufficient consideration to the needs of the different ages and abilities of pupils in the mixed aged class. As a consequence, higher-attaining pupils are often presented with the same work as younger and less able pupils and this hinders their progress. Some

good teaching was seen in Key Stage 2 during the inspection. For example, in the Year 3/4 class teachers made effective use of challenging questions and a good pace to teaching accelerated the rate of learning. Tasks and materials were well matched to the attainment of pupils in different groups, and consequently pupils' confidence when discussing angles using correct vocabulary increased. Pupils enjoy good relationships with their teachers. This helps to promote good concentration and behaviour, hard work and good progress. Too little use is made of information and communication technology to promote learning. The quality of teachers' marking is inconsistent and often it is little more than a cursory tick. Although there are some good examples of marking, teachers do not make enough use of comments which are encouraging and identify areas for development for pupils.

93. The school has introduced the National Numeracy Strategy but it is only recently that it is becoming embedded in practice so that it also impacts on other subjects of the curriculum. The subject has been inconsistently managed since the time of the last inspection. Teachers do not yet plan together well enough or have enough opportunities to discuss the best strategies to use to help pupils learn. The co-ordinator has not monitored the quality of teaching and learning sufficiently so that the subsequent evaluation of lessons has not been helpful in raising standards.
94. Assessment procedures have not yet been established, through which analysed information from the compulsory annual tests for seven- and 11-year-olds is used to plan further improvements. No use is made of such data to set school and class targets for improvement. Since the recent appointment of the new acting headteacher, the school has become more aware of the value of using information gained from standardised tests for pupils in all classes, and how teachers could promote better individual progress by using individual targets.

SCIENCE

95. National Curriculum test results for 2001 showed pupils in Year 6 achieved standards above the national average. When the results are compared with similar schools, standards are average. Evidence from the inspection indicates pupils currently in Year 6 are attaining standards that are above average. This is a good improvement since the school's first inspection when standards were average. At Key Stage 2 pupils make good progress. Pupils who have special educational needs who do not miss their lessons because of withdrawal for additional support in literacy make satisfactory progress.
96. Standards by the end of Key Stage 1 are average. Progress in Key Stage 1 is satisfactory but higher-attaining pupils do not make enough progress to achieve higher standards of work because the work they are given is not challenging enough. For example, in one lesson seen during the inspection pupils were observing and recording the growth of plants. The younger pupils made good progress because the work was challenging their thinking, but the older pupils only made average progress because they were not expected to record their work in a more challenging format. Computers are not yet used well enough to support the recording of evidence and the presentation of results.
97. By the end of Year 2, pupils are familiar with some uses of natural and man made materials, including wood, plastic, wool and paper. They have very little understanding of the benefits and dangers of electricity and have a lack of knowledge and

understanding about safety when it. Pupils have a satisfactory understanding about life processes and living things and appreciate that plants, flowers and vegetables need water in order to grow and thrive. All pupils enjoy investigative work and standards are satisfactory. It is especially beneficial for pupils who have special educational needs as pupils benefit from the help and support they receive from their classmates. The practical approach to learning ensures they make secure progress in developing their knowledge and understanding of the subject. However, in general pupils do not record any of their work in exercise books, all of it being completed on worksheets. Few pupils are able to talk knowledgeably about what they have recorded, because their work is not well cared for or filed systematically in date order. Worksheets are often unrelated or out of sequence.

98. By the end of Year 6, pupils attain standards that are above the national average and progress is good. An analysis of pupils' work at Key Stage 2 indicates that pupils have covered a good range of work since the beginning of the school year. By the end of Year 6, however, pupils have a good knowledge and understanding of forces and explain what is meant by gravity and understand well the impact that the moon has, for example, on tidal movements. Pupils understand well the major organs of the human body and are able to explain well for their age the concepts of condensation and how mixtures can be separated. Pupils' scientific vocabulary is developing well and in relation to living processes, for example, pupils can explain terms such as 'petal', 'stigma' and 'pollen'. Pupils make good progress in their lessons as the tasks they are given help them to develop skills of recording their work using diagrams, labels and the interpretation of data. Year 6 pupils are able to explain basic features of fair testing and they are able to select apparatus and use with care and precision. However, at present they are not experienced or familiar with devising and carrying out their own experiments and investigations but are too reliant on following their teacher's lead.
99. The quality of teaching and learning is satisfactory at both key stages but often good in Key Stage 2 where pupils make more consistent gains in their learning. The most consistent strength is the way in which teachers manage pupils. As a result, pupils work hard for their teachers and show them respect. Teachers who are most effective organise their lessons well by using a range of different teaching styles to vary the lesson. They expect pupils to work hard and try their best so they make the work challenging and interesting. A lesson observed in the Year 5 class demonstrated this well. The lesson had been very well prepared using resources creatively to demonstrate the moon's orbit of the Earth. Pupils were very quiet and well behaved as this difficult concept unfolded and they could visualise the planetary movements. The teacher had high expectations about what the pupils could achieve, and her own confidence and secure knowledge and understanding about the subject stimulated pupils' discussion. The work was interesting and challenging and pupils had to concentrate, therefore, and make more effort to work out a solution to the challenge they had been set. Where teaching is good, a high degree of emphasis is placed upon developing their knowledge and use of specific scientific vocabulary. Features of other good teaching include effective ways in which teachers enable pupils to assess the quality and extent of their own learning. This increases their self-confidence and generates a positive attitude to learning and an enthusiasm for learning more in their next lesson.
100. In some lessons particularly at Key Stage 1, whilst teaching is satisfactory, there are shortcomings. The subject is not taught in adequate detail so some more able pupils' knowledge of science is underdeveloped. Teachers do not always have high enough expectations about what these pupils are able to achieve and do not expect them to

make adequate records of their work. The work pupils do produce is not well marked to include comments which help pupils improve their work.

101. The procedures for assessing pupils' work and the use teachers make of the information are unsatisfactory. There are very few records which help teachers plan the next steps in learning and teachers do not keep adequate information about the development of pupils' skills. At Key Stage 1, pupils who are capable of achieving better than average standards of work are not always given tasks that are sufficiently challenging. More time needs to be devoted to monitoring the effectiveness of the implementation of teachers' plans in the classroom and how they affect the quality of teaching. The co-ordinator acknowledges the benefits of introducing target setting and producing a comprehensive portfolio of pupils' work which is levelled according to National Curriculum levels which teachers could use as a point of reference to help their planning.
102. Since the time of the last inspection good progress has been made in improving standards pupils achieve by the time they are aged eleven. However, standards pupils achieve at the end of Year 2 and the progress they make are not as good as they were in 1997. The school is aware of the need to establish consistent standards of good teaching and learning throughout the school and with the support and guidance of the acting headteacher is suitably placed to speedily address areas for development.

ART AND DESIGN

103. Standards in art and design are in line with the national expectations at the end of both key stages. At Key Stage 2, this represents a decline since the previous inspection when standards were above national expectations. This is due to changes in subject priorities in the school. Most pupils, including those with special educational needs, make satisfactory progress as they move through the school.
104. Pupils in Key Stage 1 use glue, paint and brushes with good control and enjoy painting self-portraits and dandelions to make colourful displays in the corridor or to brighten up their 'Flower Shop' with flower decorations. They have a good understanding of the outcomes when mixing different colours of paint and know how to lighten or darken the shade. They explore the possibilities of a variety of materials, including natural objects, when they effectively use grass, twigs and petals to make collage pictures of trees. They have collaborated well to create the different houses for 'The Three Little Pigs', using straw, sticks, wool and tissue paper, which match well to the theme of the story. Pupils' understanding of the styles and techniques of other artists is the weaker feature of their attainment generally.
105. By the end of Key Stage 2, pupils attain standards in line with expectations. Much of the pupils' work emanates from the studies in other subjects. In Class 3, for example, pupils make framed collage pictures of the Tudor Kings and Queens. The pupils carefully examine the details on a set of portraits before selecting from a good variety of materials, including lace, fur, cloth, braids and sequins, matching them well to their purpose. By the end of Year 6, pupils have used pastels and paint to create some lively self-portraits copied from photographs and Class 4 pupils have used their information and communication technology skills to generate attractive repeating patterns on the computer. Some of the work carried out by the pupils is planned in their sketchbooks, where pencil and crayons are effectively utilised to plan and try out their ideas and design, for example a poster advertising the school's production of 'Who'. Pupils have very little knowledge of famous world artists and the variety of styles they have adopted. This represents a shortcoming in the curriculum, and at present there are missed

opportunities to extend pupils' spiritual, social, moral and cultural development through art and design. Pupils make good progress in their learning of how art can be generated by using a range of materials to create three-dimensional artefacts. Year 6 pupils have made some eye-catching masks using a range of materials.

106. The quality of teaching and learning is satisfactory at both key stages. The teachers prepare and organise their lessons well so the pupils know what is expected of them and are enthusiastic and work hard. Most teachers have a satisfactory knowledge and understanding of the skills to be taught and pupils are prepared to work independently as well as seeking further advice, which they then endeavour to put into practice in order to improve their work. Teachers' classroom management is good so pupils behave well, enjoy their lessons, handle the equipment with respect and do not waste materials. There are some weaknesses in the use of time, where some lesson introductions are overlong and the pupils became a little restless and anxious to begin their practical work. No regular assessments are made of pupils' progress, which limits the teachers' knowledge of standards and places restrictions on the quality of their planning. Little use is made of homework to extend pupils' learning.
107. The quality of leadership and management is satisfactory. The co-ordinator carries out a close evaluation of teachers' planning. Good support is offered to teachers on planning pupils' learning and careful consideration is given to ensuring that pupils' art and careful linking of work with other subjects of the curriculum extends art and design skills. However, there are too few arrangements in place for the coordinator to monitor the direct teaching and learning of the subject, which limits her impact on the development of art and design throughout the school.
108. There are satisfactory displays of pupils' work in and around the school that have a positive impact and demonstrate the status that the subject holds in the school. The subject is enhanced by the ceramics club where the pupils have created thumb and coiled pots, some attractive tiles, including a collective series depicting the school logo and some Raku pottery animals. These work well together to form an attractive display in the entrance hall.

DESIGN AND TECHNOLOGY

109. Standards of pupils' work at the ages of seven and eleven are below expectations. Pupils, including those with special educational needs, make too little progress. Learning opportunities are limited because of the lack of time that is given to the subject, teachers' lack of subject expertise and an unsatisfactory level of resources within the school for pupils to use. An additional disadvantage for a small minority of pupils with special educational needs is that they sometimes miss their lessons because they are withdrawn from the lesson to do other work unrelated to the subject. Since the last inspection the standard of pupils' work has declined.
110. By the end of Year 2, pupils achieve average standards in the work they produce in their lessons, but they have limited opportunities to experience a wide range of learning activities because of inadequacy of materials. Teachers are not confident about their own knowledge and understanding of the subject or how to promote pupils' learning effectively. In spite of using national guidance documents to help plan lessons, their ideas about how to make lessons meaningful are unsatisfactory. Because of this insecurity, planned lessons often do not take place or the learning objective is sometimes included as part of other subjects, such as history. When design and technology is taught, teaching promotes and encourages pupils to create their own

designs and to some extent evaluate the success of their ideas. Pupils in Year 2 can explain how they had made wheeled vehicles. They looked at magazine pictures and a range of model cars to inspire their designs and then commented upon the success of their own product and made suggestions about what was effective and what could be improved. However, pupils have too few opportunities to use a range of different tools and techniques when undertaking their work. In addition, pupils have limited opportunities to evaluate their work and efforts or say how they may improve it in light of their earlier efforts.

111. Key Stage 2 pupils enjoy the practical aspects of the subject. They like to work together and know how to do this safely and sensibly. They have some opportunities to discuss their work objectively, offer and receive help willingly, whilst being sensitive in how they discuss the work of others in the class. However, their limited experiences mean that they are not sufficiently confident to suggest how features such as electrical components, information and communication technology control or mouldable materials can be used in their work. More recently, pupils have combined design and technology with work in science when they used cams as part of designing and constructing toys. The progress pupils made in the lesson was limited because the teaching was over-directed and did not give pupils enough opportunity build their own prototypes.
112. Teaching and learning in Key Stage 1 and Key Stage 2 are unsatisfactory, principally because the range of learning experiences pupils receive is extremely limited. Most teachers have a poor level of knowledge and understanding of the subject and are, therefore, unable to teach pupils the basic skills, techniques, processes and knowledge they require. Teachers are not familiar with the quality and standard of work their pupils should achieve, their expectations are too low and pupils are not made to work hard enough to make sufficient progress.
113. The co-ordinator is enthusiastic and has endeavoured to improve her own knowledge and understanding of the subject but her role as a curriculum manager is unsatisfactory. The policy for the subject is due for review and a long-term plan is being devised and implemented. For each class group there is a clear termly focus generally matched to the guidance provided in national documents given to all schools to help plan pupils' learning. Programmes of study are yet to be more clearly identified, as are links with other subjects, especially information and communication technology.
114. Since the last inspection standards have declined as a result of the lack of resources, and the slow implementation of planning to fully reflect the National Curriculum, together with a lack of assessment procedures. Whilst design and technology now appears as part of the planned curriculum on class timetables, there are no formal monitoring procedures in place to ensure lessons take place and pupils produce satisfactory standards of work. Teachers who lack confidence in teaching the subject are further disadvantaged as they have no opportunity to share the more effective practice of competent colleagues.

GEOGRAPHY

115. At the time of the last inspection, the standards in geography were average at both key stages. Standards have remained in line with national expectations for pupils by the end of Year 6 but they are below expectations by the end of Year 2. Pupils, including those with special educational needs make unsatisfactory progress in Years 1 and 2 but satisfactory progress at Key Stage 2 as their basic knowledge and understanding improves. Teaching and learning at Key Stage 2 is satisfactory, but unsatisfactory at Key Stage 1. Throughout the school the quality and range of learning opportunities are insufficiently planned to effectively promote pupils' learning and the level of resources available for teachers to use in their lessons is unsatisfactory.
116. By the end of Year 2, pupils have some knowledge of the locality. Teachers satisfactorily draw pupils' attention to similarities and differences between places in which people live. Pupils are able to express some preferences for their own homes or the houses in which close relatives live. Some can explain the routes they need to take to travel between various familiar places such as school, home and places where family members or friends live. In Year 2, pupils begin to gain some knowledge and understanding of different countries through 'Barnaby Bear's' visits to places such as Cyprus, Florida and Disney World. However, their knowledge and understanding of the British Isles are very weak and pupils can not recall the names of any cities or explain the difference between a town, city and country. Pupils have been given very few opportunities to use research materials, such as maps, atlases and globes, and, therefore, can not explain how they are used or what information they yield.
117. By the end of Year 6, pupils have a satisfactory awareness of other topical environmental issues such as the destruction of forests, but their inability to clearly express their views by using appropriate geographical vocabulary impedes their ability to present convincing opinions. Pupils are given the opportunity to study other world locations and pupils in lower Key Stage 2 compare their own lifestyle with that of children living in India. Pupils make satisfactory progress in recognising features of rivers but not all pupils develop their geographical skills, knowledge and understanding as well as they could. This is because this aspect of the subject is not taught in enough detail owing to the lack of time given to the subject generally. Teachers miss opportunities to enhance pupils' acquisition of basic skills and understanding, and it is rare that they plan lively and interesting opportunities to use the wider local environment to stimulate pupils' learning. Younger pupils have some knowledge and understanding of weather conditions and how these are represented symbolically on maps. Many can relate such conditions to the different seasons and know the sequence of the seasons throughout the year. However, higher-attaining pupils are not making enough progress because teachers do not provide them with more challenging and demanding tasks to complete. The vast majority of pupils respond positively to their work, behave well and take pride in their achievements.
118. The quality of teaching at Key Stage 1 is unsatisfactory. Planning is weak and does not focus sufficiently enough on developing pupils' geography vocabulary. Teachers' expectations of younger pupils' performance are not high enough. Too little emphasis is placed upon developing geographical terminology so that pupils become increasingly confident to use it in their written work and group discussions. At Key Stage 2, the quality of teaching is satisfactory. In general, pupils are provided with sufficient opportunities to debate current local, national and international issues so that the subject comes to life. Such opportunities make a positive contribution to pupils' spiritual, social, moral and cultural development. Pupils in every class are very well managed by their teachers and as a result they are keen to learn and eager to please.

Teachers do not give pupils sufficient opportunities to develop their literacy and numeracy skills or information and communication technology to further enhance geography learning. Marking is unsatisfactory and does not include dialogue to encourage pupils to think about their work.

119. The subject leader has had responsibility for the subject for a relatively short time. During this period she has not had the opportunity to monitor the quality of teaching and learning or the overall quality and range of learning opportunities pupils are given. As a result she is not well informed about whether pupils achieve high enough standards of work or what to do to bring about improvements. Teachers' planning is not monitored and there are not enough systems in place to assess the quality of work produced by pupils. As a result, the leadership and management of the subject are unsatisfactory. The school has devised a scheme of work to guide teachers' planning. This in itself is embryonic and the overall quality and range of learning opportunities pupils are given is presently unsatisfactory. This is because teachers do not have enough materials and equipment to use to help make their lessons more varied and stimulating. The guidance documents given to schools to help teachers plan pupils' learning has not been adopted because the school does not have the resources to teach all the aspects suggested in the document. Limited finances also curtail opportunities pupils have to participate in regular visits and field trips, other than in the immediate vicinity of the school. However, strenuous efforts are made to safeguard the residential field trip to Northumberland for pupils in Years 5 and 6 and this has a significant impact upon improving the quality of pupils' learning.
120. The school is aware of the areas for development in order to raise standards pupils achieve by the time they are aged eleven.

HISTORY

121. Standards in history are the same as at the time of the previous inspection and are in line with the national expectations at the end of both key stages. Most pupils, including those with special educational needs, make satisfactory progress.
122. By the time pupils leave Key Stage 1, they have developed a satisfactory understanding of the notion of past, present and future. They are able to make simple time lines of their own growth, predict an event in the future and recognise household objects from 'then and now'. They are able to talk and write with satisfactory understanding about the cause of the Great Fire of London and episodes occurring during it. They recall a visit to the Railway Museum where they saw Stephenson's rocket and, with some prompting, are able to compare it with modern trains, thereby developing the pupils' understanding of how this aspect of transport has changed over the years.
123. Pupils in Year 6 have developed a satisfactory understanding of the elements of historical enquiry. They have gained a satisfactory appreciation of the ways historical evidence can be sought and interpreted. They have, for example, examined pictures and texts regarding objects found in ancient Egyptian tombs and made deductions regarding the beliefs and way of life of the people of those times. Pupils use books and information and communication technology in order to research events from the past, such as the lives of Henry VIII's wives, with the higher attaining pupils going beyond the recording of pure facts and investigating cause and effect. Pupils use their literacy skills in their history lessons by learning how to organise and record information effectively in different ways, using narrative descriptions, notes, flow charts and family trees.
124. The pupils' attitudes to their history lessons are very good. They listen carefully to their teachers and willingly participate in question and answer sessions, which is impacting

positively on their progress. They are enthusiastic and settle quickly to their individual tasks and they can be relied upon to concentrate and stay on task. Their relationships with each other are very good and they cooperate well in small groups sharing ideas and resources well, which is very beneficial to their learning.

125. Teaching and learning are satisfactory in both key stages. Management of the pupils is good in all classes and teachers in Key Stage 2 have a particularly good understanding of the subject and teach the basic historical skills well. Good use is made of information and communication technology, including the Internet, but the library resources could be better employed to develop pupils' enquiry and research skills. Teachers usually mark the pupils' work but a shortcoming in teaching includes the lack of clear assessment procedures to enable teachers to check pupils' progress over time and modify the curriculum accordingly.
126. The history curriculum is much enriched by visits to museums and places of historical interest, which make a very positive contribution to the pupils' learning. Resources are adequate, and well organised, but would benefit from being extended to include more artefacts to give pupils a clearer idea of what day-to-day tools and equipment people from the past used in their daily lives. Good use is made of the County Loan Service to borrow extra books.
127. The coordinator for the subject does not have an adequate overview of the quality or standards of history in the school because the role is not sufficiently developed to enable her to monitor the planning or the teaching and learning within the classroom.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. By the end of Year 2, standards are in line with national expectations and pupils, including those with special educational needs, make satisfactory progress. By the end of Year 6, standards are above national expectations. The newly created information and communication technology suite is having a positive impact on standards, particularly at the end of Year 6, where the good quality of teaching ensures that pupils of all abilities make good progress in many aspects of their learning in the subject. The school has made good progress since the previous inspection in raising standards and in ensuring that pupils have access to a wide range of equipment to support them in their learning.
129. There has been much recent development in the subject. The new computer suite is very well resourced with up-to-date equipment and access to the Internet. All classrooms have suitable cabling to enable classroom-based machines to be linked to the suite's computers enabling pupils to continue the work they may have started in the suite. Staff are quickly gaining in confidence in using the new range of equipment as a result of the well targeted support and guidance given by the co-ordinator. Each class has a regular timetabled slot in the suite the new provision is starting to impact well on pupils' attainment and progress. In addition, pupils are very eager to use the new equipment and put this to good use often in interesting and varied ways. For example, Year 6 pupils have had a close involvement in creating and maintaining the school's web page. This work is of high quality and is proving successful in developing the pupils' understanding of how computers can be used to store, present and gather information about all pupils at the school electronically for the wider public to access.
130. By the end of Year 2, children have a satisfactory understanding of how to use a range of simple programs. They identify the main components of a computer system and use

the mouse satisfactorily to load, save and retrieve information. Some good opportunities are provided for pupils to use electronic encyclopaedias to explore and investigate information on insects, for example, when exploring the lifestyles of other creatures as part of their science work. Pupils use a word-processing package to construct simple stories and they have a developing understanding of how numerical information can be entered into a computer and then presented in the form of simple tables and bar charts. However, there are some missed opportunities for pupils to use computers in the course of their day-to-day learning. Pupils' understanding of how to use computers to give instructions, such as those needed to program an electronic toy, is insufficiently developed as is their perception of how computers can be used to create graphics using a simple art package.

131. By the end of Year 6, pupils have a good knowledge and understanding of how computer software can be used to support their learning. Pupils have a good understanding of the Internet and are given good opportunities to develop their understanding of this by their close involvement in designing and maintaining the school's web page. They have a good understanding of what is meant by a 'search engine' and, as the school has given all pupils at Key Stage 2 their own e-mail address, they have a good awareness of how messages can be communicated electronically around the world. Pupils are confident in using a word-processor to record their work, create stories or write letters. Good opportunities are provided by teachers to enable pupils to evaluate their work using a word-processor and by allowing them frequent opportunities to use a scanner, pupils develop a good understanding of how graphic images can be gathered, stored and added to their work to give it an added vibrancy. Pupils have, for example, recently made high quality masks in art and design. They have taken a photo of these using a digital camera and then added the resulting file to the school's web page for the wider public to see and read about. Pupils have good opportunities to use a range of sensor and modelling equipment and this develops their learning of how electronic devices are used to monitor and track external events. Pupils' attainment is generally high but their attainment in using spreadsheets and other graphical programs is weak. At present, pupils have limited opportunities to use such software in their everyday learning of mathematics and this impacts negatively on their learning in this subject.
132. The quality of teaching and learning in Key Stage 1 and 2 is satisfactory overall, although in the upper part of Key Stage 2 it is often good thereby having a stronger impact on the pace of pupils' learning and the standards that pupils attain. Where teaching is good, pupils are set work that presents them with high but attainable challenge. This includes, for example, pupils having frequent opportunities to use software that enables them to combine text and animated graphics to create multi-media presentations on topics that are of interest to them, or to add to the school's web page. Where teaching is satisfactory this is because in a number of lessons teachers miss opportunities to ensure that pupils use computers to support their everyday learning. Generally, teachers have sufficient knowledge and understanding of how computers can be used to support pupils' learning and examples of effective use of the Internet were seen during the inspection where pupils were allowed to search various web pages to support learning about the Tudors. This was successful in showing pupils how information can be drawn together from various sources. In addition, some teachers give pupils good opportunities to use their own computers to support their learning at home and this has a positive impact on the pupils' interest and enthusiasm for the subject which is good. There are occasions when teachers' lesson plans do not highlight in sufficient depth the knowledge and skills that pupils are expected to learn in lessons.

133. The leadership and management of the subject are satisfactory. The co-ordinator has worked hard and has been successful in guiding developments in the subject since the previous inspection. Good progress has been made in improving the number and quality of computers and an appropriate staff development programme has been successfully led by the co-ordinator. However, assessment procedures are insufficiently developed and this makes it difficult for teachers to get a clear idea of pupils' attainment and progress in order to plan subsequent teaching that would build on what the pupils already know. In addition, too few systematic procedures are in place to monitor and evaluate the impact of teaching in order to improve the quality of pupils' learning.

MUSIC

134. Attainment in music, at the end of both key stages is in line with the national expectations. Although there are some strengths in the subject, this represents a fall in standards since the previous inspection. Pupils, in some classes, are not being provided with enough opportunities to listen and respond to a range of music or to compose music of their own. Most pupils, including those with special educational needs, make satisfactory progress but some of these pupils are regularly withdrawn from music lessons for extra literacy and numeracy and they miss valuable parts of the music curriculum. There is a range of peripatetic instrumental teaching and the school employs a specialist music teacher for extra-curricular activities. Pupils who have access to this provision make good progress and achieve above average standards.
135. Pupils in Key Stage 1 enjoy their music lessons. They sing tunefully and are particularly enthusiastic when the songs, such as, 'One Potato', are accompanied by actions. Pupils explore and organise sounds to create different effects. In one lesson they devised a series of three words to describe various weather conditions, for example, the rain, which is, 'dripping, dropping, wet'. The teachers use this opportunity well to encourage the pupils to use their voices to vary the duration and dynamics of the words. Having successfully practised these sequences, small groups of pupils select percussion instruments to accompany the rest of the class. The majority of pupils are able to play long and short notes, but there are a number who find this difficult, as they have not yet developed a good sense of rhythm. Pupils do not make the progress of which they are capable in their ability to listen and appraise pieces of music and their understanding of past and present composers and performers is under-developed.
136. By the end of Key Stage 2, pupils sing tunefully in assemblies with clear diction and a pleasant tone. By participating in the school's weekly hymn practice, pupils enjoy singing and join in with enthusiasm. The choir, led by the specialist teacher, sings very well. The basic rhythmic patterns are taught and practised. In a Year 3 and 4 lesson, pupils demonstrated their ability to work together in groups and maintain an ostinati clapping rhythm. They do this successfully because they concentrate well, practise effectively and are well guided by the teacher. The pupils are able to use hand signs to record a sequence of rhythmic actions to a series of rhymes. Pupils work very well in pairs to complete this activity and confidently perform to their classmates, who subsequently appraise the presentations. These skills, however, are not fully developed throughout the school and, by Year 6, pupils have had very limited experience of composing and performing music or of developing their skills of critical appraisal. Pupils who receive peripatetic instrumental tuition and those who take advantage of the extra-curricular recorder clubs, have developed a good understanding of musical notation and read music well. The extra-curricular instrumental group, which includes recorders, brass, woodwind and hand bells, generates much enthusiasm from the pupils and is of a high standard. These pupils make good progress.

137. The teaching of music is satisfactory at both key stages. The teachers' management of pupils is very good so the pupils respond positively, behave well and listen appreciatively to the work of their classmates. They do not, however, challenge the pupils sufficiently by expecting them to create more music independently and at greater length. Teachers do not provide enough opportunities for pupils to familiarise themselves with and respond to a range of music by different composers.
138. The coordinator has a good understanding of the subject and is currently adapting the scheme of work to the needs of the school. She is also keen to develop aspects of the subject, particularly in relation to extending pupils' understanding and awareness of music from different cultural backgrounds. Her role, however, is not fully developed and she has insufficient influence throughout the school because she does not have an overview of the planning or monitor the teaching and learning in the classroom. There is no system for assessing pupils' progress in the subject, which means the teachers cannot make an informed judgement regarding the pupils' acquired knowledge and understanding and plan their lessons accordingly.
139. The curriculum is enhanced by school performances, such as the production of the musical 'Who', when the whole school participated and the instrumental group provided some accompaniments. Such activities contribute well to the pupils' social development. There are shortages in resources, particularly in the area of multi-cultural instruments. This problem is overcome, to some extent, by borrowing from the cluster group when required, but this is not a satisfactory arrangement for use on a daily basis.

PHYSICAL EDUCATION

140. By the end of both key stages, standards are in line with national expectations. Pupils of all abilities, including those with special educational needs, make satisfactory progress. The school has maintained the standards reached by pupils since the previous inspection. Pupils get full access to all aspects of the physical education curriculum and pupils have regular access to swimming lessons at the local leisure centre. By the end of Year 6 pupils are on course to reach the expectations outlined for 11-year-olds in relation to their attainment in swimming.
141. By the end of Year 2, pupils take part in simple games involving work with a classmate and achieve satisfactory standards. They listen attentively to teaching and are keen to put into place the skills that are being taught. They use the space on the playground satisfactorily and are able to throw a ball to one another with a reasonable degree of accuracy. Pupils are aware of the importance of regular exercise for their bodies and work hard in warm-up sessions in preparation for their main work. Pupils indicate they enjoy their physical education work and talk enthusiastically about their gymnastic work. They understand the need to use apparatus carefully and know how to put together simple movements into a sequence of gymnastic work.
142. By the end of Year 6, pupils have made good progress in their ability to take an active part in small team games. They listen well to the instructions given by the teacher and are able to put these to good effect in the games they play. Pupils are able to throw a small ball accurately and they understand the need to use space on the field creatively when taking part in team games, such as 'kwik cricket.' Their ability to throw and catch a ball is progressing well. Pupils talk enthusiastically about their physical education work. They enjoy taking part in dance lessons and talk eagerly about the dance work they have undertaken. No direct teaching of gymnastics lessons was observed during

the inspection, but discussions with pupils indicated that they are given sufficient opportunity at other times of the school year to put together a series of movements into a more sustained piece of gymnastic work. Pupils are provided with satisfactory opportunities to develop their orienteering skills as part of the residential trip that is organised for Year 6 pupils in the latter part of the academic year. This allows them to further develop their understanding of working effectively as a member of a small group to solve the tasks that are set for them.

143. The quality of teaching and learning in both key stages is satisfactory. Teachers have sufficient knowledge and understanding of the subject and lessons start with brisk and purposeful warm-up sessions. These help to put pupils in the right frame of mind to undertake their work. Explanations to pupils are clear and pupils know what they are expected to learn during the lesson. Pupils are given good opportunities to rehearse their skills during lessons before being given further opportunities to take part in a wider team game that allow them to further refine the skills they are learning in a more of a competitive context. Although teaching is satisfactory, teachers provide too few opportunities for pupils to evaluate their own work and that of their classmates so that they can draw on what they observe to improve their own work. In addition, too little use is made of assessment information to plan learning more precisely so that it builds on from what pupils already know and can achieve.
144. The subject makes a satisfactory contribution to the pupils' spiritual, social, moral and cultural development. Although the numbers at the school are quite small, pupils are given good opportunities to participate in and have achieved some success in competitive team games against other schools. These have included football, netball and athletics. In addition, an annual sports day is organised for the pupils that further helps them to work productively as a member of a wider group. Leadership and management of the subject are satisfactory. At present, there is no overall co-ordinator for the subject and the responsibility for the co-ordination of the subject has been jointly shared between the headteacher and the Year 6 teacher, who managed the provision for games. The school uses the national schemes of work in planning pupils' learning but has yet to develop sufficient and consistent procedures to monitor and track pupils' physical education development as they move through the school. The quality and range of resources are satisfactory and the school makes good use of the attractive school grounds to support pupils' learning.

RELIGIOUS EDUCATION

145. Standards in religious education are, as in the previous inspection, in line with the local agreed syllabus at the end of both key stages. Pupils, including those with special educational needs make satisfactory progress, but in some classes in Key Stage 2, where pupils are being withdrawn for extra literacy and numeracy lessons, the pupils do miss important parts of the religious education programme and are not fully included in all activities.
146. By the end of Year 2, pupils are familiar with Bible stories, such as the 'Feeding of the Five Thousand', and have a satisfactory understanding of the main Christian festivals and ceremonies, of Christmas, Easter and weddings and baptism. Pupils have gained good knowledge of the church building and its symbols and the artefacts through a visit. Pupils are very well behaved and show their interest by listening closely to their teachers and asking pertinent questions, about such topics as the coats of arms, the height of the windows and the purpose of the pulpit. Most pupils have a satisfactory understanding of the symbolism of other faiths. When asked about the significance of

the cross, most were able to answer sensitively and appropriately. Teachers place a good emphasis on pupils becoming aware of the applications of religion in everyday life. The pupils write about the special people in their lives, such as family and friends and why they themselves are special. They are helped in this by composing a list of things that their parents do for them. One pupil wrote that her family was special because of the love and understanding that exists between them. Some lessons are well taught and are based on sound principles but the pupils record their thoughts and feelings on separate sheets of paper and not in a book, which means they have no means of looking back over their work and recalling their previous learning.

147. By the time pupils reach the end of Year 6, they have gained further knowledge about Christianity and other world religions, such as Judaism and Hinduism. Their attention and enthusiasm are maintained by recording their knowledge in interesting ways. They write, for example, a critical analysis of an article in the 'Jerusalem Times', with the headline, 'Herod Disputes Rumours of New Born King'. This exercise was well chosen by the teacher to help the pupils understand this episode in the Christmas story, and to feel empathy for the people involved. They discuss death, funerals and mourning sensitively and have composed prayers giving thanks for another's life. Teachers are helping the pupils to think about the wider world and their place in it and this contributes well to the pupils' spiritual and moral development. In one lesson, the teacher, when leading a lively, stimulating discussion on the rights of European children, helped the pupils to gain insight into the Christian principles of tolerance and the common humanity of people of different race, colour or creed. The pupils responded well to the lesson, were very involved and demonstrated their ability to share their views and listen carefully to the opinions of others.
148. Teaching and learning are satisfactory. The pupils respond positively to their teachers, listening well in introductory sessions and are keen to answer questions. They apply themselves well when working individually and their cooperation and relationships with other pupils are very good. Good opportunities are provided by teachers for pupils to discuss issues of a religious nature and this contributes positively to the good standards often attained by pupils in their speaking and listening.
149. The coordinator has good knowledge of the subject, but his role is insufficiently developed. He does not overview the planning or monitor the teaching and learning, so he is not sufficiently informed to organise the curriculum to match the specific needs of the school. No formal assessments or records of pupils' progress are maintained, so there is no means of planning a step-by-step development of skills as pupils move through the school. However, the co-ordinator does have a good idea of what aspects of the subject he would like to see developed and what action would be necessary in order to bring these about. Resources are limited, but artefacts, representing the world faiths can be borrowed from other schools.