

INSPECTION REPORT

BEAUPRE COMMUNITY PRIMARY SCHOOL

Outwell, Wisbech

LEA area: Cambridgeshire

Unique reference number: 110643

Headteacher: Lesley Johnson

Reporting inspector: Brian Aldridge
17454

Dates of inspection: 24th to 27th June 2002

Inspection number: 196156

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church Drove
Outwell
Wisbech

Postcode: PE14 8RH

Telephone number: 01945 772439

Fax number: 01945 773004

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Kate Jackson

Date of previous inspection: 7th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17454	Brian Aldridge	Registered inspector	Special educational needs English Information and communication technology (ICT) Music	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
14178	Pat Willman	Lay inspector		How well does the school care for its pupils Pupils' attitudes, values and personal development How well does the school work in partnership with parents
2766	Rashida Spencer	Team inspector	Equal opportunities English as an additional language Science Art and design Design and technology Religious education	How good are curricular and other opportunities offered to pupils
20891	Sean O'Toole	Team inspector	Foundation Stage Mathematics Geography History Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Situated in the heart of the village of Outwell, Beaupré Primary School serves 151 pupils (72 boys and 79 girls) and is smaller than other primary schools. The school is in Cambridgeshire but 95 per cent of the pupils live in Norfolk. The proportion of pupils eligible for free school meals is below the national average. There are three pupils of minority ethnic heritage, two of whom speak English competently as their second language; their home language is Swahili. Of the 36 pupils with special educational needs, five have a statement. The first of these proportions is broadly average and the second above average. Pupils needs include specific learning difficulties, moderate learning difficulties, behavioural and social difficulties, and autism and attention deficit difficulties. About 12 per cent of the pupils change schools each year. This is high in the range. The financial circumstances of families range from below, to well above average. There are 18 children in the reception class that makes up the school's Foundation Stage. Children's attainment on entering the school this year was broadly average but covered the full range of abilities. However, from year to year the attainment varies a great deal.

HOW GOOD THE SCHOOL IS

The school provides satisfactory standards of education and teaching. Standards are improving although there is still room for improvement. The school is led soundly by the headteacher who receives very good support from the governing body. The school gives satisfactory value for money.

What the school does well

- The quality of teaching in Years 1, 5 and 6.
- Most aspects of teaching and progress in the reception class.
- Standards in design and technology, music and information and communication technology (ICT).
- Provision and progress for pupils with special educational needs.
- The relationship with parents.

What could be improved

- Aspects of the quality of teaching in some classes
- The curriculum, especially for history, geography and religious education
- The quantity of accommodation, support staff and resources for the reception class
- Attendance
- Pupils' preparation for life in a culturally diverse society

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1997 performance in tests has generally risen and most areas of the school's provision have improved in quality. The pace of change over the past five years has been inconsistent. After an initial period of leadership made difficult by an unexpected teaching commitment and illness, the new headteacher has developed an accurate understanding of what needs to be improved and has begun to make a significant impact. Satisfactory improvement has now been made on the issues identified in the last report. Standards in design and technology, music and ICT have improved. Although the curriculum now meets statutory requirements, more work is needed to ensure that learning develops progressively in geography and history. Teaching has improved and the provision for the Foundation Stage is now better than it was, though more work in these areas is required. Monitoring standards and teaching now takes place regularly. The provision for ICT has improved. Governors and parents recognise that the school is in good heart and has the capacity to make further 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
	1999	2000	2001	2001
English	B	C	D	D
Mathematics	B	D	D	E
Science	D	C	C	C

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

Care should be taken interpreting these figures because each pupil represents more than four per cent of the cohort. It is difficult to compare year groups because of differences in size and variations in the attainment of children when they enter the school as four-year-olds. In 2001 Year 2 results were above the national average in reading, in the top 5 per cent of schools in writing and well above average in mathematics. This was a very small group of nine pupils. Results show that pupils make at least satisfactory progress. The trend of the school's results is broadly in line with the national trend. Since the last inspection the rate of achievement has improved.

In the present Year 2 inspectors found that standards in English are average but in mathematics and science they are below average because not enough is expected of these pupils. In Year 6, because of the high proportion of pupils with special educational needs, standards in English and mathematics are below average and in science are average; achievement is satisfactory. In design and technology, ICT and music standards are above average in Year 6. Because the curriculum lacks learning opportunities to improve pupils' knowledge, skills and understanding in a progressive manner, standards in geography and history are below the expected levels for Year 6 pupils. Pupils do not use their English and mathematical skills well enough in other subjects. In the Foundation Stage children learn well, with the exception of their creative and physical development, and most will be working within the first stages of the National Curriculum by the time they enter Year 1.

Pupils with special educational needs and those who learn faster than other pupils make good progress. Both groups of pupils have challenging work set for them. Those pupils who have been identified as being gifted, talented or high attainers achieve well. Pupils who learn English as an additional language make good progress but could be helped to pronounce words more accurately.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils are keen and enthusiastic learners but some do not attend regularly.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and in the playground. A small number of Year 6 pupils show a lack of sensitivity towards others from minority ethnic backgrounds.
Personal development and relationships	Good. Pupils get on well with each other and their adult helpers. They are keen to help and organise support for charities themselves.

Attendance	Unsatisfactory. Too many pupils take holidays in terms time and unauthorised absence is too high.
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TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory and has improved since the previous inspection. Teaching is now good in the reception class and children learn the basic skills of reading, writing and number effectively. Elsewhere the teaching of literacy and numeracy is satisfactory although there are too few opportunities to develop these skills in other subjects. Teaching in ICT, design and technology and music is good, resulting in good learning in these subjects. Teaching is good in the Foundation Stage, Years 1, 5 and 6 and is satisfactory in Years 2, 3 and 4. At times the pace of lessons is too slow and pupils are not offered enough challenge. The marking of pupils' work is too variable, which results in some pupils not knowing what they have to do to improve. Teachers' lesson planning has improved and is now satisfactory. Pupils' behaviour is managed well generally, although when lessons are flat and uninspiring, pupils' attention wanders. Homework is used well to support learning. Pupils with special educational needs, those who have been identified as having a gift or talent and those who learn faster than other pupils are well supported. They learn well generally. Pupils who learn English as an additional language keep pace with the rest of their class. Generally pupils try hard and want to do well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Although the curriculum has improved further work is needed to ensure that pupils learn well in geography and history. Further work is need to ensure that pupils use their English and mathematical skills across the curriculum. The curriculum for design and technology, ICT and music are strengths of the school.
Provision for pupils with special educational needs	Good. Pupils are correctly identified and are well supported.
Provision for pupils with English as an additional language	Satisfactory. Pupils could be helped to pronounce English words correctly to help them with their speaking skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for pupils' moral and social development is good and that for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good. The procedures for ensuring pupils' welfare are a priority for the school. Procedures for increasing attendance are beginning to improve although they have yet to make a positive impact on attendance rates.

Parents have positive views of the school. They receive good information about the work of the school and the progress their children are making. There has been a significant improvement in the relationship with parents since the last inspection and the involvement of parents is now better than it was. This has a good impact on the life of the school and on the children's overall progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. There are signs that the school is getting to grips with problems and beginning to tackle them well. The headteacher has been well supported by the deputy headteacher.
How well the governors fulfil their responsibilities	Very well. The governors are a significant factor in the school's attempts to improve provision and standards.
The school's evaluation of its performance	Satisfactory. The school understand what needs to be improved but has too many priorities for development.
The strategic use of resources	Good. The headteacher and governors manage the school's finances well. Careful checks are kept on a budget which leaves little room for manoeuvre

Staffing, accommodation and resources are generally satisfactory although the school still lacks outdoor provision for children in the reception class. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school and their behaviour is good. • Children receive the right amount of work, are expected to work hard and are helped to become mature. • Teaching is good, children make good progress and they feel well informed about their children's progress. • The school works closely with parents and they feel comfortable about approaching the school. • The school is well led and managed. 	<ul style="list-style-type: none"> • There were no significant concerns raised by parents

The parents who attended the pre-inspection meeting, returned questionnaires and those who were contacted at school spoke of how much the school has improved over the last two years. Inspectors agree with the parents' view and that the school is well placed to move forward.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. At the last inspection standards were judged to be below average in the Foundation Stage and average in English, mathematics and science by the end of Years 2 and 6. However, contemporary National Curriculum tests and assessments showed that, although the Year 2 standards were about average, Year 6 results were very low. Attainment in design and technology, geography, history, music and religious education were judged to be below average. Art was above average and there were opportunities to develop the advanced skills in information and communication technology (ICT) but word processing and 'middle ground' skills were not well developed. At that time inspectors judged pupils' achievement to be unsatisfactory and that, overall, children and pupils did not make enough progress. This was due to a number of factors including a high proportion of unsatisfactory teaching, substantial shortcomings in the curriculum and assessment procedures that did not help to promote satisfactory rates of achievement.
2. Some aspects of the school's work have improved and as a consequence the rate of children's and pupils' achievement is now satisfactory overall, although it could be increased further, particularly in some year groups. The school's results have kept pace with the national trend over the past few years. When each year group enters the school in the reception class, assessments show that children demonstrate a wide range of attainment and this variation is particularly noticeable between year groups. In the current reception class, children entered school with broadly average attainment, not very far off local and national averages. Other year groups, however, show marked levels above or below these local and national averages. In the current Year 6 for instance, half the pupils have a recognised special educational need, a proportion that is almost three times the national average. The relatively high proportion of pupils who change school each year complicates further the promotion of pupils' achievements.
3. Inspectors now find that in the Foundation Stage children achieve well and in communication, language and literacy, mathematical development, knowledge and understanding of the world and personal emotional and social development children reach standards above the expected Early Learning Goals. Children do well in these areas of learning because their teacher ensures that they learn their basics skills effectively and they use these skills in other areas of learning. In their physical and creative development children's achievements are satisfactory and most will reach the Early Learning Goals. Pupils do not have enough access to large pieces of play apparatus to develop their skills such as balancing, coordination and fluent movements. Nor do they have enough opportunities to develop their skills such as painting. Although there is no specialised outdoor provision for physical development the existing facilities are not used to their full potential. The Foundation Stage provision has improved well since the last inspection when it was judged to be unsatisfactory and, because teaching is generally good, children achieve higher standards than at the time of the last inspection.
4. When the results of the 2001 national tests for Year 2 pupils are compared to all schools and similar schools, standards were above average in reading, in the top five per cent of all schools in writing and well above average in mathematics. These results should be treated with caution as there were only nine pupils in the year group. These high rates of achievement were above the normal trend and are the best results the

school has achieved in this age group. Though these pupils had a higher than average attainment on entry to the school, rates of achievement were high; all of the pupils achieved above average standards in reading and writing and all but two did so in mathematics. In mathematics the proportion of pupils achieving the higher levels of the National Curriculum was in the top five per cent of all schools. The Year 2 pupils in this year group were taught for two terms by the headteacher from January of 2001 and, because the teaching concentrated on raising the standards in the basic skills of English and mathematics and because there were nine pupils in the class, high standards were achieved.

5. Inspectors found that in Year 2 standards are average in English and below average in mathematics and science. Standards in religious education are below the levels set out in the locally agreed syllabus. Standards in the other subjects are in line with the expected levels for pupils of this age with the exception of ICT in which they are above average. This is an improvement since the last inspection but standards are not high enough. Pupils in Year 1 achieve well and in Year 2 pupils do not make enough progress. This is because pupils:
- do not learn letter sounds well enough;
 - do not have enough opportunities to use their reading, writing and number skills in other areas of learning, and
 - do not have enough opportunities to practise their speaking skills or write at length.

Standards in ICT have improved because teachers now ensure pupils learn the basic skills of using keyboards and entering information into computers and the curriculum in general has improved.

6. In the Year 6 2001 tests, pupils' performance was below average in English and mathematics and average in science. Compared to similar schools, performance in English was below average, well below average in mathematics and average in science. It is difficult to track the progress made by year groups because many pupils change school each year; the group of pupils who started in the school as four-year-olds is not the same group that passes out as eleven-year-olds. The recent results show a dip over the usual trend. However, results look to be improving and particularly in the next school year. This is because pupils in Years 1 and 5 came into the school attaining above the expected levels and the school is gradually coming to terms with what can be expected of each group of pupils.
7. In the current Year 6 inspectors found that standards in English, mathematics, geography and history are below average. They are at expected levels in science, art and design, religious education and physical education and above expected levels in ICT, design and technology and music. There are a number of reasons for the variations between subjects. English and mathematics skills are not used sufficiently in other subjects and pupils are not expected to do enough long pieces of writing. In geography and history all year groups study the same work at the same time, which means that not enough progress is built into the work that teachers plan; there is too little difference between the work planned for Years 3 and Year 6. Conversely, in design and technology, very careful curriculum planning and high expectations help pupils to achieve well and attain above average standards. In music, the specialist teaching of the music co-ordinator helps pupils to make good progress. Attention to basic keyboard skills, staff training and good learning opportunities in ICT have filled the gaps identified in the previous inspection.
8. The rate at which pupils progress is also adversely affected by the system the school uses to gauge the progress pupils should make. The amount that each year group is

expected to achieve is not regular, which partly explains why expectations are not high enough in some classes. Other constraints are weaknesses in the definition in the curriculum of the progress pupils should make in knowledge, skills and understanding, and teaching which does not demand enough of pupils.

9. Pupils with special educational needs make good progress. They are helped to learn basic skills of reading, writing and number and those pupils who have emotional, behavioural and social difficulties are helped to remain calm and focussed on their work by their teachers and learning support assistants who manage behaviour well. Pupils who learn English as an additional language make satisfactory progress. Although these pupils achieve well overall and their understanding is good, more help could be given to help them learn to pronounce English sounds. Pupils who have been identified as gifted and talented by the school, in a range of subjects, make good progress. This is because careful attention is given to the development of their knowledge, skills and understanding in each area. This has addressed well an issue identified in the previous inspection.
10. Overall, inspectors found that the rate of achievement has picked up generally and is good in the Foundation Stage and in Years 1, 5 and 6 and satisfactory in Years 3 and 4. More could be expected of pupils in Year 2 and in the way pupils use their English and mathematics skills in other subjects across the school. There are signs that the rate of achievement is improving and that the school is aware of what needs to be done to secure higher standards.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

11. The attitudes of all pupils, including the children in the Reception class and those with special educational needs and with English as an additional language, are satisfactory overall. Their behaviour in lessons and around the school is generally good and they respond well to the good moral and social values promoted by the school. As a result, the relationships they have with each other, with their teachers and with other adults who work with them are good. The majority of pupils develop into sensible and mature individuals, responding well when asked to take responsibility and their personal development overall is good. Pupils' response to the school's provision for their spiritual, moral, social and cultural development has been maintained at a similar level to that reported at the time of the last inspection. Attendance, however, is not as good as it was.
12. The children in the Foundation Stage in the reception class make good progress in their acquisition of personal and social skills. They enjoy their time at school and have good relationships with their teacher, with each other and with other adults who work with them. Most arrive at school in good time and settle happily into their activities. They take part with enthusiasm in the many interesting tasks, responding quickly to instructions and listening carefully to each other and to their teacher. They move in and out of unsupervised activities easily and naturally, making sensible choices and chatting sociably to each other. They understand the routines of the classroom and tidy up carefully and quickly. They help each other and clearly understand the difference between right and wrong and how they are expected to behave.
13. Pupils in Years 1 to 6 participate in school life with enthusiasm and interest. Most parents who expressed an opinion prior to and during the inspection agree that their children like school and many pupils themselves confirmed this view. Older pupils participate in the after school clubs and are proud of the success of the sports teams. Most pupils are willing and keen to learn, working hard in their lessons, even when the

tasks lack challenge and interest. They particularly enjoy their physical education lessons and the practical aspects of work in ICT and design and technology. When lessons are interesting, pupils become involved in what they are doing and make good progress. In a Year 6 mathematics lesson, for example, pupils applied themselves well and were keen to answer the questions. Their response to their literacy and numeracy lessons is good overall. Many contribute thoughtful ideas to discussion sessions and enjoy the challenge of the mental arithmetic sessions. Several pupils expressed the view that they felt they could do better and were sometimes bored in their lessons. They suggested that more homework would not only prepare them for secondary school, but also help them to achieve better results in the standard assessment tests. Although many pupils have a good attendance record, there are a significant number who do not come to school as regularly as they should and are often late.

14. Pupils' behaviour in class and around the school is generally good. This confirms the opinion expressed by the majority of parents prior to and during the inspection. There are, however, a small number of parents who are unhappy with the standards of behaviour in school. During the inspection, talks with the pupils and observation in lessons indicates that there are a very small number of boys who have difficulty controlling their behaviour and who do, from time to time, behave badly. This was evident in a Year 6 drama lesson when the behaviour of two boys at times disrupted the learning of the rest of the class. Because these instances are dealt with in accordance with the school's procedures, the impact on the school community as a whole is minimised. Pupils move around the school in a sensible and orderly fashion and most are polite and respectful towards adults. They take appropriate care of the school's and each other's property and are trustworthy. There has been a reduction in the number of exclusions since the last inspection. During the current year there have been three fixed term exclusions involving two boys for a total of 13.5 days. These were the result of aggressive and disruptive behaviour.
15. Because of the good relationships in the school, pupils' personal development is good overall. They listen to each other's viewpoints in lessons, co-operate well in their tasks, sharing ideas and improving their work as a result. They respect the school and playground rules and follow instructions willingly. Although playtimes are boisterous and active, no unkindness or isolation was observed. Pupils have few concerns about bullying and are confident that the school will help them if they are unhappy. Because of the international links established through the Internet, they learn about the lives of others and are developing an understanding of the difficulties faced by some communities and individuals. Year 6, for example, are organising a series of events to raise funds for schools in Afghanistan. Pupils clearly understand how their actions may have an impact on their friends and instances were observed during the inspection of older girls in particular going out of their way to help the younger pupils. Whilst the majority of pupils respect the feelings and beliefs of their friends, a very small number of Year 6 pupils do not. This was evident in a religious education lesson on Hinduism and in subsequent insensitive and offensive comments in the hearing of a pupil from an ethnic minority background. All pupils have classroom jobs, and Year 6 have a number of important responsibilities that contribute well to the school community. These are allocated on a rota basis and most pupils carry out their responsibilities in a mature and sensible fashion. A few, however, do not, and their classmates take on the extra responsibility willingly. They recognise the needs and achievements of each other and celebrate success.
16. The level of attendance is lower than it was at the time of the last inspection and it is now below that found in most schools. Attendance for the current year is similar to that of last year, but the number of unauthorised absences has been reduced significantly.

Although this is an improvement, recorded unauthorised absence is still over double the national average. However, about one third of the absences recorded as unauthorised relate to pupils who arrive late, but are actually in school for most of the day. Taking this into account, the level of actual absence without authorisation is reduced to a level closer to the average. Much of the authorised absence relates to illness but, as at the time of the last inspection, several parents take their children on holiday during term time. Although many pupils have a good attendance record, there are a significant number who do not attend as regularly as they should and are missing important elements of their learning. This inevitably has an adverse effect on the continuity of their progress and the overall standards they achieve. Those pupils who are regularly late are missing the important start to lessons and sometimes their arrival sometimes causes disruption to their classmates.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

17. The quality of teaching is satisfactory overall. At the last inspection one-quarter of the lessons seen were judged to be unsatisfactory and teaching overall required 'substantial improvement'. Good and very good teaching accounted for 35 per cent of the observations. There has been a good improvement in the quality of teaching, with more lessons taught well and very well. In the current inspection 16 per cent were taught very well and 37 per cent well. In this inspection only one lesson was taught unsatisfactorily. This is not to say, however, that variations in teaching have been eradicated. There are still common faults remaining and improving the consistency of teaching from class to class remains an area of work for the school.
18. Overall, teaching is good in the Foundation Stage, satisfactory in the infant classes and good in the junior classes. Teaching is at least good and at times very good in the reception class, which makes up the school's Foundation Stage, and in Years 1, 5 and 6. In these classes teachers set challenging and exciting tasks for children and pupils and maintain high expectations. In Years 2, 3 and 4 more work could be expected of all pupils and teachers do not demand sufficiently high standards from more able pupils.
19. There are common strengths in the teaching seen:
 - teachers' knowledge of subjects is good in the reception class and in Years 1, 5 and 6
 - lesson planning is now at least satisfactory and has improved since the last inspection
 - a useful range of teaching methods is used across the school
 - the management of pupils is good in the reception class and in Years 1, 5 and 6
 - homework is used well to support the learning that takes place in school.
20. There are aspects of teaching which require improvement:
 - the pace of lessons is often too slow
 - teachers do not plan enough opportunities for pupils to use their English and mathematical skills in other subjects
 - the quality of marking is too variable.
21. Good subject knowledge was demonstrated in mathematics in Years 5 and 6. Pupils were given further challenges during both of these lessons as the teachers successfully helped pupils achieve their aims for the lessons. In the specialist music teaching in these year groups good subject knowledge helps pupils make good progress in lessons. In a very good lesson in the reception class, children listened to 'Where's Jim's Ted?' and learned letter sounds and extended their knowledge of words.

What is common to all of these lessons and these classes is that teachers expect children and pupils to work hard and produce a good quantity of work. Because they work hard they often have time to refine the quality of what they produce.

22. This is not always the case in Years 2, 3 and 4. In some subjects in these year groups pupils do well and learning is good. For example, in design and technology in Years 3 and 4, pupils were taught to measure and cut accurately and because the work was practical in nature, pupils were enthusiastic and showed much energy. Generally, in lessons that gave pupils practical tasks to complete, learning was good. In too many lessons learning was flat and pupils were uninspired. This is because the teachers' delivery lacks enthusiasm. The lessons that lacked pace did not expect enough of pupils and, at times, the work could have been covered much more quickly.
23. Pupils are not required to use their writing and number skills in other subjects and these aspects of pupils' learning are not well addressed. When pupils are required to complete work sheets, they do not generally have to think hard nor do they have to write in whole sentences. The use of worksheets and pupils recording their work on separate sheets of paper also precludes teachers and pupils looking back at recent work to see if improvements are being made. The standards of handwriting are rising but could be moved on at a quicker pace if teachers did not accept work that is clearly below pupils' usual standard. Although teachers teach handwriting and the letterforms, pupils do not have enough opportunities to practise their letter shapes nor do they transfer their skills from their handwriting books to other work.
24. Where teachers do plan effectively is in the encouragement of ICT skills across the curriculum. Pupils view computers as an everyday tool for learning and accept that schoolwork will naturally involve using ICT. This was observed in such subjects as science, where pupils measured the light blocking powers of fabrics, in geography as pupils looked at river systems and in English, where pupils presented work well.
25. The quality of marking is variable across the school. In some classes, notably Years 5 and 6 comments are helpful and informative to pupils and parents. Due recognition is given for pupils working hard and for those who successfully achieve personal targets. In other classes, particularly Year 2, marking does not help pupils understand what they have to do to improve. At times this consists of simple ticks. Where marking is most helpful, teachers refer to pupils' targets. At the present time this is in literacy alone; however, where teachers give recognition for targets achieved pupils gain confidence and try hard in their future work.
26. The teaching of pupils with special educational needs is generally good. Learning support assistants in classrooms and the learning support assistant for special educational needs help pupils well to master letter sounds and other reading and writing skills. Pupils who require support for mathematics are also well supported and generally they learn well. Pupils with emotional, behavioural and social difficulties are given good support in class; they are asked to listen carefully and a variety of methods are used to help them manage their own behaviour. Behaviour management in general is good. Pupils know their teachers and assistants and understand the code of conduct and rules which are in place.
27. Homework is used imaginatively and well. Pupils are given a range of challenging activities, some of which challenge parents too. However, this work builds well on pupils' school-based learning and parents appreciate the opportunity to understand what is going on in school.

28. The standards of teaching has improved since the last inspection but there is more to do to ensure that all teaching is lively and captures the interest of pupils in the way that practical activities do at present.

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

29. Overall, curriculum planning and the quality and range of learning opportunities are unsatisfactory. The curriculum meets the statutory requirements of the National Curriculum and provides religious education in accordance with the Cambridgeshire Agreed Syllabus. The curriculum offered in the school is open to all pupils and there are no disapplications from the National Curriculum. In accordance with the school's equal opportunity policy, the curriculum contains opportunities to develop pupils' understanding of cultural diversity supported by a good range of materials and artefacts.
30. Whilst there have been improvements in planning the curriculum since the last inspection, there are still significant weaknesses in balance, depth, continuity and progression. There is a lack of balance across the subjects. The school has allocated a significantly higher percentage of time to English than most schools in response to low standards in literacy but the extra time has not contributed substantially to raising standards in English. The school has not exploited the opportunity to use English time more flexibly and creatively, for example, to read history books, nor does it use time given to other subjects effectively to promote pupils' writing and number skills. The allocation of time to other subjects is either insufficient or in blocks of time that are too long. Both have an adverse impact on pupils' learning and standards. The lack of time prevents in-depth study of some subjects, such as history and geography. Too long a period of time for one session, for example, an hour and three-quarters hours for science, makes it difficult for teachers to sustain the interest of pupils. Insufficient emphasis on aspects of the curriculum that develop pupils' investigative and creative links contributes to making them more passive learners than they should be at this stage of their development.
31. Policies and schemes of work for all subjects vary in quality and, as a result, provide insufficient guidance to teachers. There is an overall curriculum plan based on learning objectives but the selection of activities is left to teachers. Topics like 'Ancient Greece' or 'Rivers' are studied by all junior classes but the learning is not structured to enable pupils to develop their skills or increasing their knowledge and understanding as they move from year to year. Furthermore, because of the rolling programme over two and three terms, pupils may be taught these subjects only once in nine months. Pupils find it difficult to retain earlier learning and recall is often confused. Over-reliance on commercially produced worksheets limits opportunities for investigative or creative work and hampers development of literacy skills. The current school development plan has not identified the specific weakness in curriculum planning but the governors and the newly appointed senior management team have identified this aspect as a key area for future development.
32. The provision for literacy and numeracy is appropriate throughout the school. The headteacher and the staff are firmly committed to the national strategies and these are being formally adhered to. There is evidence that they are contributing to raising standards in some year groups. The impact of the strategies will be enhanced when teachers take every opportunity to ensure that the skills, knowledge and understanding acquired by the pupils in literacy and numeracy are developed across the curriculum.

33. Very few pupils speak English as an additional language. They receive a curriculum similar to that offered to the rest of the pupils. There is no additional support but each teacher takes responsibility. While these pupils make good progress overall, insufficient attention is paid to improving pupils' pronunciation.
34. The provision for personal, social and health education is satisfactory. There are satisfactory policies for sex, drugs and health education. The deputy headteacher is released for three days in the spring term to deliver sex education to Years 5 and 6. Governors and parents are well briefed prior to the training. Health and drugs education have been identified as specific priorities in the current school development plan. A working party consisting of governors, parents and teachers has been set up in order to revise and implement the policies. Parents have had appropriate briefing and training so that they may play their part in their children's education.
35. The school provides a satisfactory range of extra-curricular activities to support the curriculum and pupils take part in local and residential visits. A satisfactory range of lunchtime and after-school clubs includes football, netball, music and design and technology. Parents play an important role in supporting these activities.
36. There are good links with the secondary schools, one of which has recently been awarded technology college status. As a result, it is able to further enhance links with the primary school. There are joint end-of-term projects in design and technology and science. Pupils visit the secondary school for two days for a design and technology project. There are joint staff and training meetings for design and technology but, as yet, there is no effective curricular liaison in the core subjects. This is partly due to the fact that the school is in Cambridgeshire but the majority of pupils go to Norfolk. To establish liaison with the two authorities is difficult. The school has a number of visitors from the local church and other organisations, such as Adzido African dancers. Pupils also visit many different places, such as Ely Cathedral, the local theatre and museum. These are important links which they support pupils' social and cultural development.
37. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. Moral and social provision is a strong feature of the school.
38. The provision for spiritual development is satisfactory. Pupils are given opportunities for expressing their personal thoughts and feelings in lessons, such as in design and technology, where pupils express awe when suddenly a new technique is learnt and it seems easy. Thoughtful expressions and writings, such as on the death of a grandmother, are sensitively managed in English and personal, social and health education lessons. An act of worship is usually held each day but there are too few opportunities for quiet reflection.
39. The provision for moral and social development is good. The school makes it clear what it expects from pupils. Pupils work well together. They share resources sensibly and they show appreciation when others succeed. Pupils are encouraged to see themselves as part of the wider community through participation in events, such as Wisbech Rose Fair, designing a stamp for Canadian Post Office and winning the competition. They are also encouraged to make contributions to a wide range of local and national charities and appeals. Currently, Year 6 pupils are engaged in raising funds in a UNICEF project 'Children for Children' for children in Afghanistan. They take responsibility and manage activities and collect money sensibly and reliably. These activities contribute towards a recognition of other pupils' needs and emphasise individuals' moral responsibilities.

40. Pupils show a growing understanding of social responsibility. They demonstrate this in personal, social and health education lessons in which they considered the legal and illegal use of drugs. They could see the benefits of drugs as medicine but in drawing a cartoon strip about the use of heroin all showed a sensible attitude to the consequences of misuse of a powerful drug.
41. The provision for cultural development is broadly satisfactory. The school recognises the difficulty of giving pupils personal experiences of a variety of cultures reflected in Britain from the comparative isolation of Outwell. Pupils are given opportunities to understand and celebrate different festivals and religions. There are extensive international links through ICT, hence pupils are communicating with pupils in Europe and other continents. These links are important in enhancing pupils' geographical knowledge and have a very positive impact on the development of their ICT skills. One of the most effective ways the school promotes inter-cultural understanding is through food technology. Pupils make Japanese vegetable rice and Mexican dishes. There is little evidence of pupils studying the work of well-known artists or musicians. Overall, whilst there has been a significant improvement in this aspect of pupils' education, the school needs to explore more specifically how to challenge some negative attitudes displayed by a small core of pupils and develop more effective strategies that will prepare these pupils to live in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

42. The welfare of all pupils, including the children in the Reception class and those with special educational needs and English as an additional language, is an important priority for the staff and governors of the school. There are good procedures to ensure that pupils are well cared for and the good relationships between pupils and staff help to create an open and happy environment. The systems for monitoring and promoting pupils' personal development are satisfactory overall and provide an effective level of support and guidance. In response to a key issue from the last inspection, the school has introduced a satisfactory range of assessment strategies. However, the information collated is not being used effectively to plan appropriate challenge for pupils of different abilities and the educational support and guidance for individual pupils, whilst satisfactory, is not as good as it could be. The overall quality of care has improved since the last inspection and the school is aware of what remains to be done.
43. There are good procedures and established practices to govern health and safety and child protection. There are regular site inspections to identify any safety hazards, appropriate records are kept and action taken as required. The requirement to carry out formal and comprehensive risk assessment on an annual basis is not currently being met, but, on a day-to-day basis, the staff and governors ensure that the school is a safe and healthy environment. The provision for first aid is good and emergency evacuation is practised regularly. The headteacher has very recently attended training in child protection procedures and, in the light of this training, is intending to review the policy and up-date staff on new procedures. The good relationships between pupils and staff encourage communication and pupils understand the need to talk to an adult if they are unhappy. Teachers ensure that pupils understand how to use resources safely, the importance of good hygiene and diet and how to keep themselves safe. Pupils receive appropriate information about sex and drugs through the personal, social and health education programme and visitors come to school to talk to pupils about issues of personal safety. Supervision during playtimes and lunchtimes is good.
44. The school's procedures for assessment are satisfactory and have improved since the previous inspection. At that time there were virtually no assessments of how well

pupils were doing in the National Curriculum. Now the school uses teacher assessment and optional National Curriculum tests to chart pupils' progress. The school took too long to introduce targets for pupils and the only subject which has this system into operation is literacy; there has been no significant effect on pupils' achievement. The school now uses a series of statements applied to the end of each year group and these are making teacher assessments more accurate. While assessments in subjects other than English, mathematics and science are left to the individual teacher, most keep records of how well pupils achieve in lessons. There are good examples of teachers making notes during lessons to record pupils' progress. These systems are satisfactory but the use of information to plan changes to the curriculum and develop teaching strategies is not well developed and remains unsatisfactory. The school has taken action to develop this area and intends to use a computer program to identify strengths and weaknesses in achievement. The school has good measures to identify pupils' special educational needs. A sharp eye is kept on pupils whose parents or teachers have expressed concern and the recently published new Code of Practice has been implemented well. Pupils and parents have opportunities to discuss the progress made in relation to individual education plans and to add their own opinions to the records kept of progress made. Arrangements for pupils with statements of special educational needs are good and frequently reviewed.

45. The formal systems for monitoring and supporting pupils' personal development are satisfactory and promote an effective level of personal support and guidance. The school has recognised that the level of attendance has been below that of most schools for the last four years. A recent audit of procedures was commissioned by the headteacher and, as a result, the attendance policy is to be updated and new procedures introduced. Registers are monitored daily by office staff and absence is followed up consistently. This has resulted in a significant reduction in unauthorised absence this year, although overall attendance has not improved. The registration process meets legal requirements, registers are promptly returned to the office staff who up-date the records to reflect those pupils who arrive late. The school has good formal and informal procedures for recording and monitoring instances of unacceptable behaviour. The behaviour policy introduced by the headteacher has resulted in improved consistency in the application of the rewards and sanctions and effectively promotes good behaviour throughout the school. The weekly "What's On" newsletter alerts staff to any potential behaviour problems, encouraging a good level of informal monitoring. Neither parents nor pupils raise any concerns about bullying and they are confident that the school will listen to them if they are worried about this. Pupils are taught that bullying is unacceptable and any particularly kind or thoughtful behaviour is rewarded. Systems record any persistent incidents of poor behaviour or any behaviour with a racist or bullying element and parents are contacted at an early stage should any such problems emerge. An anti-racist policy has been introduced, but the level of sensitivity to and understanding of this issue is not always consistently high enough to promote tolerance and respect, particularly amongst a small number of older pupils. In response to a criticism from the last inspection, the governors and headteacher have ensured that correct procedures are meticulously followed when it is necessary to exclude a pupil from school. Elements of pupils' personal development are tracked well through the personal, social and health education lessons and any particular needs are identified through informal assessment and, in some instances, lesson content adjusted to accommodate these needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

46. The school's partnership with parents has improved significantly since the last inspection. The parents who expressed a view prior to and during the inspection have

positive views about most aspects of school life and value the school's efforts to involve them in their children's learning. This has a positive impact on the work of the school and on the progress the children make.

47. The good information provided about the school promotes effective links with parents. The information booklet, which is sent to all parents every year, and the governors' annual report contain useful and practical information about the school. The induction procedures for parents of reception children are good, including a home visit as well as familiarisation visits for both parents and children. There are two opportunities for consultation with staff about children's progress, and parents are always welcome to talk to class teachers or the headteacher if they wish for more information. The meeting in the autumn term gives parents a good insight into what their children will be learning in their new class and the more formal consultation in the spring term provides parents with more specific information on their children's progress. The written reports on pupils' progress are good. They give parents a clear idea of how well their children have done over the year and the text often identifies particular strengths and weaknesses. There is, however, insufficient emphasis on setting targets for improvement. Parents are kept up-to-date with activities in school through class letters and newsletters and meetings are held from time to time to give parents information about developments. For example, a recent meeting was held to explain the reason for the change in class groupings from September and to help parents to understand how this will effect their children. A record of this meeting was sent to all those who were unable to attend. Parents of pupils with special educational needs are invited to be involved in the decision making process and are kept well informed about the needs of their children.
48. The school recognises the potential value of involving parents in their children's learning and in the life of the school. A range of opportunities is provided to encourage parents to learn about the work of the school and how they can help. Each morning many parents accompany their children into the classrooms and spend a few minutes at the beginning of the day working with them and looking at the work they are doing in their lessons. Weekly homework sheets are used to record the tasks to be done at home, and evidence from the reading diaries shows that most parents are keen to support their children with their homework. This has a good impact on the progress these children make. Several parents help regularly in classrooms with reading, practical activities and after school clubs, and many volunteer to accompany the children on visits. Those with special skills talk to the children and share their expertise and experience. This active involvement by parents has a positive impact on individual attainment and the school values their help. The hard work and commitment of the parents' association have resulted in the accrual of significant funds which are currently earmarked for the refurbishment of the children's' toilets. Parents support the organised events well, enjoying the informal participation in the school community. The school is open and welcoming and parents are confident in approaching the school about any concerns, secure in the knowledge that their views will be taken seriously and valued. The parent governors represent the views of parents in the decision making process and their commitment has a very positive impact on the life of the school. Almost all parents have signed the home/school agreement and most fulfil their responsibilities under this agreement. A few, however, do not send their children to school regularly and on time and these children do not learn as much as they should.

HOW WELL IS THE SCHOOL LED AND MANAGED

49. The leadership and management of the headteacher are both satisfactory. After taking up the post in January 2001, the headteacher had to take up an unplanned teaching

commitment in Year 2 and, although there were only nine pupils in the year group, all achieved well and very high standards were secured. With a teaching commitment and a period of illness the initial period of headship has not been straightforward but those parents who expressed an opinion at the pre-inspection meeting and who returned a questionnaire, expressed their satisfaction with the leadership of the headteacher. The headteacher is well supported by the deputy headteacher. Relationships between the school and parents, many of whom had lost some belief in the school after the previous inspection, have improved. Parents now report that the headteacher and staff in general are approachable. Parents also talk about how the systems of the school have improved and governors state that they are given far more information and there is clarity in the relationships between the school and governing body. The inspection team agree with these views and find that leadership and management of the school has improved since the previous inspection when it was judged to require substantial improvement.

50. The headteacher has a good working knowledge of teaching and of what needs to improve to ensure pupils' achievement increases. Some work has gone on to monitor the work of teachers, and the headteacher has set up useful procedures to set targets for teachers. This has also resulted in the headteacher and governing body taking effective action. However, taken as a whole, too little monitoring of teaching, pupils' work and the curriculum have been undertaken since the last inspection. This has resulted in a curriculum for geography and history that does not help pupils make progress. The assessment arrangements have improved, although more could be done with the information collected. Standards in certain subjects have improved and the proportion of pupils gaining the expected levels has increased, and looks set to increase further, in English, mathematics and science.
51. The provision for the Foundation Stage is now managed well and is a good improvement since the previous inspection. The reception teacher takes responsibility for this aspect of the school's work and she manages finances and supports staff well. Fairly small funds are available to support the work in the Foundation Stage and this means that there are shortages of some resources. In addition, the school has not tackled the issue of provision for outdoor play raised at the time of the previous inspection and this is unsatisfactory as it hampers the children's progress. The school has insufficient resources to support the children's physical development. The reception classroom is too small and restricts opportunities for the children to collaborate on large projects such as painting friezes, role-play and investigative work in the scientific aspects of knowledge and understanding of the world. Although the teacher and support assistant are well qualified and work successfully there are insufficient staff at some times of the day and this also hampers some activities.
52. The governing body makes a substantial and powerful contribution to the management of the school. They are clear-sighted about their aims and understand how to overcome difficulties. They have ensured that the present headteacher feels supported and valued and that members of staff understand how the governors welcome their hard work in the school. They have set demanding targets for the headteacher and for the school in general and, while it is taking time to reach these aims, the inspection team feel confident that the headteacher and the governing body will lead the school towards improvements.
53. The governors and staff members are careful to plan the school's spending sensibly. The school carries forward very little money from year to year and the current financial statement shows that excess finances are well within the advised limits. Governors ask searching questions of the school when new expenditure is suggested; they want

to know why the money is needed and what will be the benefits to pupils. They receive regular reports from the school and keep a sharp eye on expenditure in general. They compare the school's work with others and make sure that spending plans are based on the best possible value. In this aspect the school's work is good. Administration is effective, unobtrusive and supports the work of teachers well. Spending on specific projects is well managed and ICT is used effectively.

54. There are enough well qualified teacher and learning support assistant to ensure the school works smoothly, with the exception of the Foundation Stage at certain times. Classrooms are fairly small and as stated above the Foundation Stage provision does not meet children's physical needs.
55. The school has improved since the last inspection. Standards are rising and the quality of teaching and the curriculum have improved. Priorities have been identified and planned correctly but plans have not been moved along quickly enough. The governors and headteacher understand that to see rapid progress, targets need to be exact and close monitoring and high expectations of pupils and teachers should support priorities. There is evidence that this is beginning to happen but since the past inspection progress has been satisfactory overall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

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

- (1) *Raise standards throughout the school by
 - increasing the pace and challenge of teaching, particularly in Years 2, 3 and 4
 - improving marking and the use of assessment
 - providing more opportunities for pupils to practise their speaking and listening skills and apply literacy and numeracy skills across the curriculum
(Paragraphs 5, 7, 10, 22, 23, 25, 32, 44, 47, 50, 71, 73, 76, 78, 81, 82, 85,87, 89, 105, 106, 123, 124, 126, 127)
- (2) Improve the curriculum in geography, history and religious education by:
 - providing pupils with more frequent and regular learning opportunities throughout the year, and
 - making clear what each year group should achieve in knowledge, skills and understanding in geography and history and religious education, and
 - monitor pupils' progress and learning opportunities in the subjects.
(Paragraphs 7, 10, 30, 31, 47, 50, 71, 100-106, 123, 124)
- (3) *Improve the provision for and children's progress in the Foundation Stage in physical and creative development by:
 - providing more opportunities for the children to learn through outdoor play and providing a challenging play area which includes suitable equipment;
 - improving resources and making better use of the school's grounds and facilities;
 - increasing the adult support;
(Paragraphs 3, 51, 54,58, 59, 67, 68)
- (4) *Continue to improve attendance.
(Paragraphs 16, 45, 48)
- (5) *Continue to explore ways of challenging some negative attitudes displayed by a small number of pupils and develop more effective strategies that will prepare pupils to live in a culturally diverse society
(Paragraph 41, 45, 124, 127)

*** Issues already identified by governors and staff and in the process of development.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	16	19	1	0	0
Percentage	0%	16%	37%	44%	2%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		151
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		36

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	2.0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001			9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	100 (77)	100 (95)	100 (73)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	8	9
Percentage of pupils at NC level 2 or above	School	100 (91)	89 (730)	100 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	17	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	12
	Girls	14	10	15
	Total	22	18	27
Percentage of pupils at NC level 4 or above	School	76 (65)	62 (57)	93 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	15	14	15
	Total	24	23	25
Percentage of pupils at NC level 4 or above	School	83 (65)	79 (70)	86 (78)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	139
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	24.7
Average class size	25

Education support staff:

Total number of education support staff	11
Total aggregate hours worked per week	180.25

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	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001-2002
	£
Total income	412,600
Total expenditure	417,210
Expenditure per pupil	2,674
Balance brought forward from previous year	10,502
Balance carried forward to next year	5,892

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	47	7	3	0
My child is making good progress in school.	39	51	8	0	2
Behaviour in the school is good.	20	51	14	7	8
My child gets the right amount of work to do at home.	27	58	14	2	0
The teaching is good.	51	41	5	0	3
I am kept well informed about how my child is getting on.	36	42	15	2	5
I would feel comfortable about approaching the school with questions or a problem.	68	29	0	3	0
The school expects my child to work hard and achieve his or her best.	47	44	5	3	0
The school works closely with parents.	42	41	7	5	5
The school is well led and managed.	46	31	10	5	8
The school is helping my child become mature and responsible.	39	46	7	2	7
The school provides an interesting range of activities outside lessons.	14	47	24	5	10

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

57. The school has made good headway in improving the quality of teaching, and standards are better than at the time of the previous inspection. However, the issue regarding provision for the children's physical development still remains. The school has plans to provide a suitable outdoor play area and equipment for the reception children but the current unsatisfactory provision hampers children's physical development. There were 19 children in the reception class and five of them were aged four at the time of the inspection. These children started school with broadly average levels of skills, knowledge and understanding for their age, although their attainment in speaking and listening and personal, social and emotional development was below that expected for their age. Children are taught in a reception class and their teacher has some additional support for part of each day. Two children have been identified as having special educational needs and one is entitled to some additional learning support.
58. There are some gaps in the curriculum for the reception children due to the rather cramped conditions in the classroom and lack of resources for outdoor play. These constraints hamper some activities and this is made more difficult by the absence of full time additional support staff. In spite of these constraints the children make good progress in their personal, social and emotional development, communication, language and literacy, mathematical development and in most aspects of knowledge and understanding of the world. Their progress in creative and physical development is unsatisfactory overall and standards in these areas of learning are not as high as they should be and are below those expected for children of this age. Children with special educational needs make good progress in most aspects of their work and when receiving extra help they make good gains in improving their skills, knowledge and understanding. The school has identified some very able children and the teacher plans challenging work that enables these children to achieve well. By the end of the reception year, most children attain the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. Their personal, social and emotional development is also at an appropriate level for their age. About two-thirds of the children are particularly successful in communication, language and literacy and these children are in advance of others of a similar age because the teaching is very successful in promoting early reading and writing skills.
59. The children benefit from good teaching in most of the areas of learning, although there are deficiencies in planning sufficiently challenging experiences in physical development and in opportunities for the children to extend and enhance their creative development and these areas of learning are taught unsatisfactorily. Personal, social and emotional development is taught well and the teacher shows much thoughtfulness and consideration of the individual needs of the children. Planning takes account of those with special educational needs and there is a good focus on tracking how well the children are developing friendships and an awareness of others. The teacher is skilful and imaginative in developing children's communication, language and literacy skills and has a good range of methods to teach skills in reading and writing. Mathematical development is also taught well and children have good opportunities to learn how to count and calculate. Good use is made of mathematical apparatus and number rhymes and games form a useful part of teaching sequences and mathematical vocabulary. Most aspects of knowledge and understanding of the world

are taught effectively although the limited space and resources for the teaching of science hamper children's progress in this aspect of their work. There are insufficient opportunities for children to experiment and explore the world around them and to find out about scientific processes through play. The lack of resources and space hamper the teaching of physical and creative development and the school does not make enough use of its extensive grounds to compensate for the lack of a suitable outdoor play area. Outdoor activities are not planned well enough and are not an integral part of the curriculum. The small classroom restricts opportunities for painting and artwork and there are too few opportunities for the children to collaborate on large projects.

Personal, social and emotional development

60. By the end of the reception year, the children attain the early learning goals in personal, social and emotional development. Children of all abilities, including those with special educational needs make good progress as they are supported well by the teacher and other adults. The teaching of this area of learning is good. The children are positive about the school and enjoy the opportunities on offer. The teacher is warm and friendly and sets a good example for the children to follow. There is good discussion and teaching of care and concern for others. In a class assembly the teacher encouraged the children to think about how they could help others and successfully used a story to illustrate the teaching point. Most children get on well with others and willingly share toys and equipment a few, mainly boys, still lack maturity in working together and this hampers their development of skills in areas such as design and technology. The children show a fascination for and interest in living things and are keen to feed and care for the creatures living in the classroom. They enjoy being responsible for getting out and putting away equipment. Most are good at settling down to work and concentrate well. They listen carefully to instructions and are keen to please the adults working with them. The children are enthusiastic about learning new skills. They particularly enjoy listening to stories and reading to adults. The children are justifiably proud of their writing skills and because of their perseverance and effective teaching they present their work well.
61. The children's behaviour is good. They understand and use conventions such as *please and thank you* and are helpful to visitors. The children understand that the way they behave often affects others and they are usually kind and thoughtful. They listen when others are speaking. The children are sensible when moving around the school and love to carry out jobs to help their teacher. There are good relationships in the reception class and the children show respect for their teacher and other adults and also for other children. This is because the teacher uses praise and encouragement well and successfully guides the children towards an understanding of the value of others.

Communication, language and literacy

62. The teaching of communication, language and literacy is good and has a beneficial impact on standards as basic skills are developed consistently and thoroughly. By the end of their time in the reception class, almost all children achieve the early learning goals in communication, language and literacy and about two-thirds are in advance of the standards expected for children of this age. Children with special educational needs make good progress towards the targets in their individual education plans but still lack confidence in early reading and writing skills and some have a limited vocabulary. The most able children make good progress and read challenging texts fluently and accurately making good progress in building words from the sounds that letters make and make good guesses about the meaning of words they have not read before. All

children make good progress in communication, language and literacy because the teacher has effective skills in promoting a love of stories. She and the support staff use a wide variety of methods to develop the children's skills in building words, guide them well in using pictures to help them understand meaning, and provide regular practice for individuals and small groups.

63. On admission to the school most children have poorly developed speaking and listening skills and the staff focus strongly on encouraging the children to speak clearly. The children have made a confident start in early reading and enjoy handling books, looking at pictures and re-telling their favourite stories in their own words. The more able know that text conveys meaning and make good use of their skills in building words from the sounds that letters make to read accurately and fluently. Most children know the main characters in their reading books and talk about their favourite stories. They recognise a good number of words and also have secure knowledge of the names and sounds of letters. Less able children and those with special educational needs benefit from effective support and by reading together in small groups, talking about the stories and learning key words are making good gains in the early stages of reading. The children with special educational needs make good progress towards the targets in their individual education plans because the teacher and support staff use this information well to plan work which is matched to the children's abilities.
64. Writing skills are taught well. Almost from the start of school children are encouraged to use a joined script and they cope well with this. Most children write their name legibly and clearly and are beginning to write short phrases and sentences. The most able work independently when writing and make good use of their skills in building words to attempt plausible and correct spelling. The less able children are still at an early stage of experimenting with mark making but do understand that their *writing* conveys meaning. They practise regularly by copying under the teacher's writing and make good improvement in letter formation by tracing over letters and shapes. Most children write about events in their lives and add some interesting vocabulary. They think carefully about what they are writing and often have a logical sequence to their presentation as when writing descriptions of their teddy bears.

Mathematical development

65. Children, including those with special educational needs, enjoy mathematics and join in number games and rhymes enthusiastically; they make good progress. By the end of the reception year, most children attain the early learning goals in their mathematical development and the more able exceed expectations for their age. The teaching is good as it takes account of the needs of the different abilities in the class. The teacher uses a variety of methods to interest and motivate and makes effective use of incidental times to extend the children's mathematical thinking. For example, at the start of each session the children are encouraged to count the number present and to use simple addition and subtraction strategies to find one more or less. The teacher uses this method well to encourage the children's awareness of counting on and backwards. Most children count to 20 with confidence and sequence the numbers correctly. Many are beginning to write numbers accurately and although the less able sometimes reverse their numbers they do understand their value. Children have recently been learning about money and most recognise the value of coins. The more able add small numbers together correctly and record their work well. The teacher emphasises a good range of mathematical terms and the children understand them. They also know words such as *over*, *under*, *through* and *above*. Almost all the children name a variety of shapes including circles, squares and rectangles. Practical activities are used to reinforce learning and the school has a suitable range of mathematical

apparatus. This could be used more widely to help the less able understand new mathematical ideas. The limited space also means that there is no clearly defined mathematical area where children can explore numbers and shapes on their own.

Knowledge and understanding of the world

66. The children enjoy the challenges offered in the curriculum for knowledge and understanding of the world and they make mostly good progress, as the teaching is mostly good. Children with special educational needs make similar progress to their peers. Progress is at its best in the historical and geographical aspects of this area of learning and weaker in developing scientific ideas because the school lacks resources for this aspect of its work. The children study history by learning about their families. They start by studying changes in their own lives and comment on how toys they had as babies are now inappropriate for them now. They know that they come from a variety of backgrounds and that many things such as household appliance have changed since their grandparents were young. The children talk competently about where they live and how they travel to school. They find their way around the school easily and recognise their classroom on a simple plan. The children enjoy working with construction toys and make good progress in developing an understanding of technology. They build recognisable models using a variety of simple tools and take much pride their achievements. The more able follow instructions and plans for these models. The children have appropriate skills in using computers and are often seen choosing to work independently on the computers. They know that their actions of moving the mouse and using some of the keys will produce a response on the monitor. They write their own names and also draw pictures showing suitable mouse control. The children have limited opportunities to experiment and explore scientific ideas and the teaching of this aspect is unsatisfactory. There are insufficient resources and the little space means that children have limited opportunities to work together in sand and water, experiment with textures, explore a range of materials and find out for themselves as a result their progress in this aspect of knowledge and understanding of the world is unsatisfactory. The school has extensive grounds which offer ample opportunity for the children to learn about the natural world but they are not used sufficiently.

Physical development

67. The teacher tries to compensate for the lack of suitable apparatus and outdoor provision for physical development by using the playground for games and the hall for some movement skills, but standards in this area of learning are not high enough. There is a suitable range and quantity of equipment in the school and the adventure area is a valuable resource but it is not used enough to provide opportunities for the children to climb, improve their balance and build up stamina and control. By the end of the reception year standards are below those expected and the limitations of resources and space inhibit the consistent development of skills and techniques. Progress is uneven and unsatisfactory. Although the teaching is satisfactory when children have opportunities to play with balls, bags and hoops it is unsatisfactory overall as there is not a strong enough link made between outdoor play and physical development. Too often outdoor play is merely a short playtime and there is little or no teaching of skills. Weaknesses in the children's progress are due to deficiencies in resources which were identified at the time of the previous inspection and still have to be improved.

Creative development

68. The limited space in the classroom and barely adequate resources hamper the children's progress in this area of learning and progress overall is unsatisfactory. The teacher is working in difficult conditions which restrict opportunities for the children to explore and experiment with a wide range of media. There is also insufficient adult support to work alongside the teacher in providing challenging and stimulating opportunities for the children through which they might collaborate on large friezes, model making and construction toys. Much of the artwork is focused on improving skills and techniques and the children make suitable progress in cutting out shapes, developing patterns and in drawing accurately. The children do have opportunities to paint and but rarely work together on large projects using collage, materials and fabrics. They have good control of pencils and brushes and mix their own paint. Most know the primary colours and know that they can be mixed to create other colours. The children make attractive pictures of the sun and add suitable detail using glue and glitter. This activity helped the pupils to extend their language, as they talked about *shiny*, *bright* and *sparkling*. The children worked carefully on making a Kenyan flag by sticking small tiles of paper in order. This activity helped them to understand tessellation and was a good link with their number work. The children weave paper successfully but this activity was more one of following instructions and working to a pattern than developing their own designs and improving their awareness of colour and shape through experiment. Although the children have opportunities to learn songs and rhymes the limited space means that there is no area for them to experiment with musical instruments. Role-play is sometimes used well to extend the children's imaginative and creative vocabulary and this works at its best when an adult is involved. The less able children carefully planned a skiing holiday, got themselves dressed and talked animatedly about their trip. The classroom assistant asked carefully framed questions to extend the children's thinking and vocabulary.

ENGLISH

69. At the time of the previous inspection standards were judged to be average but progress was unsatisfactory. Since that time the school's performance has kept pace with the national trend and the proportion of pupils gaining the expected levels has increased. It is very difficult in this school to give direct comparisons from year to year because each group of pupils differs in its size and range of ability. Compared to all and similar schools, Year 2 performance in reading was above average and in writing was in the top 5 per cent. In the tests for Year 6 pupils held at the same time, standards in English were below the average of all and similar schools.
70. Inspectors find that in most classes achievement has improved since the last inspection although in Year 2 standards in some aspects are not high enough. In this year's group standards in speaking, listening, reading and writing are average. In Year 6 pupils achieve below average standards in all areas of the English curriculum but because of the high proportion of pupils with special educational needs these pupils have made at least satisfactory progress since they joined the school. Throughout the school pupils make satisfactory progress but do not use their English skills sufficiently in other subjects. In the Year 6 tests girls generally do better than boys.
71. When pupils begin Year 1 their speaking and listening skills are average and pupils maintain satisfactory progress. In Year 1 the teacher encourages pupils to listen carefully to each other gives pupils the opportunity to answer at length, often sacrificing the overall pace of the lesson; however, each response is valued and pupils are encouraged to talk. Across the school, however, pupils are not encouraged to answer in full sentences. Often one or two word answers are accepted. Teachers use technical vocabulary to explain the work that will be covered but do not insist that pupils

use the same terms when replying to questions or making observations. This results in Year 6 pupils who understand what they are talking about and know how to complete their work but cannot fully explain their thinking. The most successful lessons are those that require pupils to work with others to discuss their work or come up with proposals. For example, in Year 2 pupils discussed such words as *heartily*, *glumly* and *certainly* but did not fully explore the meanings of these words. In Year 5 the teacher was not happy about the short answers pupils were giving and insisted on clarity and detail in their answers. In the only drama lesson seen, in Year 6, pupils took up their roles of environmentalists, fishing boat owners and journalists well. They developed their speech patterns in the light of these characters and took their cues from each other. Groups of pupils reasoned well and some pupils were fluent and articulate. Others were less confident and speaking skills were not well developed. When pupils with special educational needs are working in withdrawal groups they do well; they talk openly and with confidence. Pupils who are learning English as an additional language make satisfactory progress. They learn English words quickly and are encouraged to join in discussions along with their peers but teachers do too little to help these pupils improve their pronunciation.

72. Pupils' reading skills are above average in Year 1 and average in Year 2 although some pupils do not have sufficient knowledge about letter sounds and how groups of letters form sounds to make up words. The school is aware of this and has plans to rectify the shortfalls in knowledge. In Years 3/4 reading is average and pupils express opinions about the books they read and their favourite authors. Pupils give alternative words such as *bustling*, ranging from *fussing* to *crowding*. Lower ability pupils read with growing independence, fluency and accuracy. In the classes for the oldest pupils reading skills are developed satisfactorily and pupils hone their skills of research; they know how to use an index, contents page and glossary. They have a useful understanding of how libraries are organised. Pupils who learn at slower rates than most and pupils with special educational needs also understand how to use the library. Pupils have a good level of understanding how the Internet and CD-ROMs are used for research purposes. Pupils enjoy reading and give reasons for their choices. There is a marked difference between the levels of home support given to pupils who read at the expected levels or above. Many of the below average readers inspectors heard are not supported at home and as a consequence could not talk with any confidence about their books or how important it is to develop reading skills.
73. Standards in writing vary across the school. They are average in Year 2 but below average in Year 6, and achievement is satisfactory. However, across the school pupils do not get enough opportunities to use their writing skills in subjects such as geography, history and religious education or to write long pieces of work. In Year 2 above average pupils write complex sentences, use speech marks and extend their sentences. Average pupils write absurd tickle guides taken from the work of Spike Milligan. Below average pupils use speech bubbles rather than speech marks but understand how to show someone is speaking. Handwriting in this year group is below average but improving. The co-ordinator has asked teachers to use a particular handwriting scheme because of a lack of progress in handwriting across the school. This is having a good effect on writing but there is some way to go. In Year 6 standards of writing overall are below average. Above average pupils write in a range of styles and in Year 5, for example, a very good example of a letter to the local council asked why a stream was not kept in better condition. This letter showed a high level of maturity but also showed a concern for the local environment. In the above average group in Year 6 handwriting is good but in other groups the well-formed letters in practice books are not transferred to other work.

74. Pupils in all year groups use ICT naturally in their work. They understand how computers can be used to set out work and improve their presentation with illustrations and clipart diagrams. For example, writing in the style of newspaper reports is often presented in columns using a computer. Year 6 pupils have written biographies of famous historical figures which have been published on the school's web site. The presentation of pupils' work using computers is high. They have good aesthetic sense and understand the conventions of using styles and fonts when publishing.
75. Pupils' learning shows itself in the quality of teaching seen in each class. In the lessons seen in Years 1, 5 and 6 learning was never less than good and is at times very good. In Year 2, 3 and 4 learning was satisfactory.
76. Teaching is satisfactory overall. There were no observations of unsatisfactory teaching, which is an improvement since the previous inspection. Generally teachers plan work allied to the National Literacy Strategy; they also plan additional English sessions which means that a greater proportion than average of the timetable is given over to English. This has not paid dividends in terms of improvement in standards. Teachers' planning includes the use of computers in the school's high quality ICT suite. Very good teaching observed in Years 5 and 6 enthused pupils and lessons gave them many opportunities to use all of their language skills, including speaking and listening. Marking is very variable. In the books of the older pupils, very carefully written comments give pupils useful insights into how to improve their work. This includes teachers picking up non-standard English and giving pupils credit for what they have achieved. The target setting in English based on assessment and marking is in the early days of implementation. It has yet to make a significant impact but there are promising signs that pupils know that they have to do to improve. Keeping the targets in pupils' exercise books is a good idea and keeps the targets foremost in pupils' minds. Expectations are high enough in Years 1, 5 and 6 and should be higher in Years 2, 3 and 4. In this latter group of classes, the pace of lessons is too slow and not enough completed work is expected of pupils. Where pupils work consistently in exercise books, rather than a mixture of worksheets and books, standards are higher because pupils see how their work has improved over time. Additionally, because pupils are expected to write at length and not simply complete sentences with one word, higher standards are achieved.
77. The subject is well managed and several important initiatives have been introduced. The new handwriting scheme, target setting and assessing pupils' work have all led to some improvement. The co-ordinator has led a series of successful training activities for staff that have had a positive effect on standards.

MATHEMATICS

78. Although standards are not as high as those reported at the time of the previous inspection the percentage of pupils' attaining average levels in national tests has increased. Trends over time show that the school has steadily improved standards and that the rate of improvement has kept pace with the national improving trend. There are fluctuations in pupils' performance from year to year due to variations in ability in the cohorts, the number of pupils taking the tests and the percentage of pupils with special educational needs in each year group. The results of national tests at the end of Year 2 in 2001 showed that standards were well above the national average and well above average when compared with schools with similar intakes. Standards are not as high this year. Results of national tests at the end of Year 6 in 2001 were below the national average and well below similar schools. Preliminary analysis of test results this year shows that standards are below average at the end of Years 2 and 6. Given that over

half of the current Year 6 pupils have special educational needs, standards are sufficiently high. However, there is some underachievement by pupils in Year 2 and standards there are not high enough. Although there has been a dip in standards this year, inspection evidence also shows that generally there is a rising trend in attainment and that current pupils in Years 1 and 5 are likely to achieve well in national tests in 2003. There are some variations from year to year in the performance of boys and girls but these are not significant in the national tests at the end of Year 2. However, test data shows that boys do consistently better than girls in national tests at the end of Year 6.

79. By the end of Year 2, standards in number are about average and most pupils have a secure knowledge of simple addition and subtraction, although few can tackle sums involving multiplication and division. The pupils have a limited understanding of mathematical vocabulary and some are confused by signs and symbols that hamper their progress in solving problems and understanding mathematical ideas. Pupils' ability to solve problems is below that expected for their age. The pupils have an appropriate knowledge of shape, space and measures and recognise and name a variety of shapes correctly. However, they have a limited understanding of pattern and this work is not emphasised enough through work in art and design. Most pupils enjoy mathematics and at the start of lessons are keen to answer mental arithmetic questions. The teachers in Years 1 and 2 ask the pupils to explain their answers and the strategies they have used and this aids mathematical understanding. The pupils collect and collate data and present their findings in bar charts and graphs, although most struggle to explain the data other than at a basic level.
80. By the end of Year 6, standards are below average in most aspects of mathematics but pupils have average skills in number. Their limited knowledge and understanding of mathematical vocabulary and processes hampers their competence in solving problems. The pupils are taught mathematical vocabulary but the current Year 6 group lack confidence in this aspect of their work. Conversely those in Year 5 have a good understanding of mathematical ideas and vocabulary. Year 6 pupils are competent in using the four main mathematical operations and understand that they can check their answers by using inverse operations. Pupils have an appropriate knowledge of shape, space and measures and also collect and collate data correctly. They have a basic understanding of fractions, percentages and proportions but are rather insecure when applying their knowledge using decimal fractions.
81. The rate of progress through the school varies and is satisfactory overall. In some classes, where the teaching is well paced and challenging the pupils make good progress. Pupils with special educational needs make generally good progress because they receive effective support from classroom assistants who make suitable use of individual education plans to plan work. The more able are challenged well in some classes, most notably in Years 1, 5 and 6 where the teachers plan work that extends the pupils' thinking and where expectations are high. Progress in these classes is good. In the other classes, progress is satisfactory overall but many lessons are too slow and teachers' explanations go on too long so that there is insufficient time for the pupils to practise what they have been taught.
82. The teaching is satisfactory overall and there is good teaching in Years 1, 5 and 6. The teachers plan lessons that are based upon the National Numeracy Strategy and follow a pattern of practising basic skills in mental arithmetic at the start of lessons. The pupils respond well in these sessions and enjoy competing with one another to be the first to answer. The teachers usually plan questions targeted at the different ability groups within the classes. Teachers usually keep the pace of the lesson moving by

introducing new ideas at different points and checking on pupils' understanding through careful questioning. However, the rather pedestrian pace in some lessons means that pupils do not cover sufficient work. This has an adverse effect on their progress, particularly in Year 2, where too much time is spent on basic mathematics and there is insufficient opportunity for the more able to work at demanding tasks. Teachers and support staff make good use of questions to check on how well the pupils are making progress and use this information to assess whether further explanations are needed. The teachers regularly mark the pupils' work but marking is not linked to targets and rarely contains guidance for the pupils on how they might improve. The pupils settle quickly to tasks and work willingly. Most work hard and enjoy new challenges. At the end of lessons, there is usually a review of what has been learned and the pupils are keen to share what they have found out. The staff manage the pupils' behaviour well and offer praise and encouragement. Pupils' behaviour is good and little time is wasted in settling to work.

83. The school has a suitable range of resources to support the teaching and they are used appropriately to aid the pupils' understanding. The school has a good number of computers and they are used effectively to support the pupils' mathematical understanding especially in data handling. There are some links with other subjects. In history, the pupils make good use of timelines to develop an appreciation of time and change. In geography they use co-ordinates well when reading maps and in science they present their findings in a variety of charts and graphs. Pupils apply their measuring skills well in design and technology when planning and making models. The subject is led and managed well and the subject leader has a good understanding of data analysis. This information has been used appropriately to target improvement in some key areas of mathematics such as extending the pupils' skills in long multiplication and division. The school's next target is to improve pupils' problem solving skills. There has been some monitoring of teaching and planning but much more remains to be done to improve the effectiveness of this work by focusing more strongly on what the pupils actually achieve.

SCIENCE

84. In the 2001 National Curriculum teacher assessments for pupils in Year 2, performance was well above the national average. The inspection evidence shows that standards are below the national average. Pupils make increasingly good progress between Year 3 and 6 so that, by the time they leave the school, standards are at least in line with national averages. When the school was last inspected, the attainment of pupils in Years 2 and 6 was in line with the national averages, although for Year 6 pupils test results for that year were low.
85. Standards in Year 2 are lower than those indicated by last year's statutory teacher assessments largely because of changes in the cohort. The standards observed in Years 1 and 2 vary considerably. In Year 1, pupils make satisfactory progress. Their written work is well presented and shows a developing understanding of the work on plants and animals, materials, light and sound. For example, they describe simple properties of some materials; they name external parts of plants and the body. They have been given many opportunities to carry out simple investigations and show a growing appreciation of what problems prevent them from carrying out investigations. Their list of the problems encountered when carrying out simple experiments on sound included: the direction of wind; they ran out of string; they ran out of space; too many people talking so they could not hear different sounds. Work is carefully and neatly presented. There was not much evidence that work in Year 2 builds satisfactorily on pupils' prior learning. Pupils have not carried out many investigations independently.

Pupils have either recorded work in worksheets or copied from the blackboard. Pupils' work is not well organised; there are half-completed pages and inaccurate observation. Pupils show knowledge of the basic aspects of simple circuits but they are not clear how a torch or switch works, partly because these expectations are not pitched at the right level for this age of pupil. The work in Year 2 is not challenging enough and shows little evidence of the skills of recording and interpreting experimental findings. But in Year 1 the work in pupils' books shows that the quality and quantity of the work undertaken places appropriate demands on pupils and develops their understanding and skills well.

86. Pupils in the juniors, particularly in Years 5 and 6, are attaining average standards in knowledge and understanding of living things and physical processes. In their study of how the heart works, pupils have carried out investigations on the rate of the pulse after physical activity. The results are recorded on lined graph paper. However, the graphs are not drawn clearly or accurately because pupils were using blunt coloured pencils. In another lesson on 'bubbles' Year 6 were investigating the differences between still and fizzy water. Pupils made careful observations but their skills in interpreting what they were seeing or looking at are not sufficiently well developed. The teacher's expectations are high in Year 5 and, as a result, pupils are well challenged. This was illustrated in a lesson on evaporation and condensation. Pupils had devised experiments to find out in which part of the room materials dry quickly. They considered how many variable factors they could consider and then which factor was the most critical.
87. Pupils' progress and the quality of their learning are uneven across the year groups. Pupils make good progress in Years 1 and 5, satisfactory progress in Year 6 and insufficient progress in Years 2, 3 and 4. Pupils with special educational needs are well supported and make satisfactory progress. There is an overall weakness in the teaching of science that is holding pupils back. Although teaching is satisfactory in most classes, the work is not challenging more able pupils. This hinders progress and lowers standards overall.
88. Where teaching is good, there is a good match between learning objectives and activities planned. In lessons that are less effective, the lesson objectives are too broad and general. Teachers manage their pupils well, developing satisfactory relationships with them so that they are ready to learn. Pupils' learning is moved on well when teachers ask open questions but often the questions only seek short responses. Some good responses are closed quickly; for example a Year 6 pupil's sharp observation about fizzy and still water was passed over. Teachers monitor progress in the course of lessons offering individual support but additional explanations often lack critical analysis of what has prevented pupils making proper progress. Work is marked regularly although the quality of marking varies from class to class and comments do not always show pupils how they might make improvements in subsequent work.
89. Whilst all aspects of the science curriculum are taught, there is insufficient emphasis on independent investigative work in some classes. Recently, the overall science curriculum has been reviewed in order to adapt a commercial scheme of work so that it compliments the National Curriculum requirements. These new plans are not fully implemented yet and, consequently, there is still a considerable overlap and work is repeated but not at a higher level, for example, infants learn about changing materials by heating and juniors learn about naming materials used in a car. Also, some of the timetabled blocks of time are too long. While for some practical activities this length of time may be suitable, for below average pupils and for most other activities, it is too long.

90. The subject is managed well by the science co-ordinator. She is aware that there is an emphasis on activities rather than what pupils next need to learn. She monitors medium-term plans and pupils' work. She is aware that science resources require auditing and organising so that unnecessary old resources are removed from the boxes. The resources for science are adequate.

ART AND DESIGN and DESIGN AND TECHNOLOGY

91. By the end of Year 2, standards in art and design and design and technology are in line with those expected nationally. In Year 6 pupils' learning in design and technology is good and sometimes very good when they benefit from being taught by a part-time and full-time specialist teacher. As a result, standards are above those expected by the end of Year 6 in design and technology and high in the design aspects of art and design but satisfactory in art. The school has worked hard to overcome weaknesses in the subject identified at the last inspection and is well placed to raise standards further.
92. Although no art lessons were observed in the infant classes, discussions with pupils and the sample of work indicate that pupils make satisfactory progress. In art and design pupils in Year 1 are beginning to understand that different art materials may be used to achieve a range of effects. They practise mixing paints to achieve different textures by using sponges and leaves and printing these to explore different patterns. They use wax and crayons for rubbing and identifying different patterns. In Year 2, pupils make pencil drawings of features in nature and other artefacts. Their pencil drawings produce good outlines of the main objects and increasing levels of detail as they develop their skills in drawing and observation.
93. In design and technology, by the end of Year 2 pupils have satisfactory skills in designing, making and evaluating simple items. In Year 1 they know how to sketch a picture of rainbow fish and use ICT to produce a coloured simple outline of a fish. In Year 2 they draw a diagram of a finger puppet with labels. Both year groups consider which materials and tools are required and, in Year 2, pupils are beginning to comment on the suitability of materials by using words, such as 'soft', 'bendy' and 'colourful'. Year 1 cut, design and paste scales on the rainbow fish. They choose colours and patterns and identify repeating patterns. Pupils in both year groups are encouraged to plan and evaluate their work. These simple evaluative comments suggest that their skills in evaluation are just beginning to develop.
94. By the end of Year 2 all pupils are achieving satisfactory levels in both subjects. This satisfactory start in learning is built upon in Years 3 to 6 where pupils make good progress in all aspects of design and design and technology and satisfactory progress in art.
95. In art and design, pupils have produced very attractive designs using blocks and screen printings. These designs are then carefully applied in repeating patterns to produce a lovely backcloth for displaying other artefacts and models they have created. There is insufficient evidence that pupils have discussed the work of famous artists and tried using their styles as a starting point for their own ideas.
96. In design and technology, in Years 3/4, pupils are taught to make a 'wheeled character'. They have researched wheeled designs and different kinds of pulleys and wheels. Pupils show accuracy in measuring, in selecting suitable glues for different materials and can understand the principle of stored energy in elastic bands. Year 6 pupils design and make Christmas decorations, and they have made an oven pad for handling hot dishes. In order to complete this, pupils have researched different materials and listed

them for insulating properties, using and applying their science skills to investigate accurately. In making oven pads, candles and bridges they have followed all the separate skills required to produce the finished article of good quality and design. There is extensive research, followed by pencil drawings, which are drawn to scale and costed. They evaluate the strengths and weaknesses of their designs before making their models, having included any refinements suggested. Once their models are completed they test them so, for example, their bridges were designed to take 300gm of weight. They considered the functional qualities of their design and how they might impact on the quality of peoples' lives. Pupils are given experiences of using a very wide range of materials and their skills are tested because teachers' expectations are that pupils should apply these skills, consolidate and extend them by using different materials, context and design.

97. Pupils are very productive and the quality of the finished product is good, indicated by the number of competitions pupils have won locally and internationally. These high standards are achieved because of the exciting, enthusiastic and skilled teaching pupils receive. Pupils make good progress, and some very good progress, as a result of their teachers' specialist subject knowledge. The features of good teaching that support pupils well in their learning are the teachers' infectious enthusiasm, very good planning that ensures all aspects of learning from initial research to evaluation of the tasks are covered well and resources which are well prepared. Pupils work at a fast pace and get ongoing feedback, which helps them to improve their product. Pupils love these subjects. They are excited, motivated and behave very well. This is well demonstrated when a small group of Year 6 pupils, who have many behaviour problems, were engaged in food technology; they behaved well and finished their task of making Japanese vegetable rice. The teaching assistant was well briefed and very knowledgeable about the requirements of the subject. Good preparation, clear instructions and good health and safety procedures ensured pupils concentrated well and increased their knowledge and understanding of different vegetables, such as leeks and peppers, and how to cut and prepare them. They reported back to the class on the methods and ingredients used and invited comments from them. They listened well, participated sensibly and showed a good level of restraint by not tasting and eating their prepared dish before time.
98. Overall, teaching is good. Teachers model techniques well and this was exemplified in a Year 6 clay lesson when the teacher gave very clear instructions on how to work with clay. She demonstrated expertly how to cut clay and how to use slurry and what would happen if pupils rushed their task. In Year 5 pupils were developing five colour prints. The teachers' preparation, timing and relationship and rapport with pupils ensured high quality learning and lots of enjoyment.
99. All aspects of design and technology are taught including extensive use of ICT for pupils to work and improve their initial ideas for a picture or design. The subject is used well in applying other basic skills in literacy and numeracy. Both art and design and design and technology leaders keep a portfolio of work that they can consult on standards. There is no monitoring of teaching nor are there agreed procedures for assessment, although both co-ordinators do have a good understanding of the strengths and weaknesses in the subjects, partly through monitoring teachers' planning. Initial resources for the subjects are sufficient but these are augmented when specific aspects of the subject are taught.

GEOGRAPHY and HISTORY

100. Standards in geography and history are average by the end of Year 2 but are below average at the end of Year 6 and are not high enough. There has been some improvement in geography teaching since the previous inspection but standards in history are not as high as reported at the time of the previous inspection. Overall, the planning has improved since the previous inspection but much more remains to be done to ensure that skills, knowledge and understanding are built upon consistently from year to year. The current arrangement of each class in the juniors working on the same topic at the same time is unsatisfactory as pupils often complete the same worksheets regardless of their age and ability. Although the geography lessons seen during the inspection were good, the weaknesses in curriculum organisation mean that the impact of teaching over a period of time is unsatisfactory. The same is true of pupils' work in history. Progress in the different topics is satisfactory but pupils do not accumulate skills, knowledge and understanding consistently and some work is too similar and lacks additional challenge for older and more able pupils.
101. By the end of Year 2, pupils have an appropriate knowledge of their locality and recognise the main buildings, facilities and character of the area in which they live. They know that there are differences between villages, towns and cities and that their village has changed over time. The pupils develop appropriate mapping skills by drawing simple plans of objects and of their routes to school. They also recognise that plans and maps may have different scales. In their drawing of a plan of the school they make appropriate use of a simple key. The pupils have an appropriate geographical vocabulary and understand how to give simple directions using the four points of the compass. Most pupils have a satisfactory knowledge of weather patterns and conditions, which they appropriately link to the different seasons of the year. In their history work the pupils have improved their understanding of change over time by studying the Victorians. They know that toys and games have changed and also that schools are different today than a hundred years ago. Pupils in Years 1 and 2 comment appropriately about their relative likes and dislikes of their locality. Pupils have a secure knowledge of historical words and through the use of timelines understand that change often happens over a period of time.
102. By the end of Year 6, pupils have an appropriate knowledge of the Ancient Greeks and understand how Greek civilisation has influenced other cultures. They know about the importance of religion to the ancients and are familiar with several stories, myths and legends. However, their general knowledge of history is weak and they are easily confused about different periods of history and get them out of sequence. This is due in no small measure to the long gaps between topics and the reliance on simple worksheets which often require one word answers regardless of the ability of the pupils. Pupils in Year 6 have limited recall of topics they have covered in the past and although they remember several visits they are often confused about the period of history that pertained to the visits. Pupils do not have a secure knowledge of how to find evidence from a variety of sources and are unable to draw conclusions based on primary or secondary sources. Their historical understanding is weak. They have a poor knowledge of major historical personalities and events.
103. Although the work currently being done in Years 3 to 6 is understood and pupils' knowledge of rivers is about average, they lack a secure understanding of geographical ideas, vocabulary and skills. This is because of the lack of consistency in developing skills, knowledge and understanding and the long gaps between topics. Pupils write very simple accounts of their work and do not understand the principles behind geographical study. They respond well in lessons and work hard at the tasks set but have limited recall of previously studied units of work. Pupils use geographical vocabulary appropriately and have satisfactory skills in mapping. They use keys,

scales, grid systems and map symbols. Their work on rivers is about average but pupils in Year 6 struggled to explain the water cycle in sufficient depth. Progress for all pupils, including those with special educational needs, is satisfactory through Years 1 and 2 but unsatisfactory in both history and geography in Years 3 to 6. This is because there is too much repetition between year groups. For example, pupils in Year 6 often complete the same work as those further down the school. In individual lessons, pupils do improve their geographical skills but there is insufficient monitoring of planning and teaching to ensure that these skills are refined and improved consistently from year to year.

104. Pupils say that they enjoy history and geography lessons and are enthusiastic in their descriptions of visits. They also enjoy making use of computers to support their work and this is very evident in the work done linking their school with others around the world. This is the strongest element in the teaching of geography and makes the most impression on standards and pupils' progress. The pupils enjoy making contact with others around the world but several felt disappointed that they had had no replies to their e-mails. Literacy skills are not used well enough in history and geography. Pupils do not carry out sufficient in-depth research and when writing accounts their work is often short and sometimes requires only one-word answers. There are some good examples of writing for diaries and historical accounts but these are infrequent and inconsistent between classes.
105. The teaching is satisfactory in Years 1 and 2 but unsatisfactory overall in Years 3 to 6. Although there were good lessons seen in the juniors the long-term impact of teaching is unsatisfactory as planning for the development of skills, knowledge and understanding is weak and assessment is not used rigorously enough to identify and build upon skills that have already been taught. This is a weakness that has remained since the previous inspection. Teachers have satisfactory subject knowledge but because of the constraints of the school's policy and scheme of work and the restrictions on developing topics teacher effectiveness is reduced. Some staff have an obvious love of history and use their own skills in, for example, archaeology to stimulate the pupils' interest and enthusiasm. Lessons are planned satisfactorily but often the introductions are too long and laborious and the pace is slow. This means that pupils, mainly boys, are sometimes disinterested. The rate of learning is often slow and pupils do not apply sufficient effort and enthusiasm and the quantity and quality of work suffers. The teachers manage pupils well and the pupils respond by behaving well and showing interest in their work.
106. The subject leaders have an appropriate understanding of the relative strengths and areas for development in the subjects but have not monitored the pupils' progress and the quality of teaching with sufficient rigour. Although the subject leaders review planning there is no effective system to challenge the teachers to provide work for pupils that extends them and accelerates their progress.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

107. Standards are above those normally expected of pupils in Years 2 and 6 and above those seen during the last inspection. At that time higher skills were developed well but 'basic and middle ground' skills were lacking. The co-ordinator has led this subject very well to include the development of basic skills such as entering data and has managed staff training so that teacher expertise and confidence has improved. Now the small but effective computer suite helps add significantly to pupils' achievements and ICT support assistants coach pupils well in the development of knowledge, skills and understanding.

108. Year 1 pupils gain confidence when they use a commercial word processing package. They understand the function of many keys, for example, backspace, shift, space bar and enter. Most can write a sentence with help. Of particular note is the school's work in co-operation and communication with schools in other parts of the world. In Year 2, for example, pupils communicate via email with schools in Greece. Throughout all of the work seen in the school, pupils are skilled at presenting their work to good effect. By the time they are ready to join Year 3 pupils construct bar charts and other graphs. Their work in ICT helps them in other subjects. Pupils are adept at using a digital camera to record their work. Pupils in Year 2 controlled a floor robot around pathways.
109. By the time they reach Year 6 pupils are skilled at using computers in a number of situations and for a number of purposes. In science, pupils test the amount of light which penetrates fabrics by using a remote sensor. They contribute well to the web site maintained by the co-ordinator and in the past have used video-conferencing to communicate with schools in the European Union. In their work on developing programs, pupils produce complex sets of instructions to demonstrate how two-dimensional shapes are constructed. Pupils in this age group also work with a local secondary school to enhance their knowledge, skills and understanding in control technology. In Years 3 and 4 pupils produce high quality presentations of poetry and use a variety of styles when writing. In Year 5 pupils use e-mail to communicate with each other and with pupils in other schools and research and present their findings about William Morris.
110. The quality of teaching is good. In Year 2 pupils learned quickly how to control a moving point on a screen. Transferring their learning from using floor robots to personal computers, pupils made a good job of identifying squares, right angles and the properties of simple-two dimensional figures. Some pupils used trial and error methods to determine which instructions to give; others use calculation to ensure that when needed they gave instructions to turn either 45° or 90° . In Years 3/4 pupils used a CD-ROM to explore rivers in their local region. They were able to find the many rivers and man-made drains that surround the school. Pupils are knowledgeable about the conventions of printing and saving their work. In Year 6 pupils used a database to narrow a field of search and analysed their results in depth.
111. The use of word processors and a learning support assistant teaching pupils keyboard skills ensures that pupils are able to enter data effectively and do not waste time. The school has made a good improvement since the previous inspection.

MUSIC

112. By the end of Year 2 standards are in line with the expected levels; at the end of Year 6 they are above. This is a good rate of improvement since the previous inspection and is due to improvements in the curriculum and specialist teaching in Years 5 and 6. There is no history of specialist music tuition but over the past few years this has begun and is effective for the very few pupils, less than would normally be the case, who choose to take up this opportunity. Pupils enjoy music and work diligently. In their weekly sessions of singing, pupils behave well and work hard to learn new songs. Their singing is tuneful.
113. Pupils gain an understanding about the components of music. In Year 2 useful links were formed in the music lesson between pupils' knowledge of letter sounds and syllables and how long and short sounds structure musical phrases. Teaching was satisfactory in this lesson as pupils were led through the process of identifying patterns

in each line of a verse. Pupils in this year group understand pulse and rhythm and represent the duration of sounds using dashes and dots. The lesson was a little slow in pace and pupils could have achieved more. However, pupils in Years 1 and 2 gain a satisfactory foundation to their musical studies.

114. This satisfactory progress continues in Years 3/4 where pupils look at atmosphere and mood. Pupils recognise high and low pitched sounds and to a certain degree blend their own performances. The strength of this lesson was the teacher's use of musical terminology and the positive atmosphere she helped to create in the class so that pupils could learn and use the phrases accurately. Pupils compose and perform and create moods that reflected the poem which had been used in art and literacy lessons. Some pupils were innovative in the way the instruments were played; for example, stroking triangles rather than striking. In Years 5 and 6 teaching was very good and pupils achieved well. Year 5 pupils composed a fanfare and talked knowledgeably about which they preferred. They record their compositions using diagrams. Most pupils liked Copland's *Fanfare for the Common Man* and explained reasonably why they liked it. Pupils' evaluations of composers' work is very good in this year group. Pupils talked of funeral marches, monks, churches and walking to the guillotine as they listened to *Vespers* by Rachmaninov and military marches and parades when listening to a *Pomp and Circumstance* march by Elgar. Pupils in Year 6 worked hard to compose a blues tune in a very carefully structured and challenging lesson. Pupils have a good working knowledge of chords and how they are structured. For example, they talk about the root, 3^d and 5^h chords in the keys of C, G and D. Using this structure they composed simple melodies using a blues structure.
115. Teachers' subject knowledge has improved and the adoption of a music scheme has helped raise standards in the subject. The subject is well led and managed. The co-ordinator has concentrated well on improving the subject's profile in the school and the standards pupils achieve.

PHYSICAL EDUCATION

116. The school has maintained standards since the previous inspection. Resources have been improved and there have been good opportunities for staff training. The school has also increased sporting opportunities through extra-curricular activities in football and netball and they contribute to pupils' improving skills in games and tactical awareness. By the end of Years 2 and 6 standards are in line with those expected and pupils, including those with special educational needs and English as an additional language, make satisfactory progress overall and good progress in swimming and games. The curriculum is sufficiently broad and balanced and pupils have appropriate opportunities to take part in all aspects of physical education. The subject leader has recently taken responsibility for developing physical education and has much enthusiasm, which is contributing to raising staff confidence and ensuring consistency between year groups in developing skills, knowledge and understanding. Although there has been little monitoring of teaching, the subject leader keeps a check on what is being taught by monitoring the teachers' plans. The school has yet to devise a system of recording pupils' progress in sufficient detail to guide teachers on planning work. Due to the time of year, the lessons seen focused on games and athletics. The school provides a suitably balanced curriculum for physical education and all aspects of the subject are taught.
117. Throughout the school all pupils have the opportunity to learn to swim. Classes take it turn each half term to have swimming lessons and this means that from an early age pupils grow in confidence in the water. By the end of Year 6 almost all pupils are able to

swim a minimum of 25 metres and know about water safety. They use several strokes and many swim for long distances. Progress is consistently good and pupils make good gains in developing effective techniques.

118. By the end of Year 2, the pupils are competent in physical education and achieve appropriate standards for their age. By the end of Year 2, in their swimming, most pupils confidently swim one or two lengths of the pool unaided. The pupils practise and refine their games skills with good levels of energy and listen carefully to the instructions of the teacher. They make good improvements in throwing and catching a variety of balls and through careful tuition by the teacher learn how to swing and follow through with a racket when striking the ball. Pupils have a good awareness of space and quickly organise themselves into small groups when practising skills. They are well co-ordinated. The teacher makes learning fun and the pupils respond enthusiastically in a lesson about football skills. The teacher instructs them carefully and sets suitable challenges involving controlling and dribbling a ball. The pupils are enthusiastic and adept in dribbling around obstacles and boys and girls do equally well. In their warming up activities they jog, skip and jump with good levels of effort and appropriate levels of skills. A good feature of the pupils' learning is the way that they discuss what they have achieved and how they might improve.
119. By the end of Year 6 the pupils show much enthusiasm and interest in physical education and achieve well. In games lessons the pupils practise their ball skills as well as striking and fielding techniques, which prepares them well for the game of cricket. Boys tend to do better than girls in bowling but the girls compensate for this by concentrating well and trying hard in fielding activities. The teacher carefully instructs the pupils about bowling techniques although this an area for further improvement as several pupils still tend to throw rather than bowl. During a practice game of cricket the pupils organised themselves well and took turns in bowling, batting and fielding. They competed hard applying much effort and showed good sportsmanship and appreciation of others' talents and success. The pupils understand that exercise and healthy eating are an important part of their development. In athletics, the pupils compete hard against their own targets and improve their techniques and performance well. They take it in turns to act as the timekeeper and successfully plan their route around a series of obstacles so that they are able to speed up their performance. Pupils pay particular attention to the good advice of their teachers and also learn much from copying their peers.
120. The quality of teaching is good throughout the school, although some lessons are a little lacking in pace as the teachers spend too long in explanations. Most lessons begin with a good warm-up session which is sometimes too short. The teachers carefully explain the purpose of the lessons and achieve a good balance between the teaching of new skills and providing opportunities for the pupils to practise and refine what they have learned. The school has good resources for physical education and the large field and hard play areas are used well. Pupils take good care of the equipment and enjoy the responsibility of getting it out and putting it away after use. Pupils work hard in lessons and are given good encouragement by the teachers to push themselves to achieve well. The teachers insist on safe practices and the lessons are well managed and controlled. The pupils behave well throughout the lessons and work co-operatively when checking on each other's skills and techniques. In most lessons the teachers demonstrate new skills and techniques well and this guidance helps the pupils to improve. However, in a few lessons the teachers do not use the pupils sufficiently to demonstrate their prowess.

121. The new subject leader has much enthusiasm and has helped to guide the staff in improving their teaching. The school has a suitable policy and scheme of work and this has led to more consistency in planning and teaching each aspect of the subject. The range and quality of extra-curricular sporting activities are good. Pupils also have the opportunities to play in tournaments against neighbouring schools.

RELIGIOUS EDUCATION

122. At the end of Year 2 standards are below those expected by the locally agreed syllabus, but pupils make satisfactory progress from Years 3 to 6 and standards are at the expected level by the time they reach age eleven. Standards have improved in the top junior classes since the last inspection.
123. There is very little work in pupils' books by the end of Year 2. Much of the work is on social and personal development rather than on developing understanding of beliefs and values. There are some very general references to other religions, for instance there is a 'mendhi' pattern on a hand but there are no written comments, observations or notes under this which links it to Hindu culture. Discussion with pupils highlights confusion and inaccurate information. These pupils make only limited progress and are not building on their prior learning effectively. Pupils in Year 1 achieve appropriate standards. For example, they learn about the Creation and make a 'Creation Wheel', which illustrates God's order of creating the world. These pupils show an active awareness of the problems of how to respond to questions of light/day when the sun was not created until day four and more able pupils reflect; 'There had to be plants first or the animals would not have anything to eat'. By the end of Year 6, pupils have increased their knowledge and understanding of the Christian religions and its beliefs and history. They know the story of Moses and have produced a calendar following the story of Judaism. They have applied their literacy skills well in order to write an account of the Crucifixion of Jesus for the 'Jerusalem Daily News'. They have increased their knowledge and understanding of Pentecost. They make personal observations, express opinions and write reflective sentences, such as; 'Christians believe that the Holy Spirit gave the disciples the courage and energy to go out and around the world to start the Christian Church'. Pupils in Years 1 and 6 make satisfactory progress but this is not sustained in the other years where work is often repeated, adding no new learning.
124. Teaching is satisfactory. Occasionally teachers' knowledge of the subject is not secure. This lack of confidence results in undue emphasis of the social aspect of the religion. While this approach has merit in that teachers often take pupils' own experiences of everyday life as a starting point, it does not always then lead to an understanding of more difficult concepts and ideas. Pupils are sometimes given inaccurate and incorrect information, for example, that Jewish people do not eat chicken. Teachers try to develop a strong sense of respect among the pupils for the beliefs and practices of different religions, but this is not always successfully achieved, for example in a Year 6 class when pupils saw the blue figure of Krishna, there was considerable disrespect shown by a small minority of pupils. Overall, the good classroom management skills of the teachers contribute effectively to pupils' learning. Teachers establish good relationships with pupils based on respecting and valuing individuals
125. Most pupils are keen to learn. They listen well and, when their interest is stimulated, their discussions are lively. They work diligently but often they are not given

opportunities to work independently, choosing their own line of enquiry and presenting information in a variety of ways.

126. Pupils achieve good standards of handwriting and presentation in Years 5 and 6 and in Year 1 but there is little recorded work in Years 2, 3 and 4. This makes it difficult for teachers to check how well pupils are doing and for pupils themselves to see the progress they are making. Also, when pupils learnt new names, new religious symbols and signs without written record as a prompt it is not easy for pupils to recall them accurately.
127. The subject is managed satisfactorily by the co-ordinator, who teaches part-time. She does not get the opportunity to monitor or to check the quality of teaching and learning in lessons. Also, insufficient attention is given to checking the quality of pupils' completed work, particularly to determine whether learning is progressive and teaching offers challenge. The co-ordinator is acutely aware of the need to extend pupils' understanding of the different cultures and religions represented in Britain and has increased the stock of religious artefacts to support teaching and learning in this area.