

INSPECTION REPORT

Saint Anne's Catholic Primary School

Coventry

LEA area: Coventry

Unique reference number: 103719

Headteacher: Mr Alan Parish

Reporting inspector: Stafford Evans
21217

Dates of inspection: 8th - 11th October 2001

Inspection number: 195990

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Chace Avenue Willenhall Coventry
Postcode:	CV3 3AD
Telephone number:	02476 302882
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Appropriate authority:	The governing body
Name of chair of governors:	Father Dominic Chukka
Date of previous inspection:	23 rd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. Evans 21217	Registered inspector	Equal opportunities Science Information and communication technology Geography Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L. Kuraishi 11450	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?
Mrs K. Campbell 22856	Team inspector	Foundation Stage Mathematics Music	How good are curricular and other opportunities?
Mr A. Wilson 20846	Team inspector	Special educational needs English Art Design and technology History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saint Anne's is a Catholic school with a total of 174 pupils on roll aged 4 to 11 years. The school is smaller than the average school found nationally. Attainment on entry to the reception class is below that expected for children this age. Thirty-four pupils in the school are identified as having special educational needs. This is broadly average in relation to national figures. No pupil has a Statement of Special Educational Need, proportionately lower than in most primary schools in the country. The percentage of pupils entitled to free school meals is well above the national average. A very small proportion of pupils are from ethnic minority backgrounds. No pupil speaks English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school with good features and is on an upward path of improvement. The school gives satisfactory value for money. By the time pupils leave the school at 11 years of age, they attain standards that are above the national average in mathematics and science, and in line with the national average in English. The quality of teaching and learning is good. The leadership and management of the school are satisfactory.

What the school does well

- Children in the reception class have a good start in school and make good progress by the end of the Foundation Stage.
- Pupils, including those with special educational needs, achieve well in English, mathematics and science by the end of Years 2 and 6. This is because of the effective implementation of the National Literacy and Numeracy Strategies.
- There is a significant amount of good and very good teaching that positively affects pupils' learning.
- The pupils like school. Their attitudes and relationships with one another are good. This also positively affects pupils' good quality of learning.

What could be improved

- Pupils' attainment in subjects other than English, mathematics, science, history and physical education is not high enough.
- Pupils' attendance is well below the national average.
- Strategic financial planning is poor.
- Child protection procedures and the teaching of drug awareness are not fully in place.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 when inspectors judged it to have serious weaknesses. There has been good progress made since the last inspection. Standards are much higher in English, mathematics and science. The quality of teaching is better. There is very significantly less unsatisfactory teaching now compared with the time of the last inspection - 3 per cent now compared with 30 per cent last time the school was inspected. What pupils are to learn is more effectively organised and planned. Procedures for assessing pupils' English, mathematics and science work are much improved. Also, teachers use the results of pupil assessment more effectively in English and mathematics than they did at the time of the last inspection. The leadership and management of the school are more effective. Balanced against these major improvements is the unsatisfactory progress in the achievement of pupils in subjects other than English, mathematics, science, history and physical education. The good quality of the senior management team, the good team spirit among the staff and the increasing effectiveness of the leadership provided by the governing body means the school is well placed to tackle these shortcomings and build upon the improvements.

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
	1998	1999	2000	2000
English	B	B	D	A
mathematics	A	B	D	B
science	A	A	C	A

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

Inspection evidence indicates that standards of attainment are currently higher than those shown in the table above for 2000. Standards are above average in mathematics and science, and average in English. This also reflects the standards shown in their 2001 national tests. The percentage of pupils attaining the nationally expected level of attainment increased in mathematics in 2001 from 73 per cent to 78 per cent. In English, 81 per cent achieved the expected level and 96 per cent in science. The fall in standards in 2000 is accounted for by the decrease in the number of pupils achieving above nationally expected levels. This decline has stopped and underachievement of more able pupils is not an issue. Pupils achieve very well in relation to similar schools. By the time pupils leave at 11 years of age, they achieve well in relation to their prior attainment in English, mathematics and science. Apart from history and physical education, pupils attain below nationally expected standards in other subjects by the age of 11. There is no significant difference in the attainment of boys and girls. Children by the end of the Foundation Stage make good progress and attain in line with nationally expected standards. Pupils build on this progress well and by the end of Year 2 attain in line with the national average. This is a very significant improvement on the results of the 2000 national tests. For example, 89 per cent of pupils attained the expected level in writing in 2001 compared with 68 per cent in 2000, and all pupils attained the expected level in mathematics and science. In reading almost 50 per cent of pupils attained a level above that expected for pupils of this age. Pupils by the end of Year 6 exceeded their targets in English and mathematics. The targets for 2002 are significantly higher and very challenging. This reflects the high expectations that the school has for what their pupils can achieve in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. They are enthusiastic about school and willingly involve themselves in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around school is satisfactory. It is often good or very good in lessons. However, behaviour of some pupils around the school at lunchtime is unsatisfactory. It is also unsatisfactory in a very small minority of lessons.
Personal development and relationships	Pupils have good relationships with one another and adults in the school. Their personal development is satisfactory. There are insufficient opportunities for independent learning.
Attendance	Attendance is well below the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good. Throughout the school, the teaching has many strengths and only minor areas for improvement. The strengths include: the teaching of basic skills, including literacy and numeracy, the good management of pupils' behaviour, teachers' generally secure subject knowledge and good lesson planning. Support staff make a positive contribution to pupils' learning. The quality of teaching in English and mathematics is good. The quality of teaching of pupils identified as having special educational needs is good. The needs of the highest attaining pupils are generally met satisfactorily. Areas for improvement are, in mathematics, history and geography, teachers overuse worksheets instead of having pupils record their own work. In music lessons in Years 3 to 6, teachers' knowledge and understanding of the subject is a weakness. Also, the more able musicians are not catered for effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The well planned curriculum for children in the Foundation Stage covers all the national Early Learning Goals ¹ . The school provides a satisfactory range of work that is interesting and relevant to pupils in Years 1 to 6. There is no programme in place for the teaching of drug awareness.
Provision for pupils with special educational needs	The school's programme for pupils with special educational needs is good. It is effectively organised to identify pupils who need additional help. This ensures they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is satisfactory overall. There are weaknesses in the provision for pupils' cultural development. This is particularly so in preparing pupils to live in an ethnically and culturally diverse society.
How well the school cares for its pupils	The school is a caring harmonious community where pupils feel secure. Members of staff treat pupils with understanding and respect. Child protection procedures are in place, but are not fully implemented. Procedures for monitoring and promoting good behaviour are not fully in place. The school has sound procedures for assessing pupils' progress in English and mathematics, but these are unsatisfactory in other subjects.

Most parents are satisfied with the standard of education their children receive. There are satisfactory links between school and parents.

¹ These goals are based on the areas of learning during the Foundation Stage. They also help prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills, and personal and social and emotional development. Most children should reach the early learning goals by the time they enter Year 1.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides satisfactory leadership of the school. The deputy headteacher and senior teacher, who together with the headteacher provide a good management team, very ably support him. There is a good team spirit among staff and a definite shared commitment to succeed. Subject co-ordinators provide good leadership.
How well the governors fulfil their responsibilities	The chair of governors provides good leadership. The governors are well organised and are becoming increasingly thorough in their approach to monitoring and supporting educational provision within the school. They have a good grasp of the strengths and weaknesses of the school. They work closely with the staff in their efforts to achieve high standards.
The school's evaluation of its performance	The school monitors and evaluates its performance satisfactorily. It knows its strengths and areas that require development, and takes satisfactory action to secure improvement.
The strategic use of resources	Strategic financial planning is weak. The school applies the principles of best value satisfactorily. The school is adequately staffed and the quality of accommodation is generally satisfactory. There is no adequate outdoor area or equipment for children in the reception class. There are sufficient learning resources in all subjects except physical education and music.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty questionnaires were returned. This was 31 per cent of those sent out. Four parents made a written response. Seven parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • Their children do not receive the right amount of homework. • They believe the school does not work closely enough with parents. • There are insufficient extra-curricular activities. • They are not well enough informed about the progress their children make.

Parents think this is an effective school and the inspection confirms this opinion. This report supports the positive views of parents. The inspection found that the use of homework was at least satisfactory. The involvement of parents in the school, whilst not unsatisfactory, appears to have potential for improvement. There is a small range of good quality extra-curricular activities, and the school is aware that this needs to be extended. Inspectors agree with the majority of parents who feel they are adequately informed about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils, including those with special educational needs, achieve well by the time they leave the school. Throughout the school pupils achieve satisfactory standards in English. In mathematics, pupils, by the end of Year 2, achieve standards found in most primary schools for pupils this age. By the end of Year 6, pupils achieve above the national average in mathematics. Standards in literacy are satisfactory and good in numeracy. Pupils achieve high standards in science throughout the school. These inspection findings are an improvement on the 2000 national test results. They reflect very closely the school's results in the 2001 tests. The school achieves very well in relation to schools similar to Saint Anne's.
2. Throughout the school, standards have improved in English, mathematics and science since the last inspection. The greatest improvement is by the end of Year 6. The rate at which pupils' attainment has improved is above that found nationally. The main reason for the improvement is the very much better quality of teaching and learning. Work matches more accurately the varying needs of pupils, teachers have higher expectations of what pupils can achieve and pupils work harder. The results of the assessment of pupils are now used effectively to plan appropriate work. Also, teachers are clear about what they want to teach in a lesson and what pupils are to learn. The quality of teachers' marking of pupils' work is better. All these factors positively affect learning and ensure pupils achieve well.
3. Since the last inspection, standards by the end of Years 2 and 6 in subjects other than English, mathematics and science have mainly remained the same. The school's appropriate emphasis on raising standards in English, mathematics and science has meant there has not been sufficient progress in raising standards in other subjects. The school is now well placed to bring about improvements. In information and communication technology the recently appointed subject co-ordinator provides excellent expertise and a clear vision of how the subject is to develop. Also, a new computer suite is nearing completion and teachers have received good quality in-service training and are competent and enthusiastic about teaching the subject. The school has also recently completed sound guidance for the teaching of all subjects. However, except in information and communication technology, there are no effective assessment procedures to ensure that teachers can plan work to match the varying needs of all pupils. This is a weakness that remains from the last inspection. Also, teachers withdraw some pupils from lessons to complete extra work in English. This slows their rate of progress in the subjects from which they are withdrawn.
4. When children enter the reception class their attainment is below that expected for children of this age. Language and literacy skills are weak. Personal and social skills are well developed and have improved noticeably since the introduction of pre-school provision. Children of all abilities achieve well and make good progress. The vast majority of the current reception class is on course to reach nationally expected standards in English and mathematics by the end of the Foundation Stage. Approximately one quarter achieve above nationally expected standards for children this age.
5. Pupils with special educational needs are doing well in achieving the targets identified in their individual education plans. There has been an improvement in the standards achieved by pupils with special educational needs since the last inspection. There is no significant difference in the attainment of boys and girls.

6. Pupils aged 11 exceeded their 2001 targets in English and mathematics. The targets for 2002 are higher and very challenging. They reflect the school's high expectations of what teachers believe the pupils can achieve.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school are generally good, as they were at the last inspection. This has a positive effect on the quality of their learning and the standards they achieve. Nearly all parents state that their children like school and that they are keen to represent their school well in the Catholic schools' sporting competitions and the wider community activities.
8. Children's attitudes and behaviour in the reception class are very good. Staff take great care to plan activities that help new children to settle quickly. The children listen to their teachers and follow instructions carefully. They are confident when trying out new activities and willingly volunteer to talk about the colour of leaves in autumn and how bulbs need sunshine to grow. They learn quickly to share with others and to take turns. Their teacher encourages them to appreciate each other's ideas and most respond willingly.
9. In Years 1 to 6, most pupils are enthusiastic about their school. Pupils become very interested when they are involved in-group activities. Sometimes their excitement is apparent, for instance, in a Years 5/6 physical education lesson nearly every pupil wanted to extend the session time in order to continue practising their newly acquired ball skills. The older pupils are polite, friendly and confidently greet visitors by their names. They talk enthusiastically about their forthcoming residential visit to Isle of Wight. Many name their favourite sports and recall their activities during previous educational trips. A lot of pupils belong to school clubs and some have strong favourites, such as the school football and netball clubs.
10. The behaviour of most pupils' around the school is satisfactory. There are clear school rules. Interviews with pupils' show that they know and follow the rules for good behaviour. They know what to do if they are bullied. Pupils' behaviour in the lessons is often good or very good, but in a small minority of lessons it is unsatisfactory. The improvement since the last inspection in older pupils' behaviour is satisfactory. Pupils generally move around the school in an orderly fashion. Pupils respect their school and respond to the very attractive environment by taking care of resources and the school property. During assemblies, pupils enter the hall quietly. They sit sensibly and listen to the adults carefully. They enjoy their time together and appreciate each other's achievements. This was most apparent during the singing assembly led by the headteacher, when pupils patiently sat on the floor and carefully listened and enthusiastically took part in hymn singing. At lunch times, older and younger boys and girls sit together; they chat sociably and eat their lunch sensibly. Some pupils behave inappropriately in the dining hall. These findings closely reflect the opinions of the midday staff who indicated that the behaviour of some of the older pupils is particularly challenging and that this adversely affects those pupils who want to enjoy the break time with their friends.
11. Behaviour in the playground is satisfactory. Pupils enjoy their games under careful supervision by the midday staff. Pupils are helpful to each other and play well together. There was no evidence of bullying or racial harassment during the inspection. There has been one permanent exclusion.
12. The personal development of pupils is satisfactory. From the time that they enter the school, staff treat pupils with care and respect and value the efforts that pupils make. This builds pupils' confidence and self-esteem. As a result, pupils join in willingly and rise

to the challenge to do their best. All pupils are fully included in the school's programme of activities and they have the opportunity to succeed and make progress. This benefits pupils and adds considerably to their personal development of pupils with special educational needs. Pupils respond well to those responsibilities that are provided for them within the school. However, opportunities for pupils of all ages to take the initiative in independent learning are limited, for example, searching for information from library books. The absence of research work in the library during the inspection week was most noticeable.

13. Relationships throughout the school are good. Relationships between pupils and with members of staff are friendly and constructive and this helps everyone to enjoy their time in school. They respond well to good teaching and are anxious to do their best in lessons. In group work, pupils co-operate well and encourage less able pupils to take part, for example, while playing competitive sports such as netball. They respect the values and beliefs of others. They show a good understanding that other people's beliefs may be different from their own. Pupils from ethnic minority groups and those with special educational needs are well integrated in the school; they are fully accepted and work and play happily alongside other pupils. Pupils are curious and sensitively express interest in people who look and speak differently from themselves.
14. Attendance remains well below the national average. Families taking holidays during school time cause most absences. As a result of more rigorous monitoring by the school secretary, there is no unauthorised absence for the year 1999/2000. Attendance registers are completed twice daily and the school secretary ensures their safekeeping. The majority of pupils arrive punctually and both morning and afternoon sessions start promptly.

HOW WELL ARE PUPILS TAUGHT?

15. Throughout the school, the quality of teaching is good in English, mathematics, science, information and communication technology and physical education. It is satisfactory in geography and music. Insufficient lessons were observed in art and design, design and technology and history to make a judgement. The quality of teaching is satisfactory or better in 97 per cent of lessons. It is very good in 17 per cent, good in 49 per cent and satisfactory in 31 per cent. It is unsatisfactory in 3² per cent of lessons. Teaching is a strength of the school and has a positive effect on pupils' attainment and progress. It is better than at the time of the last inspection. The biggest improvement is in the quality of teaching of pupils in Years 3 to 6.
16. Reception class teaching is always at least good, with 40 per cent of lessons very good. Teaching and support staff have secure knowledge of this age group, work closely together and provide children with an interesting range of well-balanced, purposeful activities. Planning is very good and takes careful account of the Early Learning Goals for this age group.
17. In the teaching of pupils in Years 1 to 6, teachers' planning is good and shows what is to be taught and learnt. This is shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and that sufficient ground is covered in the lesson. For example, in a Year 6 information and communication technology lesson the teacher explained precisely what was expected of the pupils in the lesson. The pupils were in no doubt what they had to learn and keenly set about their work. They responded well and came up with some imaginative ideas for a school web site. Teachers give high priority to securing for all pupils the basic skills of literacy and numeracy. In response, pupils successfully acquire basic skills. This is

² Three per cent represents one lesson.

reflected in the good standards they achieve in reading throughout the school and in mathematics.

18. Teachers use effectively a range of appropriate teaching methods. These include whole-class teaching, group work and individual work, involving practical, investigative and problem solving activities. These teaching approaches motivate pupils and give them the chance to work co-operatively and collaboratively, and thereby contribute to their personal development. This was evident in a Year 5 numeracy lesson. A good whole-class introduction of mental calculation work was followed by group work appropriate to the varying needs of pupils. Two pupils used a computer to complete graph work. Throughout the school, teachers do not provide sufficient opportunities for pupils to complete individual research work.
19. Teachers mainly use time and resources satisfactorily. There is some good use of computers in Year 1 to support pupils' learning. Some geography and history lessons are too long and pupils' concentration wanes and their learning slows down. Teachers generally have secure subject knowledge. The exception is in the teaching of music in Years 3 to 6. Pupils' behaviour is managed effectively. As a result, little time is wasted in lessons and pupils have more time to work hard. A strength of the teaching is the good relationships between staff and pupils. This ensures all pupils, whatever their backgrounds, are fully involved in lessons and feel valued. This enhances the quality of pupils' learning. Expectations of what pupils can achieve are appropriate in most lessons. In some lessons in mathematics, geography and history, more able pupils are not always asked to do hard enough work. This is because teachers use worksheets too often, which results in too much time spent colouring in or completing work that is too easy.
20. The quality of the marking of pupils' work is satisfactory. Work is marked and the feedback to pupils, spoken and written, usually enables pupils to improve their performance. Good homework procedures are effective in extending pupils' learning when they receive support at home.
21. Teachers are skilled in identifying pupils who have special educational needs and are fully involved in drawing up individual educational plans for them. These plans are detailed and helpful and ensure that pupils achieve well. Teachers and support staff work closely and effectively together to this end. Support staff contribute positively to pupils' learning.
22. The quality of literacy and numeracy teaching is good. The following are examples of how good quality teaching positively affected pupils' learning:
 - In a Year 1 numeracy lesson, the teacher used the National Numeracy Strategy very effectively. The teacher questioned pupils skilfully to involve all pupils in the mental calculation work. She did this through varying the degree of difficulty of questions. This ensured more able pupils were extended, whilst pupils who find learning difficult were provided with appropriate calculations to complete. A computer was integrated very effectively into the lesson with a program that extended pupils' learning about shapes. The teacher made very effective use of rewards that acted as a great motivator for the pupils to learn and behave well.
 - The teacher taught well in a writing lesson with Year 3. During a brisk introduction pupils recapped successfully their previous learning about full stops, exclamation and question marks. This was in response to some skilled questioning by the teacher. Pupils provided lots of good ideas during the guided writing session in response to the teacher's prompting. The choice of text interested pupils and hence they were keen learners. Pupils had a good grasp of the basic skills of punctuation because the teacher carefully taught them. The teacher provided the pupils with a good role model by reading the script with expression and intonation. Pupils in their turn did

likewise with a good regard for how punctuation affects the way they read a passage.

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

23. Curricular provision is satisfactory. There has been satisfactory improvement since the school was last inspected, although the pace of development has been variable and presents a very mixed picture. On the one hand, initiatives focused on improving provision for English and mathematics have been very effective in raising standards significantly and the science curriculum has been developed well. On the other hand, the pace of progress in provision for other subjects has been too slow. Policies and schemes of work are at various stages of review and development. Some subjects, such as geography and design and technology, have good guidelines whilst others remain unchanged since the previous inspection, when they were much criticised. There is recently completed guidance for the teaching of all subjects. This is of good quality. The recent appointment of the deputy headteacher with overall responsibility for the curriculum is a good development to ensure further progress is made.
24. Provision for children in the reception class is good and remains a strength of the school since the previous inspection. The Foundation Stage curriculum relates well to the six areas of learning for children of this age. The teacher provides children of all abilities with a good range of purposeful learning experiences.
25. Teachers have implemented the National Literacy and Numeracy Strategies well. Teachers use these strategies very effectively to raise standards throughout the school. The strategies provide teachers with a secure structure for the systematic development of skills. A planned programme of homework from reception to Year 6 is also used well to support class work.
26. The quality of teachers' planning is much improved. Throughout the school, teachers plan to a common format and the consistent approach has contributed positively towards improvement in the quality of teaching. The governing body has also increased its involvement in curriculum issues. It is both well informed and supportive.
27. There has not been sufficient improvement in subjects other than English, mathematics and science. In the recent past, subjects such as design and technology did not feature regularly on timetables. Currently, all subjects are taught and the curriculum meets statutory requirements. However, the low teaching time allocations devoted to subjects other than English, mathematics and science is not sufficiently well organised to ensure best provision. Provision for subjects such as art and design shows little improvement since the previous inspection and pupils do not achieve satisfactory standards. The curriculum does not meet the needs of pupils with creative talents. Pupils have too few opportunities to develop research skills in other subjects. In addition, when history lessons are timetabled for lengthy sessions, pupils find difficulty sustaining concentration.
28. The quality of learning opportunities provided for pupils with special educational needs is satisfactory. The effectiveness of teaching strategies for their literacy and numeracy development is good. These pupils are provided with a broad and balanced curriculum and well-constructed individual education plans which ensure that all are given work, which is well matched to their needs. Pupils with special educational needs are fully included in all aspects of the curriculum and after-school activities, although they sometimes miss parts of lessons such as physical education and music when they are taken out to receive extra work in English.

29. Current provision for pupils' personal and social development is satisfactory, but variable. There is no policy or structured programme of work, yet some classes develop pupils' understanding of moral and social issues well. Sex education is taught to pupils in Year 6. Despite recognising the need to educate pupils for life in their local environment, the school has no drugs awareness programme in place. The approach is fragmented and inconsistent.
30. There is a small but adequate range of good quality extra-curricular activities. Older pupils have the opportunity to participate in competitive sports and the school boasts successful netball and football teams. Residential visits to the Isle of Wight are used effectively to enhance learning for older pupils.
31. The lack of business links, criticised in the previous report, remains unchanged. Links with the community are mainly focused on the local parish, where links are strong. The deputy head has started to establish more constructive links between Year 6 pupils and older members of the community by introducing a prayer partner scheme.
32. Liaison between the pre-school group and reception class is very good and makes a major contribution towards ensuring children's smooth transition into school. There are also purposeful links with the main secondary school to which most pupils transfer. Year 7 teachers visit and teach subjects such as science and French. Effective liaison aids the transition from primary to secondary education.
33. Overall, provision for pupils' spiritual, moral, social and cultural development is satisfactory. There is a warmth and friendliness that permeates the work of the school.
34. Spiritual development is satisfactory. There has been little change in the quality of provision since the previous inspection, when there were no planned opportunities for developing spirituality across the curriculum. Although it is clear from talking to pupils that they gain adequate understanding of the beliefs and feelings of others, there are few examples of spirituality elsewhere in the everyday work of the school. Teachers provide time for prayer and reflection during the school day. However, the current arrangements for assemblies, when pupils only meet together once a week, do not promote a sense of belonging to a whole school community. The school misses a valuable opportunity to develop spiritual awareness, particularly when pupils express enjoyment of whole school assemblies. Those observed during the inspection were of high quality. The assembly of younger pupils was a moving experience that promoted positive values of kindness and love in a very meaningful way.
35. Provision for pupils' moral development is satisfactory. Pupils know right from wrong and the home school agreement provides a secure framework of expectations for parents, pupils and staff. However, rewards and sanctions vary between classes and behaviour management is inconsistent. In lessons, teachers make good use of praise and incentives such as stickers to reward good behaviour. Weekly celebration assemblies also make a positive contribution towards promoting good behaviour. The supportive approach of teachers is successful in helping the vast majority of pupils to become self-disciplined. However, the school has identified the need for a more consistent approach particularly when high staff turnover has resulted in inconsistencies in practice. Consequently, a small but significant minority of older pupils sometimes displays unacceptable standards of behaviour.
36. There is satisfactory provision for pupils' social development. The school provides a caring environment and relationships between teachers, support staff and pupils are secure. Staff provide an increasing range of duties in the classroom and around school as pupils grow older. The whole school community came together with impressive solidarity during its recent fight against amalgamation. There was a real sense of pride

and very strong commitment from everyone connected with the school. After school clubs provide good opportunities for social development. Many initiatives have also been introduced since the appointment of the new deputy headteacher. A 'buddy scheme' between Year 6 and reception pupils is in the pipeline and a 'sleepover' has been organised to help older pupils appreciate the plight of the homeless. The school does not yet have a school council.

37. Cultural development is unsatisfactory. There has been insufficient improvement, particularly in provision for multi-cultural development, since the previous inspection. Although pupils receive valuable experience of their own and other beliefs through religious education and the celebration of festivals, there is little opportunity for them to experience the richness and diversity of culture, particularly in the local area. There have been no recent visits to art galleries or museums and no planned visits to places such as temples and mosques. Some use is made of visiting artists and performers, but insufficient attention is given to the literature, music and dance of other cultures. The school is not preparing its pupils adequately for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The support offered to the pupils whilst in the care of the school is satisfactory. The majority of adults know pupils well, recognise their social and emotional needs and respond well in most cases.
39. The school is a safe and caring environment where pupils enjoy learning. As a result, most of the children are happy, confident and trustful in establishing friendly relationships with adults and with one another. Parents responding to the questionnaire strongly agree that their children like to come to school and that they are happy at school. All staff make it a priority to settle children in well, with an established and successful pre school meeting between teachers and the carers. The school pays good attention to pupils' educational and emotional needs and provides adequate attention to provide help and appropriate support.
40. Staff have developed a good understanding of what can be contributed by other professionals. Effective use is made of support and advice from a range of sources where children have medical problems and where there are emotional, social, behavioural or learning difficulties.
41. Staff know the children and their families well and constructive relationships are established from the start. Appropriate records are kept in reception and Years 1 and 2 for pupils' personal development. The personal and social development of all pupils is informally monitored throughout rest of the school. Teachers provide parents with informal feed back on children's personal development. The school targets pupils who need additional help and offers appropriate support through 'Booster Classes'.
42. The school is aware of the locally agreed child protection procedures. The headteacher is familiar with the procedures to notify social services department where there are concerns about a pupil's safety. Staff are also alert to these issues. However, there is a need for all staff to be properly trained and be familiar with procedures for dealing with suspected child abuse.
43. Most parents feel that their children are safe and secure in the school. If a child is ill, the school contacts parents. The school secretary, who is properly trained in first aid procedures, sensitively cares for sick and vulnerable children. The inspectors observed some sick children being sympathetically cared for by the school secretary while they were waiting to be collected by their parents.

44. The school implements a sound health and safety policy, but it has not been ratified by the governing body and does not state the review date. There is no evidence of formal risk assessment undertaken by the school. However, the site services officer takes good care to ensure that the buildings, equipment and the school grounds are free from health hazards. Teachers and support staff promote hygiene effectively as part of the curriculum. There is generally good attention to safety matters. There were no health and safety issues at the time of the inspection.
45. The school has taken adequate steps to improve attendance and punctuality since the last inspection, but overall attendance remains well below the national average. Condoned absence for extended holidays during term time contributes significantly to adverse attendance rates. However, rigorous monitoring procedures have reduced unauthorised absence to nil for the current year. Regular contacts with the Education Welfare Officer and parent/carers are maintained. Overall, administrative systems for promoting punctuality and good attendance are satisfactory.
46. The school promotes good behaviour through a system of mutually understood simple school rules, which are incorporated into the staff handbook. Midday staff operate procedures for recording and monitoring incidents of misbehaviour or perceived bullying; however, there is a lack of active support from teaching staff during break time.
47. There is no current behaviour policy. Therefore, the staff are not fully aware of the procedures for dealing with behaviour consistently. Most pupils know that good behaviour is expected of them, but a small minority chooses to ignore the commonly accepted rules in the dining hall and act in an unacceptable manner. Pupils from different social and ethnic backgrounds are taught to respect one another and they respond positively by working and playing together to achieve common goals.
48. The school has improved assessment procedures and their use since the last inspection. Sound assessment systems are now in place throughout the school for each pupil, with appropriate focus on English, mathematics and science. Careful records of each pupil's test results are now kept from entry to the school and are passed on from year to year. After the statutory tests at the end of Year 2 and Year 6, the local education authority provides the school with a detailed analysis of test results, which they use to predict the levels of attainment they expect individual pupils to achieve by the end of the year. Systems are developing well in mathematics, where teachers use information gathered from tests to analyse pupils' strengths and weaknesses in the subject and use this to plan future work for them. In English, teachers have taken part in exercises to compare the quality of pupils' writing against nationally agreed standards. They are beginning to use this information, particularly in Years 2 to 6, to set targets for a whole class. Similarly, they use information from statutory and optional tests to group pupils according to ability and to identify where additional support is needed. These developments have all contributed to the improvement in pupils' achievement in English, mathematics and science in recent years. The monitoring of special educational needs is good. At all stages, pupils are closely monitored and their individual education plans are regularly updated. The school has a good system of communication between class teachers, support staff and the special needs co-ordinator, so that concerns about any aspect of a child's development can quickly be communicated and handled effectively.
49. There still remain several areas for future development. The school does not make use of the computer software available to carry out its own analysis of results, a practice that would enable them to provide individual pupils with clear and specific targets for improvement. Procedures are not in place for assessing progress in the remaining subjects on the curriculum. Consequently, there is no way of measuring how well pupils are doing in relation to the expectations for their age. The quality and use of day-to-day assessment is satisfactory, although inconsistent overall throughout the school. The

majority of teachers mark work conscientiously and have a good knowledge of the individual strengths and weaknesses within their class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Most parents who responded to the questionnaire or who were interviewed during the inspection agree that their children like to come to school. The majority is generally satisfied with the quality of education provided and the standards achieved by their children. They feel that the teaching is good and this enables their children to make good progress. The inspection findings confirm these views.
51. Nearly 25 per cent of those who responded to the questionnaire indicated that their children do not get right amount of homework. A large number, about 28 per cent, feel that they are not informed about how their child is progressing in the school. A fifth of the parents indicated that the school does not work closely with the parents and nearly one third feel that the school does not provide an interesting range of activities outside school hours.
52. However, further evidence gathered during the inspection and through meetings with parents confirms that their children get just sufficient work to do at home, but this is not consistent throughout the school. Of those spoken to, all feel comfortable to approach the school about their children's welfare. Inspection evidence suggests that many parents are supportive of the school and the staff appreciate their help with various school activities, such as, with the Easter Bonnet Parade, Leavers Disco and Fun Run to raise money for charities. The homework policy is due for review, and parent's involvement with their children's work at home is limited.
53. The school provides a small but adequate range of extra-curricular activities as well as educational visits, which are well supported by pupils. The school ensures that all pupils are included in the educational visits irrespective of their parents' capacity to make any contribution to the cost.
54. The school reports to parents annually on pupils' achievements, but they do not suggest what parents can do to support their children to make further progress. There are two open evenings as well as many opportunities for informal meetings between parents and teachers. There are regular half-termly newsletters regarding attendance, pupils' behaviour and school events, which keep parents/carers informed about the school. There is a pleasant reception foyer, where the school secretary welcomes visitors and parents.
55. The flexible pre-admission sessions focus on promoting the partnership between home and the school so that the new children settle in quickly. The school provides satisfactory information for Year 6 pupils for their next stage of learning and arranges meetings with Year 7 teachers from the neighbouring schools.
56. Letters to parents are written in reader-friendly language. The school prospectus contains clear details on how the contact with the school can be made and contains other relevant statutory information. Some parents have signed the home-school agreement and this strengthens the school's links with those parents.
57. Not all parents make sufficient contribution to their children's learning in the school or at home. There are no helpers in the classrooms and parents' involvement with the homework is minimal. Therefore, insignificant improvement has been made since the last inspection; however, the school continues to seek ways for developing a better understanding with the parents. However, some parents are keen to be actively involved

in the school life, regularly attend events and celebrations and accompany children on school outings and provide help with school functions,

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school are satisfactory. They have improved significantly since the previous inspection when inspectors reported that they required substantial improvement. The headteacher provides very supportive leadership and, through sound school improvement planning, a clear vision for how he wants the school to develop. He has successfully overseen a very significant rise in standards in English, mathematics and science during the last four years. The basis for this has been the improvements in the quality of teaching. The headteacher set up effective systems of monitoring, evaluating and supporting teaching and these have had a positive effect. The school has, however, been unsuccessful in raising standards in other subjects.
59. There is a very new senior management team in the school. The headteacher, deputy headteacher and senior teacher, who make up the team, work together well. They have clear written descriptions of what is expected of them. The management team meets together regularly and deals with long and short-term strategy. The deputy headteacher and senior teacher use considerable initiative in bringing new ideas to their work. They share openly their ideas with the rest of the staff. There exists a good team spirit among all staff and there is a shared commitment to achieve high standards. Subject co-ordinators provide good leadership, overall, despite the high staff turnover. The special educational needs co-ordinator is effective. She has worked hard to put efficient systems in place and these have led to improvements in pupils' achievement in English, mathematics and science.
60. The school has appropriate aims and values and their implementation is satisfactory. There is a positive climate for learning, good relationships and equality of opportunity for all pupils. This has a positive effect on pupils' learning.
61. There have been significant changes over last few years in the make-up of the governing body. The chair of governors provides good leadership. The governing body is effective and has become well organised and more thorough in its approach to monitoring educational provision within the school and the standards pupils achieve. There is a good planned programme of training for new governors. They have a clear picture of the school's strengths and weaknesses. Governors increasingly play a more prominent role in shaping the direction the school takes. The governing body fulfils all statutory requirements. The performance management arrangements are satisfactory and meet requirements.
62. Strategic financial planning is a very significant weakness in the management of the school. There is a large under-spend in the budget. This occurred because expenditure was not monitored effectively. There are no clearly costed plans for how the under-spend will be used. The school development plan is satisfactory and provides a clear picture of how the school wants to move forward. Priorities for development are appropriate and the school has taken effective action to meet its targets in relation to raising standards in English, mathematics and science. However, there is no clear link between the school development plan and the budget setting process. The latest auditor's report also highlights this as a recommendation for improvement. There are no long-term outline financial forecasts based on trends in pupil numbers, staff salaries or costs of maintaining buildings or replenishing resources. There is also not a close enough link between how specific grants for school improvement are used with overall school development planning. The standard of financial administration in the school office is good. Day-to-day financial procedures generally are well controlled and represent good practice.

63. The school is well staffed with teachers for a school of this size and class sizes are broadly below average, although there is considerable imbalance between years. Over the last two years there has been a high turnover of teaching staff and a lengthy absence of a member of staff due to illness. This adversely affected the learning of some pupils. Nearly all teachers are now permanent appointments. The final appointment takes up her post at the start of next term. The newly qualified teacher receives good support and the school is a sound environment for training new teachers. The headteacher manages in-service training satisfactorily. There is a need to arrange in-service training for the teaching of music. Teachers responsible for subject areas have appropriate expertise.
64. The number of support staff is below that found in most primary schools. They play an important part in enhancing pupils' learning. Their effectiveness is impaired through a lack of in-service training. Midday supervisory staff are well supported by the deputy headteacher, but do not receive relevant in-service training. The administration officer makes a very valuable contribution to smooth running and life of the school. The site management officer also contributes much to day-to-day running of the school, and to out of school activities.
65. The accommodation is generally adequate, although the outdoor facilities are inadequate for children in the Foundation Stage. Learning resources are adequate, except in music and physical education in which there is insufficient equipment and gymnastic mats are old and worn. Standards in information and communication technology will benefit from the soon to be installed computer suite.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The headteacher and staff, in conjunction with the governing body should:

- raise attainment in information and communication technology by the time pupils leave the school by making effective use of the soon to be installed computer suite and by implementing fully the school's scheme of work to ensure there is:
 - increased access by pupils to computers and planned use of time for pupils to practise skills on computers;
 - teaching of specific information and communication technology skills;
 - effective implementation of the new procedures for the assessment of pupils' attainment so that work is matched accurately to pupils' varying needs;(paragraphs 3 and 126 - 130)

- raise attainment further in subjects other than English, mathematics and science by:
 - a structured development of skills, knowledge and understanding as identified in the school's recently completed guidance for the teaching of subjects;
 - ensuring pupils are not withdrawn from lessons for work unconnected with the subject they are learning about;
 - putting in place appropriate assessment procedures and using the results to plan work appropriate to the varying needs of all pupils;(paragraphs 23, 27, 49, 114, 118, 121 - 122, 125, 137, 139 - 140 and 143)

- improve pupils' attendance so it is at least in line with the national average; (paragraph 14)

- The headteacher and governors should improve long term strategic financial planning by:
 - ensuring there is a clear link between the school development plan and the budget setting process (this was identified as a recommendation in the recent audit report of the school's finances);
 - providing an outline financial forecast for the next three years or more, based on trends in pupil numbers, staff salaries and costs of maintaining buildings and resources.(paragraph 62)

- The headteacher should implement effectively procedures for child protection and the teaching of drug awareness.
(paragraphs 29 and 42)

67. In addition to the above key issues the less important areas of development are:

- provide a secure outdoor play area equipped with appropriate resources for pupils in the Foundation Stage; (paragraphs 65, 73 and 88)
- increase learning resources in physical education and music; (paragraphs 65, 138 and 143)
- involve **all** staff in the in-service training of the school; (paragraph 64)
- improve the provision for multi-cultural education; (paragraph 37)
- put in place procedures for monitoring and promoting good behaviour. (paragraphs 35 and 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

28

Number of discussions with staff, governors, other adults and pupils

35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	17	11	1	0	0
Percentage	0	17	49	31	3	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 almost three percentage point[s].

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)	174
Number of full-time pupils known to be eligible for free school meals	68
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	34
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	7	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	14	18
	Girls	5	5	6
	Total	22	19	24
Percentage of pupils at NC level 2 or above	School	79 (80)	68 (76)	86 (84)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	20
	Girls	5	6	7
	Total	21	24	27
Percentage of pupils at NC level 2 or above	School	75 (80)	86 (80)	96 (88)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	10	7	12
	Total	21	19	25
Percentage of pupils at NC level 4 or above	School	81 (72)	73 (72)	96 (89)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	13
	Girls	8	8	10
	Total	18	18	23
Percentage of pupils at NC level 4 or above	School	69	69	88
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	150
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	20.5
Average class size	24.9

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	70

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	431,201
Total expenditure	371,121
Expenditure per pupil	2,133
Balance brought forward from previous year	23,730

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	1
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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 31%

Number of questionnaires sent out	161
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	4	2	0
My child is making good progress in school.	57	35	4	2	2
Behaviour in the school is good.	46	42	10	2	0
My child gets the right amount of work to do at home.	31	47	10	12	0
The teaching is good.	62	30	2	4	2
I am kept well informed about how my child is getting on.	38	34	15	9	4
I would feel comfortable about approaching the school with questions or a problem.	80	12	6	0	2
The school expects my child to work hard and achieve his or her best.	71	25	2	0	2
The school works closely with parents.	48	32	14	2	4
The school is well led and managed.	55	29	8	4	4
The school is helping my child become mature and responsible.	58	28	8	2	4
The school provides an interesting range of activities outside lessons.	27	42	17	6	8

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

68. Provision for children in the Foundation Stage is good and a strength of the school. The school admits children at the beginning of the academic year in which they are five. At the time of the inspection there were 21 children in the reception class. Although they had only been in school for about a month, children had settled well and were already very familiar with school routines. They grow in confidence within a totally secure learning environment. Very strong relationships between adults and children make a significant contribution towards children's enjoyment of school. High standards of behaviour and very good levels of independence are also strong features.
69. Most children received part-time pre-school provision and partnership with parents of Foundation Stage children is already very positive. Reception class staff build on the very good work of the pre-school through providing a programme of formal meetings and staged visits prior to admission.
70. When children enter the reception class their attainment is below average overall. Language and literacy skills are weak. Personal and social skills are well developed and have improved noticeably since the introduction of pre-school provision. Children of all abilities in the reception class achieve well and make good progress. The vast majority are on course to reach average standards in English and mathematics by the age of seven. Approximately one quarter are capable of achieving above average standards.
71. The quality of teaching is always at least good, with 40 per cent of lessons very good. Teaching and support staff are of high calibre. They have very secure knowledge of this age group and work closely together to ensure a good balance of well-structured, purposeful activities. Results of assessments that establish children's various levels of development on entry to the reception class are used very effectively to plan programmes of work that match individual needs. The various methods of monitoring children's progress are very good and make a strong contribution to the good standards achieved. Assessing children's day-to-day rate of learning is not quite as well developed. As a result, the work set for more able children occasionally does not provide them with enough challenge. Planning takes careful account of the Early Learning Goals. It is detailed and thorough. Homework provides good opportunities for parents and children to work together on an interesting range of activities.
72. The school has maintained the good quality provision found at the time the school was last inspected. Much work has been done to ensure the successful implementation of the new curriculum for children this age. All staff are forward thinking, well informed and clear about areas for development.
73. Only one part of provision has not improved since the previous inspection. Outdoor play facilities for the reception class are inadequate. There is no separate play area and the school's youngest children do not have the opportunity to use large apparatus in order to develop physical skills further.
74. The commitment of high quality staff, the good standards of teaching and the effective range of procedures for monitoring progress and achievement make a strong contribution towards ensuring children of all abilities achieve well.

Personal, social and emotional development

75. The teaching of personal development is very good. Most children attended the pre-school class and enter school with well-developed skills. Reception staff build very effectively on secure foundations and successfully create a feeling of mutual respect. Children of all abilities contribute confidently in discussions because they know their ideas are valued. All children are aware they are part of a secure, caring community. There is much humour and enjoyment in the work of the work of the class. Staff set very good examples. Relationships are very strong and most children are totally at ease with adults and other children. The teacher uses assemblies, which include pre-school children, very effectively to promote positive values of kindness and love towards each other.
76. Many children are confident enough to work on their own or in a group. Some are less secure and a few still prefer to work on isolated activities. In a very good lesson about 'The Three Pigs' one boy decided spontaneously to take over the narration of the story. He organised the actors and imitated the teacher brilliantly. Other children confidently auditioned for the part of the wolf. Many acted with real expression. Although at various stages of development, all children felt secure enough to participate.
77. Children of all abilities make good progress because they learn to work well together, wait their turn, share and become increasingly independent. Most should exceed the Early Learning Goals by the time they move into Year 1.

Communication, language and literacy

78. Children enter the school with adequately developed speaking and listening and early writing skills. Their reading skills are not as well developed. A significant number do not have much knowledge of books or print. Children make swift progress through very effective teaching. High quality teaching and support enables children of all abilities to succeed equally well. Most children in the current reception class are on course to achieve the Early Learning Goals by the time they reach Year 1. Approximately a quarter is on track to reach higher levels.
79. Most children develop a love of books. In discussion, children were inquisitive about print. One wanted to know the titles of books on the shelf in the picture; another made up the story of the street fair as he pretended to read. All abilities believe they are readers and discuss preferences on a very simple level. Occasionally, children who are ready to read are held back when they have to follow the reading scheme from the beginning.
80. Speaking and listening skills develop well. For example, during a lesson with an interesting range of activities linked to ordering numbers, children learned to discuss and negotiate. They tried to sort out why number 10 did not fit into the space made for number three. They helped each other, waited their turn and finally succeeded in completing the puzzle correctly.
81. Children display a wide range of writing skills. Some write their names unaided, whilst others are not yet secure with letter formation. Characters from children's first reading books provide a good base for developing confidence with writing. The teacher develops the children's writing skills effectively through topics such as weather or toys. The teacher marks work carefully and dates it to show evidence of progress. However, the heavy reliance on worksheet based activities does not benefit all children, particularly the more able. Evidence taken from previous work reveals that there are too few opportunities for children to experiment with writing by themselves and more able children frequently complete work that is too easy for them.

Mathematical development

82. Most children enter the school with average understanding of mathematical language, but are less secure with using number. The quality of teaching is good, resulting in children's good progress. Children with special educational needs receive well-targeted support and contribute fully in lessons. Staff know the children well and promote the use of mathematical language effectively. Children receive a rich variety of interesting activities, very appropriate to their needs. Staff take every opportunity to develop mathematical skills successfully. When discussing the houses of the three pigs in a literacy lesson, the teacher encouraged the children to order first, second and third.
83. Children have a real interest in numbers. They talk about forming a semi-circle on the carpet at the beginning of the lesson. They enjoy trying to work out one more or one less. More able children are confident with numbers beyond 10 and, in one lesson, they knew immediately when the teacher deliberately counted incorrectly. In the same lesson, children of average ability were not entirely sure whether four was bigger or smaller than five and a small proportion of children found counting to five difficult. Evidence taken from examples of previous work highlights a weakness in provision for more able children. The heavy reliance on worksheet and workbook based activities does not always provide enough challenge for mathematically talented children. Most current reception children will achieve the Early Learning Goals by the time they reach Year 1 and about a quarter are capable of reaching above nationally expected standards.

Knowledge and understanding of the world

84. Through good teaching, children make good progress and develop a sound understanding of the world around them. Lessons involve time for children to use a small range of equipment, including construction toys. Sometimes the opportunity to experiment and explore further is hampered by a lack of tools, equipment and materials that further scientific and technical skills. Activities are purposeful and are frequently linked effectively to topic themes. Children develop good independent computer skills as they use the mouse to click on shapes with increasing skill.
85. In a good quality bulb planting and leaf-collecting lesson, children talked with understanding about the colours of leaves during autumn. They knew that the bulbs would take a long time to grow and a few talked about the soil and compost that they needed for planting. Although many were unsure which way up to plant their bulbs, some knew about roots and all knew that plants needed sun, water and food to grow. One excitedly asked if bulbs liked to eat chicken nuggets.
86. Teachers make good use of educational visits to places such as Hatton Country World in order to enhance children's learning. A significant proportion of children are on course to reach the Early Learning Goals by the time they reach Year 1.

Physical development

87. Physical development is similar to other children of this age on entry to school. The quality of teaching is good and children of all abilities make good progress towards achieving the Early Learning Goals. In one physical education lesson, the day-to-day routines of dressing and undressing were already well established. Children understood the importance of warming up their bodies. Expectations were high and children showed good awareness of each other's space; they balanced, stretched and curled with increasing control and co-ordination.
88. Children handle pencils competently and use scissors with a reasonable degree of accuracy. They control the mouse well when using the computer and respond

immediately to instructions to turn the page as they use the listening centre independently. Children in the Foundation Stage do not have access to a separate play area and they do not have any large apparatus for outdoor activities. Consequently, although they make use of the separate pre-school play provision, there is insufficient opportunity for children to explore and develop their physical skills through structured play activities.

Creative development

89. Children enter the school at various stages of development. In the reception class they quickly increase their creative skills because the quality of teaching is good. Children know a good range of songs and rhymes. In a numeracy lesson, they sang 'Five Little Speckled Frogs' with great enthusiasm. In a delightful assembly, children listened well to music as they entered the hall and successfully fitted the words and actions to 'I Love the Sun'. Their singing was full of life. In another lesson, children made fruit salad. Most knew the names of fruits and developed a good understanding of colour, texture and shape. The good balance of free-choice and more formal tasks ensures children make good progress. By the time children reach Year 1, their creative skills are adequately developed and most achieve or exceed the Early Learning Goals

ENGLISH

90. Inspection evidence indicates that by the end of Years 2 and 6, standards are in line with the national average. Pupils throughout the school achieve well from a below average starting point. Attainment by the end of Year 2 rose slower than the national trend during the four years up to 2000, but there was a significant improvement in test results in 2001 because the school provided a considerable amount of additional support for pupils in the Year 2 class. The attainment of pupils in the current Year 2 class was below average at the time of the inspection. However, this was at a very early stage in the year and inspection findings suggest that the extra support that the school continues to provide will enable this class to achieve standards much closer to the national average by the end of Year 2. By the end of Year 6, pupils reach standards that are securely in line with the national average and are often high when compared to those of pupils from similar backgrounds. This is because the school, with the support of local education authority advisers, has monitored and significantly improved the quality of teaching in Years 3 to 6 since the last inspection. Additionally, the curriculum and the school's systems for assessing pupils' achievements have improved since the previous inspection and these factors have contributed to the overall rise in standards.
91. Throughout the school, teachers provide activities to extend pupils' speaking and listening skills in English lessons and through teaching in other subjects, such as discussion in pairs or small groups. This has a positive effect on achievement. Most pupils in Year 2 use clear phrases and sometimes sentences when giving answers to questions. One pupil in the Year 2 class when asked about what he was reading replied, 'The book I'm reading tells you about how to do it yourself'. A Year 4 teacher used stimulating pictures in the 'big book' to encourage pupils to accurately describe what they saw. An above average pupil suggested, 'I know the story took place a long time ago because all of the roofs are thatched'. The majority of pupils listen attentively to adults and to each other. In a Year 6 lesson on information and communication technology, the teacher gave pupils the opportunity to develop the use of technical language by discussing in groups how they would set up a school web site. A significant minority used technical language articulately and fluently, talking about 'virtual reality tours' and 'using a web camera' and demonstrating speaking skills that are above expectations for their age. A minority of pupils at this stage still lack confidence in speaking and limit responses to short phrases or single words.

92. Pupils achieve well, throughout the school, in writing and standards are in line with expectations for their age by the end of Year 2 and Year 6. This is because staff teach basic skills effectively. From Year 1 onwards, they make pupils aware that writing conveys meaning to themselves and to other readers. The Year 1 teacher achieved this by reading a familiar story with the class and helping them to write captions to describe the pictures in it. The class enjoyed this; it motivated them to concentrate and led to successful learning. Staff teach a range of forms of writing, such as instructional, persuasive and report writing. By the end of Year 2, higher attaining pupils write clearly ordered sentences and vary their style according to the reader. One pupil explained the rules for playing the game 'fan the fish' by writing, 'Get ready for the game by drawing some big fat fish on newspaper and cutting them out'. Average attainers write less complex sentences, but with correct punctuation and spelling, as in, 'He had some friends but no other fish liked him'. A minority have difficulty in conveying meaning clearly and need adult support. Pupils continue to achieve well from Years 3 to 6. In Year 3, for example, pupils begin to develop a more creative style of writing, as in, 'I imagined lobsters fighting and boys playing beach-ball'. By the end of Year 6, pupils of all abilities attempt to divide their longer pieces of work into paragraphs and many use speech marks correctly.
93. Standards of handwriting are variable throughout the school and could be better. This is because the high turnover of teaching staff in recent years has led to an inconsistent approach to the marking of work. The effective use of the literacy hour has enabled teachers to maintain standards insofar as the content of pupils' work is concerned. However, there has been a gradual loss of emphasis on the quality and clarity of handwriting style, which can vary greatly from class to class. Teachers devote considerable time to handwriting lessons in which pupils practise individual letter shapes but these are only partially successful. They could raise standards further, firstly by having higher expectations of the quality of presentation and secondly by marking their work so that it points out ways in which they can improve it.
94. The good teaching of basic reading skills combined with the effective support that the school provides in reading has a positive effect on pupils' learning. Most pupils enjoy reading and their achievement is good. Younger pupils in Year 1 recognise letter sounds and individual words. They hold their books correctly and use pictures and their knowledge of sounds to assist them in reading words they are not sure of. The whole class shared reading sessions successfully develop pupils reading skills when teachers encourage them to read fluently with good expression. By the end of Year 2, most pupils explain the difference between an author and an illustrator and read simple texts with some accuracy. The higher attaining pupils clearly enjoy reading short stories; demonstrate good understanding of what they have read and say what they think may happen next.
95. By the end of Year 6, higher and average attaining pupils read independently, fluently and with good expression from a range of texts. When asked about their reading they show satisfactory comprehension skills. They understand the use of the thesaurus and dictionaries and have good understanding of the difference between fact and fiction. Pupils of all abilities have competent library skills, but the school does not provide opportunities for them to use the library to develop their independent research skills. Similarly, teachers could do more to foster pupils' enthusiasm for books. It has been difficult for the school to develop good habits through a home reading scheme that involves parents because of the fluctuations in staffing, but this is an area requiring further development.
96. Pupils with special educational needs make good progress in relation to their prior attainment because classroom teachers and specialist support staff plan the work for them so that it is matched carefully to their learning needs

97. Teaching is good. It was good in half of the lessons seen and satisfactory in the remainder. A strong feature of lessons is that teachers manage pupils' behaviour well. This is achieved firstly through the good relationships that teachers have with their class. Secondly, it is achieved where teachers use praise successfully to reward effort and achievement, such as 'excellent' and 'that's superb'. This raises self-esteem and confidence and results in good attitudes to work. They enjoy what they are doing, their behaviour is good and this contributes positively to their learning. In the most effective lessons, teachers structure the different parts of the literacy hour carefully. As a result, no time is wasted and pupils cover a good amount of work. They ensure that the work is sufficiently challenging yet matched to the learning needs of all pupils. In a Year 4 lesson the teacher chose an exciting, well-illustrated story and used sharply focused questions, involving everybody, to arouse and sustain interest. The aim of the lesson was to highlight characterisation in story telling and members of the class showed their understanding with remarks such as, 'Nancy must be a brave person to go to that stream on her own'.
98. Teaching is less effective where planning for individual lessons and over time does not strike the right balance between developing the technical aspects of English such as grammar and punctuation and allowing pupils opportunities to write creatively and at length. Where this balance is not achieved, pupils sometimes become bored and uninterested. Overall, however, given the frequent changes in staffing in recent years, teachers have made good use of the National Literacy Strategy to maintain or improve standards.

MATHEMATICS

99. Inspection evidence indicates that by the end of Year 2, standards are similar to those found nationally and pupils make good progress. By the end of Year 6, pupils of all abilities continue to make good progress and standards are above the national average. Both boys and girls achieve equally well. Standards in Years 1 and 2 remain the same, but results of national tests at the end of Year 6 show significant improvement since the time the school was last inspected, when standards were well below average. The school has identified the need to raise standards further by the end of Year 2 and results of the most recent national tests are significantly higher than in the 2000 tests.
100. High quality monitoring of teaching and pupils' work by the subject co-ordinator and headteacher has had a significant impact on raising standards. Information gathered from looking at pupils' work, teachers' planning and observations of lessons has been used very effectively to raise teachers' expectations and the quality and quantity of work produced, most noticeably for pupils in Years 3 to 6. What teachers plan for pupils to learn is much improved and ensures all aspects of mathematics are covered. The effective use of good quality assessment has also played a key part in the improvement. Analysis of pupils' performance in national tests has been used to track the progress of individual pupils and identify underachievement. For example, as a direct result of the analysis that identified areas of weakness, pupils' data handling skills were effectively improved and specific information and communication technology programs introduced to enhance pupils' learning.
101. By the age of seven, pupils have secure numeracy skills. More able pupils count confidently in tens to 200 and extract information from charts and graphs with appropriate skill. Pupils of average ability have a sound grasp of the value of each digit in a number and number patterns. They have good knowledge of two- and three- dimensional shapes. They develop a range of strategies to solve simple problems and they understand measurement well. In a good Year 2 lesson, pupils accurately estimated the length of the

bookshelf and measured with precision. Pupils with special needs have a secure basic knowledge of number and display good understanding of shape and symmetry work. Despite a lack of extra classroom support these pupils make as much progress as others because teachers meet their needs well. Evidence taken from samples of previous work indicates that the heavy reliance on workbook based activities does not benefit all pupils, particularly the most able, when they have to complete the same work as everyone else before they can move on to more challenging activities. Although a separate book for problem solving activities has recently been introduced to raise standards, opportunities to develop these skills on a daily basis are not always put to best use.

102. By the age of 11 most pupils work out mental calculations with reasonable speed and accuracy. More able pupils organise their work well and display confidence and a good level of understanding of all relevant aspects of mathematics. They apply their knowledge well to problem solving and they demonstrate secure understanding of probability. Average ability pupils display good knowledge of negative numbers, decimals, place value and data handling, although they do not show as much maturity in their strategies for working out problems as more able pupils. Less able pupils receive a good level of support from class teachers and develop a secure basic knowledge. All abilities have difficulty with understanding more complex fraction work. In one lesson, although most Year 6 pupils were secure with ordering basic fractions and converting to decimals, there was considerable confusion with their new work on equivalent fractions.
103. Mathematics is taught well. The quality of teaching is always at least good. Half the lessons taught to Years 1 and 2 and a quarter of those taught to Years 3 to 6 are very good. Progress in lessons is good throughout the school and is closely linked to the quality of teaching. It reflects a more stable staffing situation and the appointment of high quality teachers. In a very good Year 1 lesson the new teacher had high expectations whilst also being very aware of pupils who struggled when counting backwards from 15. She used praise very effectively to raise pupils' self esteem and develop confidence with numbers. In a good Year 5 lesson on interpreting data, good mathematical vocabulary was used and activities moved at a very brisk pace. No one escaped the skilful questioning and pupils were expected to justify their answers. Very appropriate computer programs were used effectively to support learning. Although information technology was well integrated into this lesson, it is not used with any consistency throughout the school.
104. The numeracy hour has had a positive impact on standards. Teachers are confident with the National Numeracy Strategy. Teachers very effectively match work to pupils' varying needs. Mental calculation work forms a purposeful start to lessons and motivates pupils well. Most pupils have very positive attitudes towards mathematics and enjoy their work. By contrast, sessions at the end of lessons are not always used effectively to assess pupils' levels of understanding when they are rushed. Work is marked regularly, but marking does not always show pupils how to improve. The quality of presentation is inconsistent and reflects a period of high staff turnover. Evidence taken from last year's work indicated a significant increase in the quality and quantity of current Year 6 pupils' work when a permanent teacher was appointed. Homework is developed systematically from reception to Year 6. It is valued and used effectively to support learning. However, there are too few opportunities for pupils to develop their numeracy skills in other subjects
105. The new co-ordinator provides very good leadership. Subject knowledge is very secure and there is a total commitment towards raising standards further. Good detailed monitoring of teaching and learning by the previous co-ordinator has resulted in identifying points for improvement very accurately. Assessment procedures are good, although information is not yet used to set individual targets for future development and assessment opportunities in lessons are not always purposeful. Many outdated resources are being renewed. It is not surprising that the school has made very good improvement

since the previous inspection when the quality of teaching, the use of assessment and the shared commitment of staff are so strong.

SCIENCE

106. Inspection evidence indicates that standards of attainment in science are above those normally found in Years 2 and 6. This is confirmed in the most recent national tests and teacher assessment. The school attains highly in comparison with similar schools. Most teachers give pupils many opportunities to carry out scientific investigations and enquiries. Teachers pay good attention to developing scientific language skills. The good quality of teaching has a very positive impact on the standards achieved. Pupils achieve very well by the time they leave the school. There is no significant difference between the attainment of boys and girls. Work set at correct levels and additional support ensures that pupils with special educational needs make good progress. The school has made good progress since the last inspection, when standards were not as high.
107. By the end of Year 2, pupils have good investigative skills because of the way teachers plan lessons. Teachers encourage pupils to think for themselves and observe. In Year 2 work on forces and motion, pupils had to observe and report on what they saw when they sent a toy car down ramps over different surfaces. By the end, pupils provided written descriptions of the movement of the car's changing speed and direction. The teacher developed pupils' literacy skills by ensuring the written accounts were completed accurately. Practical problems help pupils to develop their scientific knowledge and thinking. In a Year 1 lesson, pupils constructed card-skeletons to a good standard in their work on the movement of different parts of the body. By the end of the lesson, pupils had a good knowledge of how humans and different animals move. For example, they knew a tiger ran and a snake slithered. The teacher successfully extended pupils' vocabulary during this lesson. A very good feature of the lesson was the support pupils with special educational needs received. The support teacher made very good use of pupils' prior knowledge to ensure that by the end of the lesson they confidently named the major parts of the body, including hands, knees and elbows. Year 2 pupils have a good understanding of the importance of having a healthy body through good eating habits, exercise and sleep. Investigative work results in most pupils being able to predict and record which of a number of sounds will travel the furthest. Pupils develop good scientific vocabulary because teachers reinforce key words both when speaking and by writing them on the board.
108. As pupils move through the school, teachers use previous knowledge to develop learning. In investigations, teachers expect pupils to use their prior knowledge in making predictions. When they make a prediction, teachers ask them to explain why they have made it. This was very well illustrated when Year 6 pupils investigated the problem 'Which rocks are permeable?' and when they completed an experiment to find out what plants need to grow. Pupils develop their recording skills well by using pen and paper, but less well using information and communication technology. By the end of Year 6, pupils explain clearly what they are going to do, what they did and what the result is. If the result is different from that predicted, they explain the difference. For example, they clearly showed this in their investigative work on friction. In Year 5, work on life processes and living things, pupils have a very good understanding of the function of the heart and how it reacts to exercise. By the end of Year 6 almost all pupils have a good understanding of the properties of liquids, solids and gases. When writing about physical changes, pupils use the correct scientific terms, including evaporation and condensation. Progress is very good. Last year's Year 6 pupils at the start of the year recorded work with simple diagrams and copied statements. By March they used complex diagrams and written descriptions of an experiment about insulators and conductors. The presentation of work is good.

109. The quality of teaching and learning are good. It is occasionally very good and never less than satisfactory. Teachers plan work well, usually starting with an investigation, which allows teachers to assess what pupils know, understand and can do. Teachers' planning also ensures pupils learn basic scientific skills well. They do this by planning work that builds and consolidates successfully pupils' prior learning. Teachers use their subject knowledge well to ask questions about their investigations. This means pupils' think about what they are doing and this in turn extends their understanding. In a Year 5 lesson, pupils consolidated their knowledge and understanding of circulation through skilled questioning by the teacher. The very good class control and relationships with pupils allow teachers to concentrate on imparting knowledge and giving additional support when necessary. This also means pupils waste little time and complete a lot of work in lessons.
110. Teachers develop effectively pupils' literacy skills in science. They place appropriate emphasis on the development of scientific vocabulary. Pupils write reports and teachers ensure pupils pay proper attention to grammar and punctuation. A particularly good example of this was the Year 3 written accounts of the experiment to show that plants have capillaries. Teachers develop well pupils' speaking and listening skills. Pupils discuss their ideas, confident that their classmates will listen to what they say. In a Year 2 lesson, pupils reacted enthusiastically to the teacher's use of a 'big book' about festivals. They were highly motivated and thus keen to relate their experiences about birthdays, weddings and Christmas activities. Teachers develop satisfactorily pupils' numeracy skills. Teachers give pupils opportunities to estimate and measure. For example, in investigations about how far things travel on different surfaces, they estimate and measure accurately. Pupils use a variety of graphs and charts to record their work. A good example of this is found in Year 6 work when they recorded their results of the increase in pulse rate after exercise in the form of a line-graph. There is very little use made of computers to support pupils' learning in science. This is a weakness. The school is in the process of addressing this through the introduction of subject-specific computer software.
111. There is good management of the subject by the science co-ordinator. She has worked hard to ensure that there are good standards in the subject. Assessment procedures are satisfactory and help guarantee step-by-step development of skills as pupils move through the school.

ART AND DESIGN

112. There was insufficient evidence in the last inspection to make a judgement about standards of attainment and inspectors concluded that the curriculum did not meet statutory requirements. The school has successfully implemented a scheme of work since then and teachers plan a suitable range of activities for their classes. However, teaching has not had time to have a significant effect on standards and pupils' achievement throughout the school is below expectations for their age. In addition, frequent changes in staffing have led to the teaching of topics in isolation rather than to ensure a steady accumulation of artistic skills.
113. No lessons were seen during the inspection and judgements are based on discussions with teachers and pupils as well as scrutiny of previous work in sketchbooks, folders and on display. Where possible, the scheme of work links the programmes of study to other subjects on the curriculum. For example, Year 5 pupils have produced pictures to represent the clothing worn by Ancient Greeks. They also constructed a tile mosaic of a Greek soldier, which is of good quality. As they move through the school, pupils have opportunities to explore a suitable range of media. They use competently pencils of varying thickness to explore shading and texture. They paint self-portraits, complete observational drawings of plants, people and buildings using a viewfinder and build clay sculptures. Teachers also provide opportunities for their classes to look closely at and

emulate the styles of celebrated artists such as Seurat and Mondrian as well as to try Indian hand painting and Islamic carpet designs.

114. Pupils throughout the school tackle the work enthusiastically and take pride in what they have achieved, although their work does not develop significantly in terms of skill and maturity as they move through the school. This is partly due to the fact that the scheme of work has not been in place for long enough and also because there is no agreed system for assessing the standard of pupils' work against nationally agreed standards. Consequently, teachers cannot gauge how well pupils achieve compared with pupils of similar age. Having successfully introduced a scheme of work and suitable planning, the school could now improve standards by developing procedures for assessment, including an up-to-date portfolio of work. Due to staff changes there is currently no designated co-ordinator for art and design.

DESIGN AND TECHNOLOGY

115. Standards were judged to be below national expectations throughout the school at the time of the last inspection. Since then the school has justifiably placed increased emphasis on raising standards in English, mathematics and science. Consequently, teaching in design and technology has received low priority and there has been no improvement in standards. No lessons took place during the week of the inspection and there was very little evidence of pupils' past or current work and, therefore, no judgement was made on the quality of teaching. However, the school improvement plan has clearly identified the need to raise the profile of the subject and has begun to take appropriate action. A good scheme of work is in place and teachers in every class have planned a full range of design-and-make projects according to the scheme's guidelines.
116. Teachers now plan opportunities for the Years 1 and 2 classes to examine sliding mechanisms in order to make, for example, pop-up books and greetings cards. They go on to disassemble wheeled vehicles and design one of their own which will successfully carry a light object. In Years 3 to 6, the evaluation and adjustment of designs takes on greater significance and the range of products becomes increasingly challenging. Pupils in Year 3 are asked to make a detailed survey of sandwiches, design and produce one of their own and test it on potential 'customers'. The current Year 3 class has recently completed this project. The photographic evidence and the examples of their evaluation sheets reflect standards close to those expected for their age. Pupils in Year 6 undertake a range of interesting activities such as making their own musical instruments and designing a toy suitable for three to seven year olds involving the use of a 'cam' mechanism.
117. Given the good quality of the scheme of work, the medium-term planning and of the standard of work that pupils have begun to produce, the school is now in a potentially strong position to raise achievement to the expected levels.

GEOGRAPHY

118. By the end of Years 2 and 6, pupils reach standards below national expectations, but achieve satisfactorily in relation to their prior attainment. There are two main reasons for the low attainment. Firstly, until recently, there was not a structured programme of work for geography in place for teachers to use to plan work for pupils to do. This has meant pupils' geographical skills, knowledge and understanding have not been developed in an appropriate order as they move from class to class. Secondly, teachers have not put in place effective procedures for assessing pupils' attainment in geography. This has meant teachers have not planned work that matched accurately pupils' varying needs.

119. By the time pupils leave Year 2 they make satisfactory comparisons with contrasting localities. For example, they compare and contrast Coventry with the imaginary island of Struay. Much of the geography work is completed in insufficient depth. There is little use of globes, maps and plans of varying scales to develop pupils' geographical skills. Pupils do not have a secure understanding of man's impact on the environment. Too much time is spent completing worksheets and colouring in. However, there are definite signs of improvement. Year 1 pupils produce good quality work about the local area. They draw their route to school. They complete traffic surveys and, in a good link with numeracy, complete accurately graphs to represent the type of cars parked outside school.
120. Attainment and progress for pupils in Years 3 to 6 are satisfactory. Pupils in Year 3 make sound progress. Their study of rainforests around the world is of a particularly high standard. In Years 4 and 5 there is insufficient evidence to make a judgement, except there is a lack of detailed coverage of topics and the range of topics covered is very limited. In Year 6, pupils' work about Chile is of good quality. The completion of graphs to record elements of the climate in Chile is also of good quality. The note-taking exercise was a good example of how pupils extend their literacy skills in geography. Teachers use the study of Chile to develop pupils' knowledge of how mountains are formed. Pupils show a good understanding of this and their knowledge and understanding is extended by good work about mountain environments. The weaknesses are in the work completed about the United Kingdom, fieldwork and mapping skills.
121. Teaching and learning are satisfactory in Years 1 and 2. Insufficient lessons were observed in Years 3 to 6 to make a judgement. In the lessons observed throughout the school there were very good relationships between teachers and pupils. This helped to ensure that lessons ran smoothly and behaviour was good. Pupils' wasted little time in their learning. In the best learning in Year 1, pupils were taught basic geographical skills well and they responded by using these skills to draw accurate plans of their routes to school. They incorporated key buildings on the plan. In the Year 6 lesson, pupils were highly motivated by a very good introduction based on secure subject knowledge. This ensured pupils learnt the correct vocabulary; for example, they used correctly the words precipitation and rain shadows. The weakness in the teaching is a lack of clear knowledge of what pupils know, understand and can do. This means work is not accurately matched to pupils' needs. Also, pupils' learning is adversely affected because the basic skills they are taught in lessons are not systematically built on as they move from class to class.
122. The subject co-ordinator manages the subject satisfactorily. The development of geography has been a low priority subject since the last inspection. This means insufficient progress has been made since then. However, there is recently completed guidance in place for teaching the subject throughout the school. The co-ordinator has a clear picture of how to develop the subject and what extra resources are needed to support pupils' learning.

HISTORY

123. During the inspection, only one lesson was observed in Years 2 to 6 and none in Years 1 and 2. Judgements are based on the lesson seen, plus evidence from pupils' previous work and discussions with teachers and pupils. Standards of attainment are in line with those expected nationally at the end of Year 2 and Year 6. The school has made satisfactory progress since the last inspection. The attainment of pupils with special educational needs is appropriate to their abilities.
124. Pupils in Years 1 and 2 are introduced to the subject through stories that help them develop concepts of time and place. They develop a sound understanding of the changes that have taken place in their own and other people's lives over the recent past. In Year

1, they achieve this by examining changes in toys over the years and by looking at photographs of themselves as babies and toddlers. By the end of Year 2, most pupils are familiar with the names and achievements of famous people from the past, such as Florence Nightingale, and appreciate through studying her life how conditions have changed in hospitals since Victorian times.

125. In Years 3 to 6, pupils gather evidence on how people lived during various periods of history by looking at books, videos and photographs and through handling artefacts. By the time they leave school they have a sound understanding of some major historical events and of chronology, making effective use of a variety of sources to seek information. Some of the history recording by pupils in Years 3 to 6 is enhanced by written presentations which make a lively and interesting contribution to pupils' work, whilst also developing their literacy skills. The scrutiny of work indicates that most teachers take the right approach to the subject in that they encourage their classes to reach conclusions on the basis of the evidence placed before them. Pupils become aware that the way events in history are portrayed can depend on one's point of view. This was demonstrated in the one lesson seen, which was in the Year 5 class. It was a good lesson because the teacher provided an interesting range of resource materials for pupils about the battle of Marathon. She then challenged them to report in their own words on the events from the point of view of different people in the story such as Pheidippides, the original 'marathon runner'. The class enjoyed the topic and worked with enthusiasm. Some became restless because history sessions last for two hours, which is too long a period for them to sustain concentration. A minority of the previously completed pieces of work seen reflected too great a reliance on printed work sheets and did little to develop recording skill and accuracy. Pupils used up unnecessary time colouring in pictures and took little pride in the finished product. However, the school has ensured that the curriculum has remained fully in place and has broadly maintained the standards reported in the last inspection. The co-ordinator recognises the need to increase the number of visitors to the school and visits to places of interest in order to enhance pupils' learning. Standards could also be further improved by adopting a suitable system of assessment.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. By the end of Year 2, pupils' attainment in information and communication technology is in line with that found in most primary schools, but below by the end of Year 6. Pupils' progress is satisfactory, including that for pupils identified as having special educational needs. Standards are not significantly different from the time of the last inspection and insufficient progress has been made. However, the recently appointed subject co-ordinator provides excellent expertise and a clear vision of how the subject is to develop. Also, a new computer suite is nearing completion and teachers who have received good in-service training complement this. Therefore, the school is very well placed to bring about the necessary improvements in standards.
127. Lesson planning is good and ensures pupils' work becomes harder as they move through the school and the skills they learn develop in an appropriate order. Very good assessment procedures are in place, but are too recent to have a positive effect on pupils' learning. Therefore, teachers do not yet have a clear picture of what pupils know, understand and can do. The quality of teaching is good. In a Year 6 lesson the teacher skilfully questioned pupils to establish uses for the school website. Clear and precise instructions made certain that pupils were clear what to do. This meant that pupils wasted no time when they settled to work on the computer. The teacher's expertise meant pupils' questions were answered quickly and correctly. Pupils on the computer used the teacher's expertise to make good progress. They accessed the Internet successfully, talked knowledgeably about web cams and virtual tours. They send e-mail correctly to their friends. Progress for the class as a whole was slow because there are not enough

computers to ensure all pupils have regular and frequent access to develop their skills at a satisfactory rate.

128. Teachers have good subject knowledge and teach pupils well the basic skills of information and communication technology. In Year 1, pupils produce pictograms, using the computer, of the different ways they travel to school. Year 6 pupils word-process prayers and poems about autumn. However, there is little evidence of drafting and redrafting directly on screen. In Year 3, the teacher gives accurate guidance to get started on a word-processing exercise. Pupils, however, lack confidence in the use of the keyboard because they have had too few opportunities to practise regularly on a computer. For example, at the start of the lesson they were unsure how to alter font, expand the screen or use graphics. By the end of the lesson those few pupils who had access to the computer could do all these functions and knew how to use the return key to start a new line. This was the result of sound teaching of basic skills.
129. Pupils' attitudes to information and communication technology are good. Pupils worked enthusiastically with a CD-ROM in a Year 1 geography lesson. Two pupils worked together co-operatively and collaboratively. They handle equipment with care and respect. They work hard and learn basic skills quickly when they have access to computers.
130. Teachers provide an appropriate range of work for pupils. However, the use of control and modelling using information and communication technology is limited. Year 1 and 2 pupils properly program a floor robot and Year 1 pupils model routes to school on a computer. Pupils in Years 3 to 6 produce on-screen logo modelling work, but many have had too little experience to secure their learning. There is little evidence of the use of sensors, for example, in their science studies. Spreadsheets are used, but again pupils have had insufficient opportunities to consolidate their learning because of the lack of regular access to computers to practise the skills they are taught.

MUSIC

131. Four lessons were observed during the inspection. Further evidence comes from videos of previous performances and other activities such as singing practice for pupils in Years 3 to 6. Year 2 pupils reach standards in line with national expectations and make satisfactory progress. However, pupils of all abilities in Years 3 to 6 do not make enough progress and standards are unsatisfactory by the time pupils leave the school. Standards have declined since the time the school was last inspected and the school does not provide adequately for its musically talented pupils.
132. The main reason for higher standards in Years 1 and 2 is the effective use of a part-time teacher with confidence in the subject. Throughout Years 3 to 6 non-specialist class teachers struggle to provide pupils with a worthwhile experience. Although they handle their insecurity well, they are not sure what standards pupils should achieve and are unable to cater for the needs of more able pupils. There are no extra-curricular music activities or provision for instrumental tuition. The school has recognised the urgent need to address the issue and has recently appointed a music specialist.
133. The time allocation for teaching music has been reduced since the introduction of the literacy and numeracy hours and teachers have received no training in their least secure subject. Consequently, overall standards are not high enough and insufficient improvement has been made since the previous inspection.
134. By the end of Year 2, pupils develop an understanding of high and low sounds. In a Year 2 lesson, although some pupils were a little confused, most guessed correctly as the teacher played notes on the glockenspiel and all identified the high notes in the tune

successfully. They listened carefully to an extract from 'The Carnival of the Animals' and guessed sensibly at the animal the music portrayed.

135. The school uses an appropriate scheme for non-specialist class teachers. The scheme is organised into topics that ensure coverage of the whole music curriculum. However, pupils develop skills in an unstructured way, depending on the subject security of the class teacher and little attention is given to the music of other cultures. Older pupils very rarely listen to music in a constructive way. Indeed, most pupils talked over the music as they left the hall after singing practice.
136. By the end of Year 6, pupils have not had a rich enough experience across all aspects of the music. Although both boys and girls sang 'Gloria' tunefully and with a real feeling of enjoyment during singing practice, many were unable to maintain a steady rhythm and most had difficulty pitching the high note with any degree of accuracy. Not all pupils benefited from working in such a large group and a few boys from Years 5 and 6 showed little interest and did not get involved. In lessons it is very obvious that pupils are not used to performing or using instruments on a regular basis. Most pupils have positive attitudes, but a small minority in all Years 3 to 6 lessons observed behaved inappropriately. In Year 6 the behaviour of the minority was unsatisfactory and adversely affected the progress of the majority.
137. Teaching was satisfactory in three of the four lessons observed and unsatisfactory in one. In all lessons, activities were well organised, teachers made appropriate use of tape-recorded music to support learning and used musical terminology well. However, subject insecurity was a common problem. Activities in two of the lessons were too difficult. Pupils were asked to attempt tasks appropriate to their age without the necessary skills. Slow progress and poor behaviour were key factors in the unsatisfactory lesson. In addition, pupils in Years 1 and 2 occasionally miss their entitlement when they are withdrawn for other work during music lessons.
138. Pupils throughout the school have the opportunity to participate in school performances. Foundation Stage and pre-school children are also involved. Staff in Years 3 to 6 recently worked very hard to produce 'The Pied Piper'. Parents and pupils alike enjoyed the sense of occasion. Visiting musicians perform to all age groups annually. The small range of musical instruments is inadequate for whole class music making activities and there is a noticeable absence of multi-cultural instruments.
139. The school does not have a cohesive system for recording achievement or measuring the progress of individual pupils. Consequently, no one has a clear enough understanding of the standards achieved or the progress pupils make.

PHYSICAL EDUCATION

140. During the inspection, inspectors observed lessons in gymnastics taught to pupils in Years 1 and 2, and games taught to pupils in Years 3, 5 and 6. The teachers' planning for the subject ensures that there is sound attention to all areas of the physical education curriculum throughout the year. Standards are in line with national expectations in gymnastics by the end of Year 2 and in games by the end of Year 6. There is no significant difference in standards between girls and boys. Pupils, including those with special educational needs, achieve satisfactorily in gymnastics and games. However, there is a significant minority of pupils who achieve unsatisfactorily in some gymnastics lessons in Year 2 because they are withdrawn from part of the lesson for extra reading work. The quality of teaching and learning is good.
141. Pupils in Year 1 work enthusiastically in gymnastics, for example, through actions involving stretching, rolling and jumping. They enjoy their lessons and co-operate with

each other well. They show increasing control when balancing and holding their position on benches, mats and the vaulting box. They make good progress because the teacher has secure subject knowledge and, therefore, knows how to challenge them to improve their performance. Pupils in Year 2 progress satisfactorily. They link movements into simple sequences quite successfully, but do not show as great awareness of space around them as pupils in the Year 1 lesson. This is because the teacher's subject knowledge is not as secure and concentrated on the type of movements and how to improve them without linking it effectively to good use of space. The teacher ensured, through good use of demonstration, that pupils performed movements with increasing control and co-ordination. A weakness is that pupils in Year 2 are not consistently taught the importance of evaluating their own performance and finding ways of improving it for themselves.

142. Pupils by the end of Year 6 achieve well in games. Teachers teach skills and techniques systematically. This was well illustrated in a Years 5/6 football lesson. The teacher demonstrated very secure knowledge of football skills, very good organisation of activities and well-established routines. Pupils made very good gains in the lesson in the level of skill in striking, passing and receiving balls. Throughout the lesson pupils' behaved impeccably, concentrated very well and used lesson time to the full. In a Years 5/6 netball lesson the teacher's organisation and use of very skilled pupils for demonstration purposes meant all pupils, including less able pupils, made good gains in the level of performance. Pupils understand the need for tactics and positional play in games such as football and netball. They develop accurate passing and receiving skills and learn the importance of following rules in competitive sport. This is achieved through the teachers' skilled use of small-sided games during lessons and through after school team games against other schools.
143. The co-ordinator has been in charge of the subject for a very short time. Her good teaching and enthusiasm for the subject provides a good basis for the successful development of the subject. She has a good awareness of the need to buy more resources because the current quantity and quality of equipment is unsatisfactory. Teachers make informal assessments of pupils' learning in lessons and use this information to plan the next step in pupils' learning. There is no system in place to record pupils' achievements at regular intervals. Therefore, teachers do not have a clear picture of pupils' achievements over time. There were no judgements made in the last inspection regarding achievement in physical education, so no comparison can be made between then and now.