

INSPECTION REPORT

ROWLETT COMMUNITY PRIMARY SCHOOL

Corby, Northamptonshire

LEA area: Northamptonshire

Unique reference number: 121808

Headteacher: Georgina Dredge

Reporting inspector: Derek G Watts
22092

Dates of inspection: 22nd –24th April 2002

Inspection number: 195630

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

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: High Street
Corby
Northants
Lincolnshire

Postcode: NN17 1UU

Telephone number: 01536 202359

Appropriate authority: The Governing Body

Name of chair of governors: Mr J Billett

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek G Watts	Registered inspector	Science Information and communication technology Design and technology Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
11575	Catherine Fish	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20230	Jenny Clayphan	Team inspector	English Geography History Special educational needs	How good are the curricular and other opportunities offered to pupils?
23319	Vincent Leary	Team inspector	Mathematics Art and design Music Religious education Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rowlett is a smaller than average primary school which once served the village of Corby prior to its own urbanisation. Pupils come from a variety of backgrounds and most live close to the school. The school has 110 pupils on roll and 98 per cent of these are of UK white heritage. About eight per cent of pupils are travellers. Only two pupils have English as an additional language and they have a sound command of English. About 19 per cent of pupils are eligible for free school meals and this is above average. About 37 per cent of pupils have special educational needs and this is well above the national average. At the time of the inspection, there were no pupils with Statements of Special Education Needs. The school is part of an Educational Action Zone initiative. Children's attainment on entry to the school is below average. During the time of the inspection, the headteacher had been in post for two terms and the assistant headteacher just two weeks. The school has experienced difficulties in recruiting teachers recently.

HOW GOOD THE SCHOOL IS

Rowlett Community Primary is an improving school. While it offers pupils a sound education further improvements are needed and this is recognised by the headteacher, staff and governors. Standards are generally below average by the end of Year 6 but standards are better in Year 2. The new headteacher has vision and is providing sound educational direction. The very recent appointment of an assistant headteacher and a more settled teaching force now place the school in a better position to move forward. The quality of leadership, curricular opportunities and teaching are all sound. The school is not yet providing satisfactory value for money.

What the school does well

- 2001 National Curriculum test results in Year 2 were above average in reading and well above average in mathematics.
- Children in reception are achieving well and are on course to meet the Early Learning Goals.
- The new headteacher has created a commitment to improvement among the staff and this is leading to improvements in curricular planning and teaching.
- Pupils show enthusiasm and interest in school activities.
- Provision for pupils' social and cultural development is good.
- Provides a good range of extra curricular activities.

What could be improved

- Standards in writing, mathematics, science, geography, history and information and communication technology (ICT) by the end of Year 6 and in design and technology (DT) throughout the school.
- The quality of teaching and its monitoring by subject leaders so as to improve the consistency of good teaching throughout the school.
- Assessment and target setting procedures and the use of assessment to guide future teaching and learning.
- Curricular planning so that pupils' previous learning is effectively built on and that statutory requirements are met in DT.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since then the school has addressed the key issues and improved most. Teaching has improved particularly in Years 1 and 2. The school has sound assessment procedures for English and mathematics but it is under developed in other subjects. Assessment is not yet effectively used to guide future teaching. Standards in reading, writing, mathematics, science, geography, history in Year 2 have improved since the last inspection but have fallen in DT. In Year 6, expected standards have been maintained in speaking and listening, reading, music, physical education

(PE) and religious education (RE). Standards have declined in science, mathematics, art and design, DT, history and geography. Standards in writing by the end of Year 6 are still below average. However, year groups are small and there is considerable fluctuation in standards from year to year. The school has improved provision for pupils with special educational needs and statutory requirements are now met. The Foundation Curriculum for reception has recently improved and covers the six recommended areas of learning. Other improvements include internal decoration and the use of accommodation, which have improved considerably. A new library and computer suite have been set up. Overall, the school has made satisfactory improvements since the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	E	D
mathematics	B	A	C	B
science	A	A	E	D

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

The table shows a fall in results in 2001 particularly in English and science. However, Year 6 in 2001 only had 14 pupils and so the performance of an individual can significantly affect the school's results. This particular year group had produced below average results in the Year 2 national tests in 1997. The achievement of these pupils was therefore satisfactory.

Children in the Reception class are on target to reach the early learning goals in all the six areas of learning by the end of the year. They are achieving well.

In the National Curriculum tests for Year 2 in 2001, results were above the national average in reading, average in writing and well above average in mathematics. This particular year group consisted of a number of higher attaining pupils and fewer pupils with special educational needs. In the current Year 2, standards are above average in reading and average in speaking and listening, writing and mathematics. Pupils attain expected standards in art and design, geography, history, ICT and music. Standards are below expectations in DT. Pupils achieve satisfactorily overall although higher attainers could achieve more in mathematics.

In the current Year 6, standards are average in speaking and listening and reading and below average in writing. Pupils achieve satisfactorily in all areas of English. In mathematics and science standards are below average. Though achievement is satisfactory overall in these subjects, there is some underachievement for individuals because work is not always well matched to different abilities. Standards are in line with national expectations in music and PE, below expectations in art and design, geography, history and ICT, and well below expectations in DT. The current Year 6 have a higher than usual proportion of pupils with special educational needs and their Year 2 test results in 1998 were below average in mathematics and well below average in writing. These factors contribute to the generally below average standards, and, overall, achievement is satisfactory. The school has set appropriate targets for English and mathematics and is on course to meet these. Pupils with special educational needs make sound progress towards their targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Despite some poor attendance, pupils do show an interest in school and an enthusiasm for school activities.
Behaviour, in and out of classrooms	Satisfactory overall. A minority of pupils, usually boys in Years 3 to 6, display some unsatisfactory behaviour in some lessons.
Personal development and relationships	Satisfactory. Most pupils relate well to other pupils and adults in the school. Opportunities for pupils to work independently are limited.
Attendance	Poor. Attendance is well below 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

In the best lessons, teachers have a good knowledge of the subject and how to teach it. They plan their lessons well and identify clear learning objectives. Instructions and explanations are lively and informative. Pupils follow instructions well and acquire new knowledge and understanding. Effective questioning by the teacher challenges the pupils and checks their understanding. High expectations of behaviour and learning are set and pupils behave well. Work is well matched to the different abilities within the class and so all pupils are appropriately challenged.

Where teaching is less effective, expectations of what pupils can achieve are too low and learning time is not effectively used. Work is not well matched to pupils' different abilities. In particular, higher attaining pupils are not sufficiently challenged. Inadequate or low quality learning resources do not sufficiently inspire pupils or promote learning. Pupils' attitudes and behaviour decline and they make unsatisfactory gains in their learning. The teaching of DT is unsatisfactory due to lack of teacher expertise and inadequate learning resources.

The school has implemented the National Literacy and Numeracy Strategies satisfactorily, but there are insufficient opportunities for pupils to apply their literacy skills in different subjects. The teaching of English is good in Years 1 and 2 and satisfactory in Years 3 to 6. The teaching of mathematics is satisfactory throughout the school. Pupils with special educational needs and traveller children receive sound teaching and support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but some weaknesses in the planning of art and design, history, geography and DT. DT does not meet statutory requirements. Good extra curricular activities enrich the curriculum.
Provision for pupils with special educational needs	Satisfactory. Pupils are set individual educational plans and are making sound progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for social and cultural development is good. Pupils are given opportunities to take responsibilities and work collaboratively. Extra curricular activities help to promote social development. Cultural development is enriched by a variety of visits and visitors.
How well the school cares for its pupils	There are good procedures for ensuring the welfare and safety of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher has vision and has created a commitment to improvement among the staff. The role of subject leaders is underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. The governors are developing a clearer knowledge and understanding of the school.
The school's evaluation of its performance	Unsatisfactory. The head reviews the school's performance satisfactorily. Subject leaders are insufficiently involved in monitoring the quality of teaching and curriculum provision.
The strategic use of resources	Satisfactory. The school makes appropriate use of specific grants. The principles of best value are satisfactorily applied.

While learning resources are improving, they are still unsatisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children are expected to work hard and do their best • They feel comfortable about approaching the school • The recent improvements to the accommodation and décor 	<ul style="list-style-type: none"> • Pupils' behaviour • Activities outside of lessons • Homework arrangements • Information about their child's progress • The school working more closely with parents • The turnover of teaching staff

The inspection team agrees with the positive views identified by parents. Behaviour is satisfactory. The school offers a good range of additional activities and homework arrangements are satisfactory. The school has experienced considerable changes of teachers, particularly in Years 3 to 6, but now has a more settled teaching force. Satisfactory information about how well pupils are doing is provided. However, annual reports lack detail about standards and how pupils could improve. The school's links with parents are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children in reception follow a Foundation Curriculum that incorporates the six areas of learning. Children's attainment on entry to reception is below average. By the end of the reception year, most children are on course to meet the Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Children's achievement is good and they are well prepared for their National Curriculum studies. An improved Foundation Curriculum contributes to these achievements.
2. In the 2001 National Curriculum tests for Year 2, standards were above the national average in reading and in line with the national average in writing. When compared with similar schools, these results were well above average in reading and above average in writing. During the last three years, reading results have been consistently above average and writing have been consistently average. The findings of the inspection are that standards in the current Year 2 are above average in reading and average in speaking and listening and writing. Most pupils including those with special educational needs are achieving satisfactorily in all areas of English.
3. In the 2001 National Curriculum tests for Year 2, results in mathematics were well above the national average. When compared with similar schools these results were very high. During the past four years, the results have fluctuated. They were below average in 1998 and 2000 and average in 1999. The findings of the inspection are that standards by the end of Year 2 are average and pupils are achieving satisfactorily although higher attainers could achieve more.
4. In the Year 2 statutory teacher assessments for science in 2001, all pupils attained the national expected standard of Level 2 or above. These results are well above the national average. The proportion of pupils who attained the higher Level 3 was also above the national average. In the current Year 2, standards are average as there is less evidence of pupils attaining the higher Level 3. Pupils are achieving satisfactorily overall.
5. In the English National Curriculum tests for Year 6 in 2001, the school's results were well below the national average. When compared to similar schools, these results were below average. The school's results were average in 1999 and 2000. In the 2001 National Curriculum tests for Year 6 in mathematics results were in line with the national average and above average when compared with similar schools. The results were well above average in 1998 and 2000. They were above average in 1999. In the National Curriculum science tests for Year 6 in 2001, the school's results were well below the national average. When compared with similar schools, the results were below average. Between 1998 and 2000 National Curriculum test results were well above the national average. Year 6 test results show a considerable fall in 2001, particularly in English and science, but achievement was satisfactory. A number of factors contribute to these lower than usual results.
 - The Year 6 cohort in 2001 had only 14 pupils and so one pupil contributes to seven per cent of the year's results.
 - Results for this group of pupils in the Year 2 National Curriculum tests in 1997 were generally below average.
 - The pupils in this year group had experienced a considerable number of changes of teachers through Years 3 to 6 and this has adversely affected their learning.
6. Standards in the current Year 6 are broadly average in speaking and listening and in reading. Most pupils are achieving satisfactorily in these areas of English. Standards in writing are below average. Although standards in writing are below average, pupils are achieving at least as expected because standards in writing were well below average in the National Curriculum tests

in 1998. In mathematics, standards are below average and pupils are achieving satisfactorily. In the Year 2 National Curriculum tests for the current Year 6, the results were below average and so pupils are achieving as expected. However, in both mathematics and science there is some underachievement of higher attaining pupils because expectations and levels of challenge are not always high enough. Standards in science are below average, but achievement is satisfactory overall. About half of the pupils in the current Year 6 have special educational needs. The Year 2 National Curriculum test results for this year group in 1998 were average in reading, below average in mathematics and well below average in writing. These factors contribute to the below average standards in most subjects for this year group, and achievement is satisfactory overall. As well as the main core subjects achievement is satisfactory in ICT, music, PE and RE. Evidence was more limited in other curriculum areas, which have received less attention in schools nationally over the last few years. However, in several of these the curriculum provision is currently not sufficiently well planned to ensure progress.

7. Pupils use their writing skills in other subjects as a means of recording their work. However, subjects such as history, geography and RE are not effectively used to develop extended writing. With a new improved library and ICT facilities pupils now have better opportunities for the development of referencing skills and independent research. The application of literacy skills is satisfactory in English lessons but underdeveloped in other subjects such as history and geography. Pupils use numeracy skills competently in science to measure and record weight and length. Graphing skills are also used to present results. Numeracy skills are also applied satisfactorily in geography but on the whole there are insufficient opportunities to practice and apply numeracy skills throughout the curriculum.
8. Standards in ICT are average by the end of Year 2 and pupils are achieving satisfactorily in this subject. Pupils in Year 6 are reaching expected standards in spreadsheet modelling and using the Internet. Multi media presentation work is planned later in the summer term but there is no evidence of pupils covering monitoring and control to expected standards. Standards by the end of Year 6 are below average. However, the appointment of a new ICT coordinator and small teaching groups in Years 3 to 6 place the school in a good position to improve standards. The school has improved its ICT provision and all staff have received recent training. However, ICT is rarely used to support teaching and learning in other subjects.
9. No art and design lessons were seen during the inspection so judgements about standards are based on the study of pupils' previous work, viewing of teachers' planning and discussions with staff. On this evidence, by the end of Year 2, standards are average and pupils are achieving satisfactorily. However, by the end of Year 6, standards are below average and pupils' achievement is unsatisfactory. Weaknesses in curriculum planning mean that teachers do not build sufficiently on pupils' earlier skills and the opportunities to work with different materials and techniques are limited. There is a similar problem with the planning of history and geography in Years 3 to 6. Here, too, standards are below average by the end of Year 6 and pupils are not achieving as well as they could. Standards are average in these subjects by the end of Year 2 and pupils are achieving satisfactorily
10. In design and technology, standards are below average by the end of Year 2 and pupils are not achieving as well as they should. By the end of Year 6, standards are well below average and achievement is poor. A number of factors contribute to the lower than average standards and the less than satisfactory achievement. Pupils have infrequent contact with the subject and the range of materials, tools and techniques offered are limited. Teachers in the main do not possess the necessary subject expertise to meet the requirements of the National Curriculum Programmes of Study. The analysis of pupils' previous work and discussions with staff indicates that pupils in Year 5 and 6 have not had opportunities to work on projects involving cams, gears, pneumatics or controllable vehicles. Pupils do not make sufficient progress in the development of designing, making and evaluating skills.
11. No PE lessons were seen in Years 1 and 2 so it is not possible to make judgements about standards. By the end of Year 6, pupils demonstrate national expected standards in athletics

and football skills. However, some weaknesses in the organisation of activities restrict pupils' participation and their development of skills.

12. In music pupils attain average standards by the end of Year 2 and Year 6, and their achievement is satisfactory. Similarly, in RE, pupils in Year 2 and Year 6 attain standards that are in line with those set out in the local agreed syllabus. Their achievement is satisfactory.
13. Provision for special educational needs has improved recently. Pupils' needs are effectively identified and individual educational plans with appropriate targets are set. Most pupils with special educational needs are making sound progress towards the targets set for them.

Pupils' attitudes, values and personal development

14. Overall, the pupils' attitudes to school and to their learning are similar to those at the time of the previous inspection. Attendance has declined since the previous inspection. Despite the concerns about attendance, the majority of pupils enjoy coming to school and show enthusiasm for the activities they are offered. All parents responding to the questionnaire say that their children like school. A good number of the pupils take advantage of the activities after school that are open to all, including football, homework club and netball. They enjoy taking part in, for example, acting in assemblies and are willing to help out when asked.
15. The pupils' attitudes to lessons are good and their behaviour in them is overall sound, but behaviour is generally better amongst the younger pupils. Where their attitudes are good, they are eager, involved, maintain concentration, listen well and follow instructions. For example, in a Year 2 literacy lesson, pupils were fully focused, showed respect for the equipment, discussed well together and were happy to take responsibility. Further up the school there are fewer lessons where pupils' attitudes and values are good, although there are examples where their attitudes are very good. In a Year 6 ICT lesson, pupils were interested and highly motivated and they showed very good levels of concentration. The content of the lesson was well delivered and was of interest to them. However, in some lessons, especially in Years 3 to 6, a few pupils are unsettled, they fiddle with items, call out and lack concentration. This hinders their own and, sometimes, other pupils' learning.
16. A significant number of parents are concerned about the behaviour of the pupils. Behaviour in lessons follows the same pattern as attitudes. Generally, misbehaviour is confined to a small number of pupils, usually boys, in Years 3 to 6 in a few lessons. However, the vast majority of pupils are well behaved. Incidents of inappropriate behaviour are sometimes due to teachers not setting high enough expectations of behaviour or insisting that they are strived for. Older pupils who repeatedly misbehave are expected to explain their actions, sometimes to the headteacher, and may have to write a letter of apology. They generally show remorse, apologise and try to make amends. Behaviour outside during playtimes is generally good. The school has a large area in which pupils can play, so there is ample space for pupils to play a variety of games without getting in each other's way. Pupils spoken to about the school's approach to behaviour were aware of the rewards and sanctions and what they meant. They are discussed, for example, in assemblies, and pupils are involved in discussing class rules. There have been no exclusions in recent years.
17. Most parents feel the school helps their children become mature and responsible. Pupils willingly take on tasks around school such as operating the overhead projector and compact disc recorder for assembly and returning the dinner register to the office. Pupils begin to develop initiative early in their school career. For example, in a Year Reception lesson the pupils showed initiative in their construction activity. However, this good beginning is not developed well throughout the school and pupils are not always given the opportunity to take on tasks or organisation for themselves. The development of their independent research skills has been hampered until now by the lack of a library.
18. Relationships across the whole school community are sound. The recent changes and additions to staff mean that everyone is still adjusting to new faces and building relationships. A disturbing

feature in the odd lesson seen was the lack of respect shown to the class teacher. However, the majority of the pupils are respectful of property, adults and the environment and are focused on what they are learning and show good levels of interest. The overwhelming atmosphere created is free from oppressive behaviour or harassment.

19. Attendance at school is poor and well below the national average, although figures for last year show that all absences were authorised. The school's attendance figures last year were 90.7 per cent compared to the national average of 93.4 per cent. This is despite all parents saying that their children like school. In this year's registers many absences are for medical reasons, but far too many relate to holidays, in many cases above the two weeks over which the school has discretion. Most pupils arrive in school on time and lessons generally start punctually.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. During the inspection 33 lessons or part lessons were seen. Of these lessons, eleven were good, 19 were satisfactory and three were unsatisfactory. The quality of teaching is satisfactory overall and this leads to satisfactory pupil learning and behaviour. Teaching has improved since the last inspection, as the proportion of unsatisfactory lessons seen is considerably lower. However, there are inconsistencies in the quality of teaching and no very good or excellent teaching was seen.
21. The quality of teaching in reception is satisfactory and occasionally good. No unsatisfactory teaching was seen in this phase and so teaching is at least satisfactory in all the areas of learning of the Foundation Curriculum.
22. The quality of teaching in Years 1 and 2 is satisfactory overall and ranges from good to unsatisfactory. In a good Year 1 and 2 English lesson, the teacher and pupils were using words and phrases to create humour and sound effects. The teacher had very good relationships with the pupils and they were attentive and motivated. The teacher used an effective range of questioning. The pupils responded positively showing a good knowledge of books. The teacher had high expectations and provided challenging tasks. As a result, pupils concentrated hard and make good advances in the acquisition and use of new words. In the plenary, the teacher celebrated with the pupils their learning. She was particularly successful in engaging pupils of all abilities. This heightened pupils' awareness of their own learning. During the lesson, a class assistant was effectively deployed and provided good support for pupils with special educational needs.
23. Where teaching is unsatisfactory, for example in a Year 1 and 2 mathematics lesson, the pupils were not sufficiently engaged and the pace of the lesson was too slow. As a consequence, pupils' attitudes and behaviour fell to unsatisfactory levels. The work did not meet the needs of higher attainers and so they were not appropriately challenged. Pupils were given inadequate information about the activity and so were unsure of the task. Inadequate resourcing caused further time wasting and all pupils made insufficient gains in their learning.
24. The quality of teaching is satisfactory in Years 3 to 6 and ranges from good to unsatisfactory. In a good Year 4 mathematics lesson, pupils were solving real life problems about money and number problems. The lesson was well planned and structured. Learning objectives were identified and these were effectively shared with the class. The pupils knew what they were to learn. The teacher used lively questioning and good demonstrations to develop and promote pupils' problem solving skills. The pupils responded well to the teacher's questions. In the main activity, the teacher set different tasks to match the differing abilities of pupils in the class. Higher attaining pupils were set more challenging work. Pupils with special educational needs were set an appropriate task and received effective additional support from the teacher. This effective matching of work to pupils differing abilities helped to ensure that all pupils made good gains in their learning and sustained their concentration. The teacher managed the pupils well and expected and insisted on high standards of learning and behaviour. The plenary of the lesson was used well for pupils to share and review their learning. As a result, pupils showed a good awareness of their progress.

25. Some unsatisfactory teaching was seen in PE in Years 4 and 5. Pupils were practising athletics skills and teachers were measuring and recording individuals' performance. Whilst the activities were suitable, the main weakness of the lesson was the organisation of the pupils, which meant that pupils were waiting for long periods to take their turn. Pupils did not have sufficient opportunities to apply sustained physical effort and they made unsatisfactory gains in the development of skills. Improved organisation and resourcing would have ensured greater pupil participation in physical activity and in the measuring and recording of their own performance.
26. The school has implemented the National Literacy and Numeracy Strategies satisfactorily. The quality of teaching is good in English in Years 1 and 2. It is satisfactory in Years 3 to 6. The quality of teaching in mathematics is sound overall throughout the school. The quality of teaching in DT is judged to be unsatisfactory because pupils across the school have too few opportunities to work with a range of materials, tools and techniques. Teachers lack the knowledge and understanding required to meet the requirements of the National Curriculum Programmes of Study. The teaching of PE in years 3 to 6 is unsatisfactory because the unsatisfactory organisation of pupils and activities hinders pupils' participation and their skills development. The teaching of ICT is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teaching is satisfactory across the school in science, geography and in RE. It has not been possible to make secure judgements about the teaching of history or PE in Years 1 and 2 because lessons were not seen during the inspection.
27. The school has recently reorganised the pupils in Years 3 to 6 for teaching. During the mornings, pupils are organised into year groups for English and mathematics. Additional teachers are used to facilitate this. In the afternoon, the Year 3/ 4 and Year 5/6 classes are arranged into three teaching groups. This afternoon arrangement reduces the size of classes enabling better opportunities for practical work in subjects such as science and ICT. However, one group consists of pupils from Years 3, 4 and 5. At present, the school's curricular planning and assessment procedures are not sufficiently well established to ensure that all pupils learn in a steady and systematic way as they progress through Years 3 to 6. Effective assessment and curricular planning are essential in order to avoid omission or undue repetition of curricular content.
28. Pupils' work is usually marked on a regular basis. Marking includes ticks and comments of praise and encouragement. However, rarely does marking provide pupils with helpful guidance on how to improve their work. The lessons observed and the study of pupils' previous work indicates that ICT is rarely used to support teaching and learning in a range of subjects.
29. The quality of teaching for pupils with special educational needs and for traveller children is broadly satisfactory in class teaching situations and pupils make appropriate progress for their abilities. Teachers include them carefully by asking them appropriate questions and show that they value their answers, but teachers do not ensure that all work is fully and consistently adapted to their specific needs at present. Support assistants give good levels of support and this helps pupils to keep up with the pace of lessons, and retain enthusiasm and good levels of concentration. Traveller children are fortunate in the quality of care and support they are given by a visiting specialist support teacher and support assistant. These pupils have good, clear individual education plans, which are reviewed thoroughly each term with the class teachers. Since the last inspection the school has introduced individual educational plans for pupils with special educational needs. They are reviewed every term, but at present teachers are only just beginning to be involved in writing them, and there is room to improve the general quality of the targets and ensure that they are all appropriate. Support assistants make frequent, helpful notes of pupils' progress, but it is unclear how regularly these are shared with class teachers at present.
30. In the best lessons, teachers plan their lessons well and identify clear learning objectives. Teachers' instructions and explanations are lively and informative. Pupils follow instructions well and they acquire new knowledge and understanding. Effective questioning challenges the pupils' thinking and checks their understanding. The teachers set high expectations of what pupils can

achieve in terms of behaviour and learning. Work set is well matched to the different abilities of pupils in the class. This helps to ensure that pupils are appropriately challenged and that pupils build on previous learning. The lesson is well structured and learning time is used well. Pupils are productive and maintain good levels of concentration. Interesting learning resources are used to inspire and promote learning.

31. Where teaching is less successful, expectations of what pupils can achieve are too low and learning time is not effectively used. Work is not well matched to pupils' different abilities and needs. In particular, work is not sufficiently challenging or demanding for higher attaining pupils. The purpose of the lesson or task was unclear and pupils' participation and engagement wane. Inadequate or low quality learning resources do not inspire pupils or promote learning. Pupils' attitudes and behaviour decline and they make unsatisfactory gains in their learning.

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

32. The last inspection found that the curriculum met statutory requirements in all subjects, but that provision for the youngest children was unsatisfactory. The curriculum in reception has recently been reviewed. It is based on the Foundation Curriculum and takes appropriate account of the six areas of learning and the Early Learning Goals. Curricular provision for the reception is now satisfactory and continuing to improve. This is having a positive impact on children's achievement.
33. The National Curriculum has evolved since the previous inspection, and the school does not fully meet statutory requirements in DT at present. The school follows the National Literacy and Numeracy Frameworks satisfactorily for the teaching of English and mathematics. The school has very recently improved curricular planning in other subjects and has adopted the Qualification and Curriculum Authority's schemes in order to conform to National Curriculum 2000 requirements. However, these plans are at an early stage of development and implementation. In areas of DT, history, geography and art and design, planning does not yet ensure that pupils systematically build on previous knowledge, understanding and skills in these subjects. The new coordinator is effectively addressing similar shortcomings in ICT. It is planned to teach history and geography in alternating blocks. However this leaves pupils with gaps of two terms between revisiting each subject, which is too long for pupils to remember the knowledge and skills they have previously learned. Pupils in Years 3 to 6 are organised into smaller teaching groups in the afternoon. The three groups contain pupils from two or three year groups and this requires skilful and detailed planning to ensure that pupils work at levels appropriate to their ages and abilities, and that repetition and omissions of work are avoided. Curricular planning is not yet sufficiently established to accomplish this.
34. Teachers throughout the school make satisfactory use of the national strategies for teaching literacy and numeracy. The curriculum is enriched by the school's attractive outdoor environment that is used appropriately as an additional area of learning. Provision for pupils' personal, social and health education is broadly satisfactory, but teachers are not using all the time designated on their timetables to deliver the new programme of lessons thoroughly. The school has introduced a paired reading scheme between older and younger pupils, which is proving popular. The provision for residential camping challenge for pupils in Year 5/6 and a planned one-night sleepover at the local field centre for pupils in Year 3/4 are a good feature in promoting personal and social skills.
35. The provision for pupils with special educational needs is satisfactory. Many of these arrangements are new and therefore are not yet well established. They receive the same curriculum as all the pupils and individual education plans contain specific short-term targets to focus the teaching, mainly in literacy but also in mathematics where appropriate. Some pupils have targets aimed at improving their behaviour in lessons. Pupils are supported in the classroom by support staff and parent volunteers, and are also withdrawn for work outside the classroom. However, more communication between special needs staff, teachers and SEN co-ordinator is needed, particularly about pupils' work and responses in each lesson, in order to improve the progress made by this group of pupils.

36. There is a satisfactory commitment to ensuring that all pupils have equal opportunities to learn and improve, and this is increasingly reflected in lessons. It is already strong in extra-curricular activities.
37. The good provision and range of additional activities that enhance the curriculum is a strength of the school. Activities take place after school and at lunchtime and all pupils are welcome to take part. The after school club offers painting and clay at present and will change to dance and drama after half-term. There is football all through the year and netball in the winter, a computer club, a gardening club and a regular homework club. Pupils in Year 5/6 have the opportunity to join a science club for four weeks at the local field centre. Pupils' learning is effectively enhanced by the educational visits made locally in connection with science, history and geography, and by the many visitors who come into school. A recent talk about cerebral palsy enthralled pupils who were amazed at how difficult it was to get into a wheel chair without using their legs. Pupils in Year 2 wrote letters of thanks afterwards that showed considerable levels of insight and sensitivity about living with the condition.
38. In addition to using the local area as a learning resource, links with the community are being strengthened and are becoming satisfactory. Among other activities, pupils will take part this May in the Pole Fair, which happens every twenty years, by dancing round the maypole.
39. Relationships with other schools are satisfactory, although there are no visits yet between the school and the local nursery. Visits from secondary teachers and visits by Year 6 pupils to their new school are being started again and effectively help smooth pupils' transition to secondary education.
40. There is satisfactory provision for pupils' spiritual, moral, social and cultural development. The school provides a welcoming and caring environment in which all pupils are encouraged to work together, taking pride in themselves, their school and learn to respect each other and celebrate their achievements and success. These judgements are similar to those made at the time of the last inspection.
41. Provision for pupils' spiritual development is satisfactory. In assemblies the acts of collective worship allow pupils to reflect and pray in their own manner thereby developing their spiritual awareness. Music is used to provide a spiritual uplift at the beginning and end of assemblies. Pupils are given the opportunity to reflect on their relationships in the community, in the family and with their friends. Through their studies of world religions in RE, pupils learn to recognise and respect the beliefs of other faiths, enabling them to reflect upon their own beliefs. Some opportunities are created for spirituality in lessons. For example, in English, older pupils writing vividly captured their special feelings when expressing views on fox-hunting. Also an impromptu opportunity occurred in a reception lesson when children discovered ladybirds in the outdoor play area. There was wonder on the faces of the children as they watched and investigated the ladybirds' activities. However, overall there are insufficient opportunities created for spirituality in lessons.
42. There is sound provision for pupils' moral development. It is promoted through the school's behaviour management programme and a positive atmosphere is created with high expectations of behaviour and relationships. Pupils are provided with clear boundaries for good behaviour. School rules are displayed prominently throughout the school. Staff are good role models showing respect and concern for the individual needs of all pupils. A developing feature of pupils' moral development is the way they are taught about wider moral issues through their personal and social development lessons in all classes. Pupils in a Year 5/6 class, for example, wrote letters of concern to the local authority about the pollution in their local river. Assemblies provide opportunities for pupils to reflect on positive personal qualities such as friendship, kindness and sensitivity to others' needs and rights.
43. Provision for pupils' social development is good. Achievements in work and behaviour are celebrated weekly in the 'highlight' assemblies with certificates for good work and good

behaviour. Opportunities are provided for pupils in both key stages to take on responsibilities that contribute to the smooth running of the school. In all classes there are nominated special helpers who carry out tasks such as taking the register to the office and delivering messages. Older pupils prepare the hall for assemblies, look after the younger pupils at lunch times and help to organise playtime equipment. There are occasions for pupils to develop an understanding of citizenship. Charity work, such as fundraising for cancer sufferers, is a feature of school life. Educational visits are an aspect of social provision. The school also involves its pupils in a wide range of after school activities and regular participation in local community sports competitions. This good level of provision is effective in encouraging the pupils' social development and enhancing their self-esteem.

44. Provision for pupils' cultural development is good. Pupils are provided with a curriculum throughout the school, which promotes an understanding and appreciation of their own local heritage and that of other cultures. The school recognises and values the distinctive culture of the traveller pupils who are a small but significant part of the school's community by occasionally highlighting and celebrating aspects of their lifestyle. Pupils from different ethnic backgrounds are encouraged to share their experiences and customs. In RE, awareness of other cultures and faiths is strongly fostered with pupils visiting synagogues, temples, mosques and Christian churches. In assemblies, festivals of different faiths are celebrated. In the study of Hinduism and Judaism pupils make regular visits to their local church and have visited a Hindu temple. In PE, they participate in national folk dancing including African and South American dancing. Displays and artwork around the school feature aspects of cultural diversity such as the mathematics display of Islamic tiles and the Buddhist exhibit. The school is now developing a good range of multi cultural books and artefacts. Visitors to the school include professional sportspeople, musicians and ministers of different faiths. The diversity of educational visits and visitors also has a positive impact on pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The previous inspection report indicated that the school had good procedures for safeguarding the pupils' welfare and this has been maintained. Although most of the staff are relatively new to the school, they already have good knowledge of the pupils and have already built sound relationships with them. A degree of trust is being established and this should help to promote good learning. There are good procedures in place to ensure that the pupils are safe during the day, including risk assessment throughout the curriculum and on the buildings. Fire drills are held regularly (the school is aware of the need to put fire notices in place). Accidents and the administration of first aid are well recorded and the school is aware of the medical needs of individual pupils. One parent spoken to during the inspection, with a child with a particular on-going condition, was very pleased with the support given by the school. The school has good procedures for child protection and the headteacher is the named person responsible for this area.
46. Attendance at the school is a concern as there is a high incidence of authorised absences. Registers are correctly marked and the reasons for absence are identified in nearly all cases. Registers are monitored monthly by the headteacher. There is considerable concern at the amount of holidays taken during the term, not only the number of pupils involved but also the amount taken by some pupils. Many parents do not appreciate that holidays during term are not a right and that the school only has discretion over two weeks in any one academic year. The headteacher is rightly seeking ways to tackle this problem, but no strategies have yet been devised. Other absences are due chiefly to illness. There are minor concerns about the attendance of a very few pupils and these are being investigated by the educational welfare officer and other support agencies. The school's procedures for promoting good attendance and improving attendance are unsatisfactory.
47. Procedures for monitoring and promoting good behaviour are sound. The school has employed extra learning support staff to help address concerns about the behaviour of some pupils. (It is too early to make a judgement on the effectiveness of this provision.) It has also recently reviewed the behaviour policy. Some adjustments were made, particularly to the rewards and

sanctions. The policy is based on praise and encouragement. The review process involved staff, governors and parents through the governors. The reviewed policy has been distributed recently to parents and there has been some discussion with pupils about it. Expectations, rewards and sanctions are displayed in classrooms and around the school to raise the profile and importance of good behaviour. The procedures are sound. Staff are familiar with them as are most pupils. However, they are not yet being used consistently, rigorously and effectively enough to promote good behaviour in all pupils. The headteacher keeps details of those pupils she deals with and in this way is able to monitor what is going on. The school tackles any forms of harassment, including bullying, within the behaviour policy.

48. The assessment procedures and the use of assessment to inform curricular planning, teaching and learning are unsatisfactory overall. The previous report mentioned that a new policy was in place, but there is little evidence that it was implemented at all before this school year. There are now some assessment systems for each pupil in English and mathematics, but not all teachers keep them up to date, and the systems in English have not been collated into easily accessible records of pupils' progress. The school has begun to analyse the results of the National Curriculum tests at the end of Year 2 and Year 6 as well as a new reading test, but has yet to use this information fully to benefit all pupils, particularly those in Years 3 to 6, through more focused teaching. Pupils in Year 2 have good quality individual targets for English, some of which they have set themselves, but this is not yet standard practice throughout the school. Plans to introduce systems for assessing attainment in subjects other than English and mathematics are in the very early stages of development. Most teachers mark pupils' work regularly, but do not yet set targets for improving the next piece of work, and there is limited evidence that planning is altered in the light of this assessment.
49. Care for pupils with special needs is satisfactory. Care for traveller children is good. Teachers and support assistants are starting to give sufficient attention to pupils' ongoing progress in relation to their specific action plans. The identification of pupils with special education needs has improved since the last inspection. Their progress is assessed each term and individual education plans are revised at this time.
50. The school does not have formal procedures to monitor the pupils' personal development. However, the staff do know the pupils well; this is shown by the details they can give when talking about them and in the support they give in the classroom. The school acknowledges the pupils' good or improving development through the Friday 'Praise' assembly. Those receiving awards are recorded in a special book and this enables the headteacher to monitor who is doing well. Overall, the monitoring of pupils' development is satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The meeting, prior to the inspection, was attended by just seven parents, and only 19 per cent of parents and carers returned the questionnaire. Parents' views of the school are unsatisfactory overall, and similar to those expressed at the time of the previous inspection. Although some areas have improved, other aspects have declined and they express concerns about a number of areas. They are concerned about the behaviour of the children, activities outside of lessons, the arrangements for homework, information about their children's progress, how closely the school works with them and the turnover in staff. Inspectors explored all these concerns. Brief details are given here but more details can be found in the rest of the report. Parents concerns about behaviour are justified to some extent. The behaviour of the pupils overall is sound; however, there are minorities of pupils in some year groups, particularly older years, where their behaviour has a negative effect on their own learning and sometimes on the learning of other. Activities outside the classroom are judged to be good taking into account the trips and visits made by pupils and the activities provided after school. Arrangements for homework are satisfactory, with the school recently introducing a homework club to support pupils. The information provided in reports is generally sound. The school has had a large turnover of teaching staff, but it is anticipated that this is now more stable. Although the views of parents from the response to the questionnaire and the meeting prior to the inspection are unsatisfactory, there are positive aspects to how the school works with its parents that have

good effects on pupils' learning. There is no discernable difference in the views of parents from different communities.

52. Parents at the meeting prior to the inspection and those spoken to during the inspection are pleased with the improvement in communication, notably in the Newsletters. These are helpful, regular, informative and easy to read. Other letters are circulated to parents on a need basis; these give necessary information for activities, trips and events as required. Information provided in the annual report sent to parents on their children's progress is sound overall, with those in reception and Years 1 and 2 being better. In these there are good details about what the pupils know, the skills they have learnt and what they understand and can use. Reports lack details of how the pupils can improve and how they are doing in comparison with other pupils of the same age. The school does not send out information about what the pupils are learning, so parents do not have the opportunity to support their children in their studies, should they want to.
53. The parents of pupils with special educational needs are appropriately included and consulted at reviews of individual educational plans, and the school is considering how to include pupils fully as well.
54. Attendance at parents' consultation evenings is good; other information meetings, such as one held recently about the National Curriculum assessment tests and tasks, are less well attended. Parents are expected to help their children with their homework, and many are happy to do this, although some expressed concern about the consistency of the setting of it. Parents spoken to during the inspection feel welcome in school; they were seen talking to teachers both before and after school. There is a high take up of the home school contract; this is reviewed and re-signed annually. Overall the school's links with parents are good.
55. There are a number of parents who are able to help at school on a regular basis, with, for example cooking and reading, and some are able to help after school with activities such as the after school club. The school is very appreciative of this practical support. Parents support the school by involving themselves in organising and partaking in the activities organised by the 'Friends' association. Activities are both social and fund-raising. Good sums of money are raised for the school and this is well used to support the school in its work, such as in providing funds for library books and purchasing football kit. The impact of parents' involvement on the work of the school is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. At the time of the inspection, the headteacher had been in post for two terms and the newly appointed assistant headteacher had been in post just two weeks. The school had experienced considerable teacher turnover recently and the recruitment of permanent and relief teachers has been difficult. The headteacher effectively reviewed the school's strengths and weaknesses on her appointment and is providing clear educational direction for the school. Most of the improvement needs predate her appointment. She has initiated improvements in curricular planning, teaching and accommodation but importantly she and the leadership of the school as a whole clearly recognise where further improvements are needed. The school now has a more settled teaching force and this should assist the school in making further improvements particularly in curricular planning, teaching and learning. Also very importantly, the new headteacher has been successful in creating a commitment to school improvement and a clearer sense of purpose among the staff. The school is not coasting nor accepting of underachievement. The new assistant headteacher is a good teacher and possesses useful expertise in ICT and the junior years. Her appointment should enable further improvements to be made. The leadership and management of the school are satisfactory overall.
57. Some subject coordinators are new to their post and the headteacher is currently overseeing a number of subjects. In some subjects, responsibilities are split between the key stages. This arrangement does not enable the coordinators to have a whole school view of the subject. However, the school acknowledges this and plans to further review roles and responsibilities now that the teaching force is more settled. The role of the subject leaders is under developed

and not all are fully aware of the role and responsibilities for effective leadership and development of a subject. Not all coordinators monitor teachers' planning or view samples of pupils' work to evaluate standards and curriculum coverage. Opportunities for coordinators to observe and support teaching and learning in the classroom are insufficient at present. In the main, coordinators are not sufficiently involved in the development and monitoring of teaching and learning. It is acknowledged by the school that coordinators need support and training in the role of subject leadership in order to take a more active role in monitoring, improving provision and raising standards.

58. The co-ordinator for pupils with special educational needs is experienced and keen to improve the quality of provision for these pupils. She is putting good systems in place such as involving teachers more closely in the process of writing and reviewing individual education plans for their pupils. The management of the support staff is increasingly effective. They are all becoming suitably qualified, and there is increasing communication between them and the teachers involved.
59. Under the leadership of the new headteacher, the governing body are improving. They are developing a clearer understanding of the school's strengths and development areas. However, the contribution that the governors make to the school varies considerably. For example, one governor is regularly seen in school and is well known by the pupils. This same governor has made a valuable contribution to the development of the school's ICT provision and financial planning. A parent governor also makes a valuable contribution in supporting pupils' learning. A number of governors do not visit the school in action and therefore have a limited awareness of the day-to-day operation of the school. The governing body are fulfilling their statutory responsibilities except in the teaching of DT.
60. The headteacher and Local Education Authority advisers have observed some teaching and provided constructive feedback. However, the school's procedures for the development and monitoring of teaching are not sufficiently established or rigorous to achieve consistently good teaching throughout the school. The school does not have an agreed teaching and learning policy giving guidance on how teachers are expected to work and agreed criteria of what constitutes successful teaching and learning. These guidelines and criteria could be used to monitor teachers' work in the classroom and for teachers to evaluate their own practice. At present there are no formal systems for reporting the findings of monitoring teaching to the staff as a whole in order to share good practice and target areas for improvement. Some teachers need further training in areas such as DT, ICT and PE in order to improve provision in these subjects. More emphasis on the development of teaching would help to raise standards and improve learning and behaviour.
61. The school has appropriate arrangements for the performance management of teachers. The formulation of an agreed teaching and learning policy and guidelines would enhance and support these arrangements. Induction arrangements and the training of new teachers are satisfactory. Responsibility for this area is likely to be delegated to the new assistant headteacher.
62. The school has a detailed improvement and action plans for 2001 to 2002. The plan sets out 5 broad and long-term aims. These include providing pupils with a good education in a secure environment, fulfilling pupils' potential, fostering qualities of respect, consideration, working together and celebrating achievement and success. These aims and values are generally well reflected in the school's day-to-day work. There are planning for all areas of the curriculum including the review and development of policies, curricular planning, assessment and the improvement of writing. Planning clearly identifies targets, action to be taken, the lead person responsible, timescales, resources required, monitoring and criteria by which to measure success. Booster classes, homework clubs, support for traveller pupils and Educational Action Zone projects are firmly embedded in the plan. A long-term plan covers 2001 to 2004 and includes developing the role of governors. This involves inducting new governors, reviewing terms of reference and encouraging governors to visit the school in order to raise their awareness of curricular provision. The plan has large number of priorities, however, it is recognised by the headteacher and staff that there is much to be done in order to improve provision and raise

standards. Whilst the planning consists of appropriate priorities, insufficient priority has been placed on improving the quality of teaching and learning in order to raise standards.

63. The headteacher, staff and site manager have done a great deal to improve the internal decoration and use of the school's accommodation. The school office has been relocated to a more convenient and spacious location. The school has developed an ICT suite and a new library. The main hall is small and seriously limits the opportunities for indoor games and work with large gymnastics apparatus. The school grounds are spacious and attractive and provide good opportunities for sport and environmental studies.
64. Learning resources are being improved but they are still unsatisfactory overall with particular weaknesses in art and design, DT, science, history, geography and RE.
65. Sound financial planning supports educational priorities. Specific grants for purposes such as staff training and special educational needs are used effectively. The headteacher works closely with the bursar and governors on financial planning and management. The school is currently spending more on educational support staff and on teachers in order to reduce the size of teaching groups in Years 3 to 6. The school is hoping to be able to continue with these arrangements and are reviewing the situation closely. The school is using ICT facilities effectively to improve efficiency in financial planning and management. The day-to-day management of finances are good. However, standards by the end of Year 6 are generally below average and there is some underachievement particularly by higher attaining pupils. Curricular planning, teaching and leadership are satisfactory rather than good. Taking these factors into account, the school is not yet providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and improve the quality of education provided, the headteacher, staff and governors should:

- (1) * Raise pupils' standards of attainment in writing, mathematics, science, art and design, geography, history and ICT by the end of Year 6 and in DT throughout the school by improving teaching, assessment and curricular planning as below.
(Paragraphs 5, 6, 8, 9, 10, 74, 79, 80, 86, 93, 94, 102, 107, 110, 116 and 122.)
- (2) * Improve the consistency of good teaching throughout the school by:
 - formulating a clear policy and guidelines on how teachers are expected to work, so that there is a clear vision for quality and success in teaching and learning;
 - agreeing criteria for effective/successful teaching and learning;
 - raising the expectations of what pupils can do;
 - setting work which is challenging and well matched to pupils' abilities and needs, particularly those of higher attainers;
 - monitoring the work of teachers in the classroom against the agreed criteria and guidelines, involving subject leaders in this and in the follow-up development;
 - enabling teachers to learn best practice from other teachers;
 - providing appropriate training in areas such as DT, ICT and PE;
 - improving the range and quality of learning resources in subjects where they are unsatisfactory;
 - involving subject leaders in reporting to staff and governors how successfully this work is being done.
(Paragraphs 20, 22-26, 28, 30, 31, 56, 57, 60-62, 64, 82, 84, 91, 92, 98-100, 105, 108, 109, 113, 115, 120, 121, 125, 127, 135 and 141.)
- (3) * Improve assessment so that:
 - procedures and practice for each subject are defined and consistently applied in each class;
 - teachers use assessment criteria for each subject to record what pupils know, understand and can do;
 - teachers use assessment data to plan their lessons which enable pupils to build on existing knowledge, understanding and skills;
 - pupils are set targets and their progress towards these are monitored and recorded;
 - pupils know what they have learnt and what they are expected to learn next.
(Paragraphs 48, 66, 83, 84, 92, 100, 109, 115, 121, 126, 132, 136 and 141.)
- (4) * Continue to improve the curriculum by:
 - ensuring that planning sufficiently 'builds on' and extends pupils' previous learning;
 - providing more opportunities in DT and art and design so pupils experience a range of materials, tools and techniques;
 - ensuring that the provision for DT meets statutory requirements;
 - ensuring that all areas of ICT are taught in a systematic way.
(Paragraphs 33, 56, 57, 87, 104, 107, 109, 110, 112, 116, 122 and 126.)
- (5) Improve levels of attendance by:
 - promoting the importance of good attendance to parents and pupils;
 - monitoring attendance and targeting parents whose children have poor levels of attendance.
(Paragraphs 19 and 46.)

* The school has identified these areas for improvement in development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	11	19	3	0	0
Percentage	0	0	33	58	9	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	110
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	9.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	13	15
Percentage of pupils at NC level 2 or above	School	80 (76)	87 (76)	100 (72)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	15	15
Percentage of pupils at NC level 2 or above	School	80 (82)	100 (82)	100 (100)
	National	85 (84)	89 (88)	80 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	11	11
Percentage of pupils	School	64 (81)	79 (94)	79 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	10	9	11
Percentage of pupils at NC level 4 or above	School	71 (81)	64 (94)	79 (94)
	National	72 (70)	74 (72)	82 (79)

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

N.B. The individual results for boys and girls in both key stages have not been included because the small size of the year group prevents a reliable statistical analysis of results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	96
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	25
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	56

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000
	£
Total income	230,935
Total expenditure	238,324
Expenditure per pupil	2,110
Balance brought forward from previous year	13,200
Balance carried forward to next year	5,811

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	110
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	57	0	0	0
My child is making good progress in school.	33	43	19	5	0
Behaviour in the school is good.	14	38	29	9.5	9.5
My child gets the right amount of work to do at home.	14	47	29	5	5
The teaching is good.	38	43	14	5	0
I am kept well informed about how my child is getting on.	47	33	10	10	0
I would feel comfortable about approaching the school with questions or a problem.	62	24	9	5	0
The school expects my child to work hard and achieve his or her best.	52	38	5	0	5
The school works closely with parents.	38	33	14	14	0
The school is well led and managed.	48	28	24	0	0
The school is helping my child become mature and responsible.	38	48	9	5	0
The school provides an interesting range of activities outside lessons.	14	43	9.5	24	9.5

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

66. Education for children under-five is provided in a class of reception children and Year 1 pupils. The school's provision has improved since the last inspection and is now at least satisfactory. The curriculum for children is now based on the 'six areas of learning' and gives the children broad and balanced experiences. However, there are still some areas that require further development but the school is aware of this. Firstly, assessment is at an early stage of development and there is little to indicate each child's progress through the stepping stones in the six areas of learning. Secondly, the limited use of the outdoors: the reception class has direct access to its own outdoor area but planning contains little reference to the use of the outdoors as a way of extending the children's experiences.
67. Overall, the attainment of children entering reception is below average. Teaching in reception is never less than sound and it is good in communication, language and literacy and creative development and this has a positive effect on children's learning. As a result most children are on line to reach the early learning goals in all the six areas by the end of the reception class, with some children having already attained them. Overall, most children in reception are achieving well. The recently improved Foundation Curriculum is having a positive effect on children's achievement.

Personal, social and emotional development

68. The children are on track to achieve the early learning goals in personal, social and emotional development by the end of the reception year. There are good procedures for introducing children to school life, which help the children to settle in with ease. Children enjoy coming to school, they respond well to the rules and routines of the class. Most are confident in trying out new activities and speak confidently to other children and adults. Relationships are good. The children are polite and respectful to their teachers and other helpers in the classrooms. Classroom resources are used carefully; for example, construction kits are used appropriately when investigating moving objects. They sit quietly in assembly to hear a story and respond with respect during a shared prayer. Some children concentrate on their activities for extended periods, either when listening carefully to a book during the Literacy Hour, or when persevering with the making of jam tarts. Children select their own activities during free choice periods and most are able to play sensibly alongside other children and some are able to share the activity with others. They demonstrate growing independence in their dressing skills and in personal hygiene; for example, changing for physical education lessons and washing hands following a painting activity. There are well planned opportunities for children to develop a sensitivity and awareness of other people. Teaching is good as every opportunity is taken to develop the children's skills. All adults provide the children with good example in personal and social skills.

Communication, language and literacy

69. In communication, language and literacy, standards are average by the age of five. However, in reading children make good progress. This area of learning is generally well taught. By the end of the year most of the children are expected to attain the early learning goals in reading, and the higher attaining children are achieving much higher standards. In writing, most of the children will reach the standards expected for their age. Their listening and speaking skills are extended effectively through a range of appropriately planned activities. When children are playing, staff engage them in discussion, question them effectively and challenge them to think. Elements of the National Literacy Strategy are well used to develop and extend children's language and literacy skills. A strong emphasis is placed on listening carefully to the teachers and following instructions. The children are attentive listeners. They enjoy listening to stories and rhymes and join in familiar ones with enthusiasm. The book corner is used well by the children and they handle the books with care. In shared reading tasks children recognise initial sounds and use these to read unfamiliar words. Children choose books as an activity and all

children take books home on a regular basis to share with family members. This has a positive effect on children's progress in learning to read. The children have made less progress in writing as there are few opportunities for children to write for themselves rather than copying what adults have written.

Mathematical development

70. Children make good progress in developing their mathematical understanding and standards are average by the age of five. Work is planned using the National Numeracy Strategy. Through play, practical activities, number songs, rhymes and counting games many recognise numbers up to 10 but a few can count to 25 and above with ease. Most reception children are able to join in with the teacher and count down from five to zero. They have opportunities to compare, match, sort, order and sequence. Teachers place great emphasis on developing appropriate mathematical language and children are encouraged to consider size and shape when playing with toys. For example, children were able to construct roads and buildings using language such as thick, thin, wide, narrow and taller than to describe features of their models. A significant number can recognise two dimensional shapes and copy and repeat symmetrical patterns. Calculating skills of more or less, greater or smaller are also developed through practical activities of threading beads and cutting various lengths of paper. Teaching in this area is sound. The teachers and support staff are competent in teaching the basic skills of numeracy.

Knowledge and understanding of the world

71. Children's knowledge and understanding of the world is developing well and they attain levels that are at least average by the age of five. From looking at seeds they are aware of how they develop into plants. They learn about the passage of time through celebrating birthdays, festivals and through daily routines. They talk about the days of the week, changing seasons and the weather. Staff carefully observe and assess children's skills providing them with support and encouragement in improving their skills of cutting, folding and sticking. They develop their observational skills as they experiment with toys and large wheeled apparatus to investigate how to make an object move by pushing and pulling. The computer is a popular choice and many children are confident and competent in using the mouse to click on icons and drag and drop items onto the screen. However, opportunities to enhance the natural curiosity of young children are not always seized upon. For example, a child's eagerness to explore in more detail the ladybird he found in the play area was not fully exploited. Teaching is generally satisfactory. Through appropriate topics the children gain knowledge and skills that provide a good foundation for future work in science, design and technology, history and geography.

Physical development

72. The children now have opportunities for regular and frequent physical activity both indoors and outside through access to their own play area and physical education sessions in the hall, an improvement since the last inspection. As a consequence, children make good progress in this element of physical development and standards are good by the age of five. However, this goes only part way to meeting the national guidance for this area of learning. When outside the children have few resources to play with that provide the appropriate challenge. Also the space available is too small for the children to participate fully in relevant physical activities. Children use the area well for riding on wheeled toys, climbing on equipment and playing with balls, hoops and ropes. The children's skills when handling tools, construction toys and malleable materials are satisfactory overall. Children are given opportunities to cut out, glue, paint and crayon to develop their handling skills. Teaching is overall sound and enables the children to make satisfactory progress in all elements of physical development.

Creative development

73. Standards in creative development are average by the age of five. Children enjoy a good range of experiences, art, music, story and imaginative play. Through such experiences children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. A good range of musical instruments, songs and rhymes helps to develop children's understanding of sound, rhythm and pattern. Children enjoy taking part in role-play situations; for example acting out the characters from nursery rhymes using puppets and other resources. The excellent range of puppets is very well used for developing the children's speaking and listening skills. The teachers actively seek opportunities to use the puppets, as a teaching aid, in other areas of the curriculum, and to great effect. There are many activities available for children to develop their senses through investigating texture, shape and colour. Staff provide a variety of materials from which children can choose to create their own pictures and models. They work well with play-dough, plasticine and junk material to create three-dimensional models. Sand and water are available for the children to explore. Teaching is good in this area of learning. Teamwork is of a high quality, staff working very well together. They are enthusiastic and committed. Parents are actively involved in their children's learning through supporting simple homework, some helping in the classroom.

ENGLISH

74. At the time of the last inspection, pupils' attainment was judged as below average at the end of both Year 2 and Year 6. Results in the National Curriculum tests for Year 2 have been consistently above the national average in reading and average in writing in recent years. National Curriculum test results for Year 6 have shown a declining trend from well above national average performance in 1998 to well below the national average in 2001. Inspection findings indicate that standards are average at the end of Year 2, and below average at the end of Year 6. All pupils, including those with special educational needs, achieve satisfactorily in reading. The large majority of pupils achieve satisfactorily in speaking and listening. Achievement in writing is satisfactory at the end of Year 2 and the end of Year 6. The national test results at the end of Year 2 for the current Year 6 were well below the national average in writing. The school has adopted the National Literacy Strategy since the last inspection. It is well embedded, but its impact has been limited by the upheavals caused by changes in teaching staff during the past few years in Years 3 to 6.
75. Standards in speaking and listening are in line with the national average at the end of Year 2 and generally also at the end of Year 6. Pupils in Year 2 listen attentively to their teacher and speak clearly in complete sentences, with satisfactory levels of confidence and thought. The majority of pupils in Year 6 listen carefully to their teachers, but a small minority of boys lose concentration and interest, and show unacceptably low levels of politeness. Pupils in Year 6 generally talk thoughtfully and explain clearly. Throughout the school, teachers provide opportunities for their classes to develop speaking and listening skills, both in English and in other subjects, usually in question and answer sessions, and sometimes in pairs or small groups. These opportunities, however, are often incidental rather than planned.
76. Standards in reading are above average at the end of Year 2 and average at the end of Year 6. Most pupils enjoy reading and are achieving satisfactorily compared to their prior attainment. The teaching of basic reading skills and the contribution of support staff and volunteers have a positive impact on learning. By the end of Year 2, the majority of pupils read simple texts with good levels of accuracy. The higher-attaining pupils clearly enjoy reading stories, demonstrate a good understanding of what they have read and say what they think may happen next. A very few pupils read slowly, with uncertain understanding and are grateful for adult support and encouragement.
77. By the end of Year 6, pupils with average and higher attainment read confidently from a range of texts. When asked, they explain in detail what their book is about. Pupils are not accustomed to using reference books or computers to find information. Library skills are underdeveloped because the school is still equipping a room as a library. The school lays good emphasis on

promoting a love of reading. The lower attaining pupils are in the habit of reading regularly in school for pleasure and are fluent and confident at their own level. All pupils read regularly to themselves and in groups in school. Pupils in Year 5 have a regular session at the end of the mornings when their teacher reads to them.

78. Standards in writing are average by the end of Year 2, and higher attaining pupils attain above national expectations. They start to use specialised vocabulary precisely. For example, after listening to some music a pupil wrote, "When the musicians play together it makes the floor vibrate". Pupils are also encouraged to develop a feeling for the rhythm of words and the pictures they create, by hearing a variety of poetry and then writing their own. A pupil wrote, "This is the salad all wet and soggy!" Pupils achieve satisfactorily because they are organised in groups and tasks are generally well matched to their needs. By the end of Year 2, more able pupils write for a range of audiences and in different forms. For example, they write about personal experiences in the form of diaries and autobiographies, or make simple book reviews. Following a recent talk in school about cerebral palsy they wrote sensitive letters of thanks and appreciation. They spell common words correctly and put capital letters and full stops in the right place. Although they practise joined writing in handwriting sessions, they do not use it in their everyday writing, which is neat but printed.
79. Standards in writing are below average by the end of Year 6. Although many pupils work at the expected level, there is little evidence that higher attaining pupils attain above national expectations. The majority of pupils work conscientiously but do not reflect a love of words in their writing which tends to be mundane in content. They write for a satisfactory range of purposes including arguing from different points of view and biographies. Many pupils spell carelessly, although they have regular opportunities to learn to spell appropriate words. By the end of Year 6 many pupils attempt to divide their longer pieces of work into paragraphs and are starting to use speech marks correctly. Their handwriting is joined and usually legible and neat. Pieces of work displayed by pupils in Year 5 are securely in line with the expected level, and pupils write fluently and persuasively. For example, pupils co-operated to write letters complaining to the town council about local litter and vandalism. Two pupils wrote, "We are absolutely appalled at the amount of pollution in the stream," and two others began, "We are writing to complain about the number of acts of vandalism in Corby." They continued their letters politely but firmly, giving vivid illustrations to explain the depths of their concern. Pupils with special educational needs make satisfactory progress throughout the school, particularly when they receive appropriate help from adults.
80. Pupils frequently use their writing skills in other subjects as a means of recording what they know, but teachers do not yet devise tasks in those subjects that are specifically aimed at extending the pupils' writing skills. Pupils in Year 5 used their word processing skills well to write their letters to the council, but there was little other evidence that ICT is used to develop pupils' literacy skills.
81. The quality of teaching is satisfactory overall. It is good in Years 1 to 2 and satisfactory in Years 3 to 6 where some good teaching was also observed. The main strengths are that:
- in good lessons teachers have high expectations of their pupils and expect them to work hard. This results in pupils' good attitudes to the subject;
 - teachers plan carefully, teach in a lively fashion, explain tasks clearly and ensure that adult support helps those pupils who need it most. This enables pupils to maintain their interest and concentration well, so that they produce a substantial amount of good quality work and start to have an awareness of how well they are doing.
82. Where teaching is less successful, the main reasons are that:
- teachers' management of their pupils is inconsistent, so that pupils do not pay attention and therefore do not put as much effort into their work as they should;
 - teachers do not consistently plan a variety of tasks which are appropriate to the range of abilities within their class. Pupils are not appropriately challenged and involved and this leads to lack of concentration.

83. Teachers are not yet able to make use of the school's library which is of good size and easily accessible, because it is a new venture and not completely ready. A generous contribution from the 'Friends of Rowlett School' has helped to ensure that there will be a satisfactory number and variety of new books. Drama has not been used recently as a regular vehicle for promoting pupils' literacy skills. Assessment systems are recent, not yet standard across the school and therefore teachers do not use them efficiently to set groups and give appropriate tasks. Some teachers have started to give pupils individual targets for improvement. This practice could be further improved by ensuring that targets are closely linked with appropriate National Curriculum levels of attainment.
84. The leadership and management of English are sound. The co-ordinator is keen and experienced, and her plans place the school in a good position to move forward. The main area for development is to improve the quality of teaching further, by ensuring that teachers have the opportunity to observe good lessons, and to standardise and use assessment fully.

MATHEMATICS

85. In the 2001 National Curriculum tests for Year 2, results were well above the national average. When compared with similar schools, these results were very high. This particular year group had a higher than usual proportion of higher attaining pupils and fewer pupils with special educational needs. Results were average in 1999 and below average in 1998 and 2000. In National Curriculum tests for Year 6 in 2001, the schools results were in line with the national average and above average when compared to similar schools. Results were well above average in 1998 and 2000 and above average in 1999.
86. The findings of the inspection are that standards are broadly average by the end of Year 2 and below average by the end of Year 6. Achievement overall is satisfactory. However, the achievement of higher attaining pupils throughout the school is unsatisfactory.
87. There are significant factors in explaining the low attainment and inconsistencies in progress. There is a high number of pupils in Year 6 with special educational needs, high staff mobility throughout the school and variations in the quality of teaching. Some teachers do not have high enough expectations and do not effectively build on the pupils' prior attainment, because they do not fully use the information gained from tests in their subsequent lesson planning. Overall there is insufficient continuity and progression between classes and so pupils do not always learn in a steady and systematic way. The school is developing strategies to improve standards and progress. For example, splitting the classes into separate year groups in Years 3 to 6 for their mathematics lessons and improving special educational needs procedures. However, these positive changes are too recent to have had a positive effect yet.
88. By the end of Year 2, most pupils count and write whole numbers to 100, many are able to add multiples of 10 up to 100, counting on and back in steps of 1 and 10. They know by heart their two and five times tables. Most are able to perform simple addition, subtraction and multiplication operations. They understand in a practical situation odd and even numbers. They have a sound understanding that addition can be done in any order and recognise simple number patterns and relationships between numbers and use this understanding when carrying out calculations. For example, some pupils when adding 30 to 45 understood that adding '3' to the '4' was a useful strategy for quickly calculating tens and units. A minority are developing confidence in seeing relationships between addition and subtraction. For example, a boy successfully worked out the correct answer to $51-25=26$ because he knew that $25+25=50$, showing clear understanding that subtraction reverses addition. In problem solving, standards vary considerably. The higher attainers are beginning to use mental strategies in solving problems. They are able to read simple problems and use appropriate number operations. The lower attainers struggle with the mathematical language of problems and are very reliant on practical resources to support their learning. Most pupils recognise and describe the names of common shapes such as rectangles, circles and triangles. The higher attainers are able to identify the more complex shapes such as cylinders, pyramids and cuboids. They generally use appropriate mathematical vocabulary and symbols. Overall, progress is satisfactory in mental

mathematics for the majority of pupils including pupils with special educational needs but higher attainers could make better progress with more challenging and demanding work.

89. By the end of Year 6, most pupils understand place value to 1,000. They use a variety of written and mental computations, involving addition, subtraction and multiplication. A minority of the more able pupils have acquired a good understanding of place and value when dividing whole numbers by 10 and 100 and can explain their methods. They use the four operations competently to solve problems. They know how to work with percentages, decimals and common fractions. However, throughout the junior classes the higher attainers spend too much time repeating similar work that is well within their grasp. More could be done to extend the level of challenge, for example using the worksheets in a more selective way to enable higher attaining pupils quicker access to more demanding work. Although teachers emphasise the importance of mathematical language many pupils' understanding is not sound. From observations in lessons and when discussing work with pupils it is clear that this lack of understanding of mathematical language is a handicap to pupils making better progress. For example, several pupils could readily explain how to work out the distance round a rectangle but could not recall, without adult prompting, that this was the perimeter. Throughout the junior classes pupils are developing fluency in mental calculation and have strategies to enable them to be mentally agile.
90. Many pupils in Year 3 are able to recall multiplication tables fluently and are able to approximate two digit numbers by rounding up. In Year 4, pupils could confidently demonstrate the relationship between multiplication and division. Overall, pupils' understanding of measure, shape and data handling is satisfactory. By Year 6, pupils build on their previous learning and develop a sound understanding of shape and space. For example, pupils are able to use the formula to find areas of squares and rectangles and the higher attainers skilfully apply this knowledge to finding the area of an arrangement of rectangles. Most pupils are learning to recognise reflective symmetry in two-dimensional shapes. In data handling they are able to interpret bar -graph information and record their results. Their strategies for solving problems, identifying the important parts of the information, using approximation and rounding to estimate the answer is a developing area, with pupils requiring more opportunities to take responsibility for their own learning. There is some use of ICT, for example calculators are used for working with large numbers and checking answers, but overall provision for ICT as a mathematical tool is unsatisfactory. Some application of mathematics skills is found in other subjects such as science and geography but there are too few opportunities to practise and apply mathematics across the curriculum.
91. The quality of teaching in mathematics is satisfactory overall. It ranges from good to unsatisfactory. Where the teaching is good the pupils are clearly informed of the learning objectives for that lesson, there is pace and the teachers communicate strongly to all the pupils an enthusiasm and expectancy of success in a supportive environment. The quality of questioning is high and lively allowing pupils thinking time to explain their methods of calculation. Pupils and teachers are involved in mathematical dialogues. There is clear guidance on the appropriate mathematical methods to use. Examples of these important teaching attributes resulted in good learning being seen in a Year 4 lesson on solving real life problems about number and money. Throughout the lesson the teacher was constantly assessing pupils' work and setting appropriate tasks for most of the pupils, resulting in good progress. Most pupils responded to challenge and enjoyed working hard. This resulted in good behaviour and positive attitudes in mathematics. They worked independently without the need for adult supervision, working co-operatively in pairs and groups. Common features of the better teaching were good subject knowledge, well prepared lessons where the numeracy framework is used as a basis for planning, sharing the objectives with pupils and making good use of the sessions at the end of the lesson to assess learning and to point up future goals. Where teaching is less effective there is poor planning and organisation. In a Year 1/ 2 lesson there was insufficient pace to the lesson resulting in some pupils becoming bored and restless. The independent group activities were inadequately matched to the needs of the pupils and poorly resourced, resulting in a significant number of pupils not understanding the task, time wasting and consequently making limited progress. Another element of less effective teaching is where the

plenary sessions at the end of the lesson are not used effectively to provide pupils with sufficient information on what they have learnt and areas requiring further development. On these occasions planning for future lessons is not secure. Pupils with special educational needs are supported effectively, especially by means of grouping by ability throughout the school. Target setting, for all ability groups is a developing feature in helping to raise standards. Extra lessons are used to improve the performance of lower attainers. There is very effective use of additional staff who skillfully support the diverse needs of all pupils. Teamwork is of a high quality, all staff working very well together. Where homework is given it is effectively reinforcing learning. Marking of work is satisfactory although comments are sometimes not well focused on improvements.

92. The leadership and management of the subject are unsatisfactory, as there is currently no overall knowledge and understanding of the school's strengths and the areas requiring further development. The co-ordinator, who is a part-time teacher, has held the position since January and has taken some steps to develop the subject. There is an action plan and a new policy. However there are currently no opportunities to monitor teaching and evaluate work in the classrooms to ensure consistency of teaching and learning throughout the school. Assessment procedures are satisfactory but the use of assessment to inform future planning is unsatisfactory. Monitoring of planning is underdeveloped and whilst the scheme of work is effective, not all teachers use it appropriately and often skills that pupils know are re-taught thereby limiting progress. There is a satisfactory range of learning resources.

SCIENCE

93. In the statutory teacher assessments of Year 2 in 2001, all pupils attained the national expected standard of Level 2 or above. These results are well above the national average. The proportion of pupils who attained the higher Level 3 was also above the national average. In the National Curriculum tests for Year 6 in 2001, the school's results were well below the national average. When compared with similar schools, the results were below average. Between 1998 and 2000 National Curriculum test results were well above the national average. A number of factors contribute to the fall in test results.
- The Year 6 cohort in 2001 was only 14 and so one pupil contributes to seven per cent of the year's results.
 - This group of pupils had not performed well in the Year 2 National Curriculum tests in 1997.
 - These pupils had experienced a considerable number of changes of teachers through Years 3 to 6.
94. The findings of the inspection are that standards in the current Year 2 are average and the pupils are achieving satisfactorily. This represents an improvement since the last inspection when standards were judged to be below average and pupils made unsatisfactory progress. However, study of pupils' work indicates that few pupils attain the higher Level 3 standards. In the current Year 6, standards are below average but this year group does have a high proportion of pupils with special educational needs. While most pupils are achieving satisfactorily, there is some underachievement because work is not sufficiently well matched to the different abilities of the pupils. In particular, higher and lower attainers are not appropriately challenged. This represents a decline in standards since the last inspection when standards were judged to be average.
95. In Year 2, pupils had been investigating whether salt makes ice melt more quickly. Higher attaining pupils made suitable predictions of what would happen. Most pupils used simple equipment in carrying out the investigation. They made observations, compared these and described what happened. Most pupils in Year 4 carry out fair tests with assistance when testing the permeability of rocks. They record their observations in a teacher produced chart. They identify which rocks are permeable and which are not. They begin to rank the rocks in order of permeability.
96. In Year 6, most pupils use simple keys to identify vertebrate and invertebrate animals. However, pupils, particularly the higher attainers, are not given the opportunity to design and make keys

of their own. Pupils discover by experimenting which materials dissolve in water and which do not. However, scientific vocabulary is limited and they are not introduced to terms such as soluble, insoluble, solvent and solution. Pupils know that filtering can separate materials that do not dissolve in water. Pupils present observations and measurements in tables and bar graphs. Opportunities for pupils to plan and carry out investigations have been limited. However, the introduction of smaller teaching groups in Years 3 and 6 provides better opportunities. Pupils use numeracy skills competently to measure and record weight, force and length. They produce graphs of their results.

97. The quality of teaching in Years 1 and 2 is satisfactory. The purpose of the lesson is clear. The teacher gives clear instructions to the class so they know what is expected. The teacher uses sound questioning and prompts to promote pupils' learning. Pupil management is effective with good relationships established. The pupils behave well. In the lesson seen, the pupils were discussing in groups which items were safe to put in your mouth and which were not. While this was a useful health and safety activity, its scope was limited in developing scientific knowledge understanding and skills.
98. The quality of teaching in Years 3 to 6 is satisfactory and this leads to satisfactory learning and behaviour. Clear learning objectives are identified and these are effectively shared with the class. Pupils therefore know what they are expected to learn. Sound explanation and questioning enable most pupils to make satisfactory gains in scientific knowledge, understanding and skills. However, introductions and instructions are overlong and not sufficiently lively to engage and maintain all pupils' attention. Some of the practical work provided is prescriptive and over teacher directed. As a consequence, there are insufficient opportunities for pupils to suggest, plan and test their own ideas. Pupils of all abilities often pursue the same task and use the same work sheets. As a consequence, much of the work is inappropriate for lower attaining pupils and not sufficiently challenging for higher attainers. The study of pupils' past work in Year 6 reveals that lower attainers are expected to complete the same tasks as the rest of the class and as a result, much of their work is incomplete. Pupil management is satisfactory. However, positive working routines are not sufficiently established among all pupils. As a result, some pupils fuss, chatter, call out and lack concentration. Attitudes and behaviour are satisfactory overall. The quality and range of learning resources used are unsatisfactory. For example, when pupils in Year 3 and 4 were testing the permeability of rocks, the range of rocks selected were limited and not good examples of their type. In a Year 5 and 6 lesson on identifying vertebrate animals, the teacher used small low quality illustrations, which did not have the same inspirational effect as say slides, videos or large colourful posters.
99. Throughout the school, the marking of pupils' work is regular and brief positive comments of encouragement are made. However, there are insufficient comments giving guidance for improvement. From the lessons seen and the study of pupils' previous work, there is little evidence of ICT being used to support teaching and learning in science. Opportunities to enhance science work through ICT are being missed. For example there are programs available to support the work on scientific keys.
100. The headteacher has been overseeing science since September. Very recently, a teacher has been coordinating science in Years 3 to 6. The science policy has been reviewed and updated and the school has adopted the Qualifications and Curriculum Authority's (QCA) schemes for its long and medium term curricular planning. These should help to ensure that the requirements of the National Curriculum are met. The school has recently reorganised its teaching groups for the afternoons in Years 3 to 6. These new arrangements provide smaller teaching groups, which enable more experimental and investigative work. However, one group contains pupils from Years 3, 4 and 5. At present, the school's curricular planning and assessment procedures are not sufficiently established and effective to ensure that all pupils learn in a steady and systematic way as they move through Years 3 to 6 so that omissions or undue repetition of work are avoided. The lack of an effective assessment system restricts teachers' ability to match work to pupils' differing abilities. The monitoring and evaluation of the subject is under developed. The headteacher views curricular plans and National Curriculum test results are

analysed. However, pupils' work is not scrutinised to monitor standards and subject coverage. As yet there is not an effective system in place to develop, monitor and support teaching.

ART AND DESIGN

101. No art and design lessons were seen during the week of the inspection. Judgements on standards are based on scrutiny of pupils' previous work, looking at planning and discussions with staff. It is not possible to make any judgements about the quality of teaching.
102. Standards in art and design are in line with national expectations for pupils in Year 2 but are below national expectations for pupils in Year 6. Standards in Year 2 are similar to those reported during the last inspection but standards in Year 6 have fallen from above national expectations. However, since the last inspection there has been significant staff changes. Also the school has concentrated its efforts on improving the quality of education in the Foundation Stage and the implementation of the National Literacy and Numeracy Strategies. As a result, there has been little development in the subject and standards have declined. The school has recognised this as a weakness and has an action plan to improve provision.
103. By the end of Year 2, pupils achieve satisfactorily in their skills and understanding of art, craft and design. They learn a range of techniques and incorporate this knowledge into imaginative work. Pupils have been investigating materials and exploring collage techniques. Younger pupils paint boldly using vibrant colours reflecting their interests in plants and houses. There are good cross-curricular links and these serve to reinforce and enhance pupils' work in other curriculum areas. Year 1 pupils have made sketches to illustrate stories and to decorate their prayer scrolls. Linked to their science topic, Year 2 pupils have created sunflowers using wax crayons and oil pastels. Their work showed sound skills in recording fine detail using pencil. Some sketches were of a good standard with satisfactory application of shading technique. Three-dimensional work and the use of ICT are not well developed. These older pupils create effective displays using a range of natural materials.
104. By the end of Year 6, pupils are not achieving as well as they should. Teachers do not sufficiently build upon their earlier skills and learning to develop their observational skills and techniques. Older pupils have undertaken close observational drawings using different thickness of hard and soft pencils and charcoal. Very few were of a satisfactory standard. Application of the techniques of shading, tone and accuracy of observation are inconsistent. Three-dimensional work is underdeveloped. They have created models of pots using clay but the standard of work is less than expected showing limited pottery techniques. Some of the work seen shows links with other subjects. For example, Years 5/6 worked on composing pictures of water cycles to support science and used pastel techniques to create a river system in their geography topic. However, most of the work does not meet national expected standards.
105. The school's scheme of work is based on national guidelines. The subject is making a limited contribution to pupils' spiritual and cultural development. There is currently no monitoring of the subject and resources are unsatisfactory. However, the school has initiated organisational changes recently so that teachers' expertise is used to raise standards in Years 3 to 6. It is too early to assess the effectiveness of this strategy.

DESIGN AND TECHNOLOGY

106. During the inspection, no lessons in design and technology were seen. Judgements about standards and provision are made from assessing the quality of pupils' past work, discussions with teachers, and viewing teachers' planning. Evidence of pupils' work in DT is extremely sparse.
107. By the end of Year 2, standards are below national expectations and pupils are not achieving as well as they should. Pupils made simple mechanisms of a moving hand from card but these were very simple in terms of design and joining techniques. By the end of Year 6, standards are well below national expectations and achievement is poor. Photographs indicate that pupils have

designed and built model houses using reclaimed materials. However, the design and construction of these were extremely basic. Across the school pupils have too few opportunities to work with a range of materials, tools and techniques. For example, the study of pupils' work and discussions with staff indicate that pupils in Years 5 and 6 have not had opportunities to work on projects involving cams, gears, pneumatics or controllable vehicles. The limited learning opportunities offered and the infrequent contact with the subject results in attainment being lower than expected and poor progress in the development of designing, making and evaluating skills. Standards are lower than those reported during the last inspection.

108. The limited opportunities offered and the lack of pupils' work available leads to the judgement that the teaching of DT is unsatisfactory. Teachers have insufficient knowledge and understanding of this subject to enable them to fully meet the requirements of the National Curriculum Programmes of Study.
109. The headteacher is currently overseeing DT. She recognises that teachers need considerable training in this subject. The school has decided to adopt the Qualifications and Curriculum Authority's national schemes for its long and medium term curricular planning. However, at present these schemes are far from implemented. Furthermore, the school has not established a system to assess and record pupils' attainment. The learning resources for this subject in terms of materials, tools and construction kits are unsatisfactory and this also limits learning opportunities. There is no evidence of ICT being used to support teaching and learning in DT. The school has made poor improvements in this subject since the last inspection.

GEOGRAPHY

110. Pupils' standards of attainment in geography at the time of the last inspection were below expectations at the end of Year 2 and in line with national expectations at the end of Year 6. Standards are now broadly in line with national expectations at the end of Year 2, but are below national expectations at the end of Year 6. Achievement is generally satisfactory through Years 1 and 2, but is unsatisfactory through Years 3 to 6. Although the school has recently introduced new programmes of study, it has not yet developed them into a series of plans right across the school that clearly and steadily develops and builds on the geographical skills required by the revised National Curriculum. The mixed-age classes in Years 3 to 6 do not make this a straightforward task. Judgements are based on the three lessons seen as well as looking at pupils' work, teachers' planning and discussions with teachers.
111. Pupils in the present Year 2 are establishing satisfactory early geographical skills and knowledge in local studies. They draw clear simple maps and plans and know how to read them. In the lesson observed, they showed good knowledge of their own environment and were eager to give sensible reasons for liking some features more than others. For example, pupils think that the community centre provides interesting activities, and love the chocolate shop which, "made some of our mouths dribble when we went in!" Pupils also show good awareness of safety. There is no evidence that they have studied any localities beyond their own yet. Older pupils in Year 1 share geography lessons with pupils in Year 2. They too are starting to develop sound knowledge and skills. Pupils with special educational needs are well included in lessons and, although they do not have tasks specifically designed for them, they are carefully supported by the class teacher and therefore like the rest of the pupils, achieve satisfactorily.
112. Pupils in Year 6 have not developed sound geographical knowledge and skills at a level appropriate for their age. They made a superficial and unsatisfactory study of rivers and mountains earlier in the school year. This term they are starting to study Hunstanton in preparation for a visit to the area. Pupils in the juniors have geography lessons in mixed-age classes and there is limited evidence that they have built steadily on skills learned in the infants. Their achievement is unsatisfactory. In the lessons where pupils with special educational needs are supported they make satisfactory progress, but their achievement too is unsatisfactory during the school year.

113. The teacher responsible for teaching geography in the juniors has been in post for two weeks. The quality of teaching during the inspection was satisfactory overall and good in one lesson observed in the infants where good use had been made of the local environment, but much more needs to be done to develop pupils' skills progressively and steadily. The teacher in the juniors is keen, but lacks experience and needs skilful and constant support in order to deliver lessons of good quality to the mixed-age classes.
114. There are some positive links with literacy, especially in the juniors where imaginative use is made of recording techniques such as "mind maps", and impromptu opportunities arise across the school for speaking and listening. However at present, there is no planned policy to use geography as an opportunity to develop pupils' literacy skills at appropriate levels. Pupils in one lesson enjoyed the challenge of using their numeracy skills to work out how long the journey from Corby to Hunstanton would be likely to take. Pupils also understand how to use simple co-ordinates. Insufficient use is made of ICT at present in the form of the Internet or available software to further pupils' skills and knowledge.
115. There is no designated manager of the subject at present, so the headteacher has added geography to her list of responsibilities. She is aware of shortcomings in the subject and of the need to develop planning and as well as assessment of pupils' attainment. Learning resources are unsatisfactory, although good use is made of the local environment.

HISTORY

116. At the time of the last inspection, standards of attainment were judged to be below expectations at the end of Year 2, and in line with national expectations at the end of Year 6. Now, standards are broadly in line with national expectations at the end of Year 2 and pupils are achieving satisfactorily. Standards are below expectations at the end of Year 6 because over the past few years the school has not ensured that pupils build consistently on early historical skills. Achievement is therefore unsatisfactory. Satisfactory coverage of the subject topics is now planned, but they are to be taught in blocks with sometimes a term or longer between them, which is too long to be sure that pupils remember skills and therefore are able to build on them steadily. No history was taught during this inspection so evidence has been taken from samples of pupils' work and discussions with the head teacher.
117. By the end of Year 2 pupils have begun to build a satisfactory basis of historical skills. They have acquired a firm understanding that life in the past was very different to that today, and they make suggestions as why this is so. There is not much recorded work. What there is does not show any adaptation of tasks to challenge pupils of differing attainment, and the standard of written work is not as high as that done in English books.
118. By the end of Year 6 pupils have covered an interesting variety of topics. During their time in the juniors, pupils have studied Ancient Egypt, the Romans, Anglo-Saxons and the Victorians. However their recorded work is superficial. Not enough of it is linked to National Curriculum levels and therefore it does not show satisfactory development of specific historical skills.
119. Written work, particularly by pupils in the juniors has been used as a tool for recording information in their own words, but opportunities have been missed to use history as a basis for developing a range of different writing skills. Opportunities for pupils to develop research skills have been limited by the lack of a library and old resources. There is no evidence that information and communications technology has been used to further pupils' knowledge. Pupils have developed their mathematical skills by drawing and using time lines.
120. Samples of pupils' work across the school indicate that teaching at best has been satisfactory and sometimes it has been unsatisfactory. Teachers have sound subject knowledge, but have not consistently taught pupils the required skills. There is no indication that tasks have been adapted to suit pupils of differing abilities and not all work has been marked.

121. There is no co-ordinator at present so the headteacher has added history to her list of responsibilities. She plans to introduce a simple form of assessment of pupils' attainment. The school acknowledges that resources are unsatisfactory at present.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards by the end of Year 2 are in line with national expected standards and pupils' are achieving satisfactorily. By the end Year 6, pupils are attaining expected standards in the areas of word processing, spreadsheet modelling and using the Internet to find information. Multi media presentation work is planned later in the summer term but there is no evidence of pupils covering monitoring and control. Standards by the end of Year 6 are currently below average but, with the appointment of a new ICT coordinator and smaller teaching groups in Years 3 to 6, there are already signs that standards are likely to improve. Pupils are achieving satisfactorily in the development of ICT skills. Standards are similar to those reported during the last inspection.
123. Pupils in Year 2 create pictures using a paint program. They choose and paint with different colours. They use a brush tool and can fill areas with various colours. However, they are less confident at changing the brush size or using other tools such as a spray or rubber. In Year 5, pupils create attractive collages of sea life, Viking Times and prehistoric oceans using graphic modelling. They use a range of tools to produce different effects. They copy, paste, move and resize graphics. They use flip and rotational tools to good effect. In Year 6 pupils use a search engine and use hyperlinks to find information on the Internet. Pupils effectively find data about topics such as earthquakes, Queen Victoria and Cornwall.
124. The quality of teaching is sound in Years 1 and 2 and this leads to pupils' making satisfactory gains in ICT skills. The purpose of the lesson is made clear to the class so pupils know what they are to learn. The teachers' instructions are informative and pupils listen carefully and follow instructions well. Working in pairs or threes to a computer, the pupils work collaboratively together. Discussions with pupils and the teacher in the Year 1/2 class revealed that the computer suite has been underused by this class.
125. The quality of teaching in Years 3 to 6 is good. The teacher has a secure knowledge and an enthusiasm for the subject. Lessons are well planned with clear learning objectives. In one Year 5/6 lesson, the pupils showed considerable interest and were highly motivated. Effective explanations and questioning by the teacher helped pupils to make good gains in knowledge and use of the Internet. The teacher managed the pupils very well and had formed very good relationships with the class. Pupils were motivated, productive and behaved very well. Pupils worked collaboratively as they shared computers. The teacher moved effectively between groups and individuals providing feedback and help. The lesson maintained a good pace and provided appropriate levels of challenge and pupils with special educational needs received good support from the teacher. As a consequence all pupils were productive, remained on task and made good progress in acquiring new knowledge and skills. The use of ICT to support teaching and learning in other subjects is an underused strategy at present and numerous learning opportunities are missed.
126. The new ICT coordinator is enthusiastic, knowledgeable and has already identified areas for further improvement. A governor has made a considerable contribution to the setting up of the ICT suite and solving technical problems. The school has adopted the National Qualification Curriculum Authority's schemes for its long and medium term curricular planning. These should help to ensure that pupils develop ICT skills in a steady and systematic way but these plans are not yet fully implemented. The school has not yet established an effective system for assessing and recording pupils' attainment.
127. The school has recently set up computer suite consisting of a network of eight computers and two printers. All staff have had recent training using the New Opportunities Funding. These are clear improvements since the last inspection and should help to raise standards. Some of the new staff received training from their previous school. However, further training is required as not

all teachers are confident in all areas of the subject. The school has made good improvements in this subject since the last inspection.

MUSIC

128. Standards by the end of Year 2 and Year 6 match the levels expected nationally. Most pupils including those with special educational needs are achieving satisfactorily. Pupils are better at listening to and performing music. Standards are not as good in composing and appraising skills. Standards have been maintained since the last inspection.
129. By the end of Year 2, most pupils sing clearly and in tune. They are able to sing a range of action songs and hymns from memory, keeping good time, and remembering that the chorus is repeated after each verse. They are developing an awareness of patterns in music. The majority of pupils can remember and repeat a simple pattern by clapping correctly and keeping to the beat. Pupils listen to music, which includes music of other cultures and times. They are able to talk in simple terms about the range of sounds they hear, identifying loud, quiet, quick and slow musical phrases. However, their knowledge of technical music terms is limited. They know that different instruments make different sounds.
130. Pupils in Year 6 are developing satisfactory listening skills being able to identify some instruments played in orchestras and brass bands. The quality of singing is good. They are able to perform their own rhythmic patterns using percussion instruments. No composition work was seen during the inspection and there is no recording of previous compositions. Discussions with teachers and pupils indicated that creating their own music is a developing area. Through listening to music, Year 6 pupils learnt to recognise that musical compositions have specific features such as 'pitch', 'pace' and 'patterns.' However, their knowledge of historic and contemporary composers is limited.
131. It was only possible to see two lessons in music during the inspection and so it is not possible to make an overall judgement about the quality of teaching. In the lessons observed, in Years 3 to 6, the quality of teaching ranged from satisfactory to good. Lessons are suitably planned. Pupils' previous knowledge and understanding are used to extend and develop skills. Performing skills were given the main priority in lessons seen. The teachers make effective use of taped music to support learning and teaching, for example in hymn practice. There is a sound pace to the lessons and practical opportunities for pupil involvement. In the better lesson the teacher's good knowledge of the subject is central in raising pupils' standards of attainment with focused questioning and precise use of technical language. For example, in a lesson with Year 5 and 6 pupils, the teacher skilfully linked her knowledge of rhythmic patterns to pupils understanding of syllables in language. This enabled the pupils to explore rhythmic patterns in a more meaningful way. Other strengths included good links with other subjects. For example, the teacher elicits from the pupils the relationship between sound and vibration and its scientific association. The main limitation apparent in the teaching of the subject is a thorough assessment of what the pupils are able to do and setting creative challenges to ensure that pupils improve on their earlier performances. Overall, learning in music lessons is fun and this contributes strongly to the pupils' positive attitudes, behaviour and generally good relationships.
132. The co-ordinator is an experienced musician. However, leadership of the subject is confined mainly to teaching the Year 3 to Year 6 pupils resulting in a limited overview of the quality of learning and teaching throughout the school. There is no formal assessment of pupils' work and there is no monitoring of the teaching of music. This results in some strands of music not being systematically taught. For example, the composing element of music is underdeveloped in both key stages. There is a draft policy but no whole school scheme of work. Some pupils benefit from violin tuition, which is provided by the local education authority's music service. The use of information technology in music is a developing area. Resources are satisfactory.

PHYSICAL EDUCATION

133. During the inspection, no teaching of PE in Years 1 to 2 was seen. It is not possible to make judgements about standards and the quality of teaching in these year groups. The teaching of athletics was seen in Years 3 to 6 and football was seen in Year 6.
134. By the end of Year 6, pupils are attaining the national standards expected for their age. Achievement is satisfactory. Standards in Year 6 are similar to those reported during the last inspection. Year 6, pupils participate well in shuttle runs requiring speed and stamina. Most demonstrate precision and control in their performance. Pupils display sound footballing skills of passing, dribbling and receiving the ball.
135. The quality of teaching in the lessons seen in Years 3 to 6 was unsatisfactory and this restricted the development of pupils' physical skills. During the inspection, pupils in Years 3 to 6 were practising athletics skills in their year groups on the school field. The activities provided were suitable and included shuttle runs, throwing a soccer ball and sprints. Teachers measured and recorded individuals' performance as part of a commercial awards scheme. Teachers' instructions and demonstrations were generally clear. Most pupils were keenly interested and listened to instructions and followed them well. The main weakness in the sessions was the organisation of the pupils, as they had to wait in long queues for their turn. This unsatisfactory organisation meant that there were long periods of inactivity and insufficient opportunities for pupils to show sustained physical effort. Most pupils made unsatisfactory gains in the development and consolidation of skills. In the Year 6 group, the organisation was better and a voluntary helper was effectively used to enable the group to operate in two smaller groups for shuttle runs. Pupil participation was better and these pupils had more opportunities to apply physical effort and demonstrate speed and stamina. The teacher and helper gave regular feedback and encouragement to the pupils. This motivated them and helped them to improve. At present, ICT is not being used to record pupil's individual performances.
136. The school uses the Qualifications and Curriculum Authority's guidance and a commercial scheme for dance and gymnastics for its curricular planning. This planning should help to ensure that a full range of PE activities are provided. The school has suitable arrangements for the teaching of swimming and so most pupils reach the required standard by the end of Year 6. The school has not yet established a formal system for the assessment and recording of pupil attainment. The school's PE programme is enhanced by extra curricular activities such as football, tag rugby and netball. The school makes good use of outside coaches and instructors to support PE. During the inspection, the school participated well in a football match with a local primary school. The school has improved the storage of and the range of PE apparatus and equipment. The outdoor playing fields are good but the hall is extremely small and restricts opportunities for gymnastics and indoor games.

RELIGIOUS EDUCATION

137. Standards at the end of Years 2 and 6 match the expectations of the local agreed syllabus. Scrutiny of school's scheme of work, teachers' planning and pupils' books indicates that sufficient time is allocated to the subject and that pupils in both key stages have an effective working knowledge of the themes of the syllabus. Statutory requirements are met. Standards are similar to those at the time of the last inspection. Pupils are achieving satisfactorily in this subject.
138. By the end of Year 2, pupils understand that some places are special. They know that a church is a special place for Christians. A visit to their local church has given them a sound insight into Christian values. They have a satisfactory grasp of important Biblical stories, such as the story of Moses and the burning bush. Pupils are given opportunities to study the customs and practices of other religions besides Christianity thereby giving them an insight into different beliefs and values and the special nature of different faiths. They know that religious festivals are special occasions for remembering particular events in religion, for example Christmas and Easter. They learn important human values, such as thinking about others, and are encouraged to put them into practice in their own lives in school or at home. Opportunities are provided for

pupils to use their writing skills effectively, for example, in writing their own prayers. The majority of pupils do as well as can be expected.

139. Satisfactory progress is maintained and by Year 6 pupils increase their knowledge and understanding of Christianity and other faiths. All have a sound knowledge of the Bible and recall that psalms are songs. All have an awareness of the importance of the Ten Commandments. The major Christian festivals of Christmas, Easter and Harvest are celebrated. Knowledge of other faiths is also developed. Pupils show a sound knowledge and understanding of Sikhism. They know that Sikhs worship in any room that contains a copy of their Holy Book. A visit to a Hindu temple has given them insight into other faiths and their customs. Through their studies of Christianity and other faiths the majority understand the belief that every human being is equal and as one pupil eloquently expressed "In school we learn about other people's way of life and how they worship their god. You learn how to become a better person." They enjoy their lessons generally and show interest in their work. Pupils respond well to their teacher in class and listen carefully to the views and opinions of others. They are developing an admirable level of religious tolerance and awareness of the cultural traditions of major world faiths. Writing in the form of prayers and poems is a regular feature of their work. Links with art and music are developing aspects. Religious education makes a sound contribution to the pupils' spiritual, moral, social and cultural education.
140. Only one lesson was observed during the inspection. Analysis of pupils' work and discussions with pupils is also taken into account in judging the impact of teaching on pupils' learning and the standards they attain. Teaching in both key stages is overall satisfactory. A good lesson in Year 5/6 involved pupils finding out how people have expressed religious beliefs through the medium of architecture. The pupils visited the local parish churchyard and sketched aspects of grave headstones and icons attached to the church. They identified religious symbols such as the bible, a crucifix, Celtic cross and other images. They discussed the significance of some of these objects. One pupil pointing out the importance of Jesus Christ in the lives of people. But the lesson was too short to enable pupils to develop their ideas fully. All pupils responded and were highly motivated by this well organised opportunity to explore the Christian religion through the medium of art. Their sketches were generally well executed. This experience sensitised the pupils to the significance of architecture as a medium for expressing the sacred and spiritual for believers. Their behaviour in the church grounds was of a high standard, demonstrating respect for people's beliefs, customs and place of worship. Work in their books is marked but there is some inconsistency in the use the teachers make of written comments to give pupils guidance for improvement. Pupils are not given the opportunity to use their information and technology skills.
141. The co-ordinator has carried out an audit of the subject and has a clear understanding of what needs to be done to make improvements. Assessment procedures are not in place. Resources are generally unsatisfactory for the needs of the curriculum.