

INSPECTION REPORT

CALOW CE (VC) PRIMARY SCHOOL

Calow, Chesterfield

LEA area: Derbyshire

Unique reference number: 112876

Headteacher: Mrs M P Belfield

Reporting inspector: Mrs Sonja Öyen
7167

Dates of inspection: 24 – 27 April 2001

Inspection number: 196445

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 with nursery

School category: Voluntary controlled

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: North Road
Calow
Chesterfield
Derbyshire
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Appropriate authority: Governing body

Name of chair of governors: Mr John Clark

Date of previous inspection: 4 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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7167	Mrs Sonja Öyen	Registered inspector	Information and communication technology Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9884	Mrs Maureen Roscoe	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3108	Mr Eric Jackson	Team inspector	Mathematics Art and design Physical education Religious education Equal opportunities	How good are curricular and other opportunities?
22578	Mr Gavin Jones	Team inspector	Science Design and technology Music	
11565	Mrs Jennifer Platt	Team inspector	English Geography History Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Calow CE (VC) Primary is a voluntary controlled school in the large village of Calow, two miles south east of Chesterfield. The number on roll has increased substantially over the last four years and with 233 children, the school is larger than most. Forty-five children attend either the morning or afternoon nursery sessions. As there are different numbers in each year group, three of the eight classes have children from two year groups. There are more boys than girls, especially in Years 1 and 5. A few children travel from outside the area, but most live in Calow which has a mix of owner occupied and rented housing. Thirty-one children (12 per cent) are eligible for free school meals, which is below the national average. Children's attainment on entry to the nursery is generally below but close to that expected for their age. Fifty-five children (22 per cent) are identified as having special educational needs, which is average. Five of these children have Statements of Special Educational Need and eight other children also receive support from other agencies. No pupil needs support in learning English as an additional language.

HOW GOOD THE SCHOOL IS

Calow is effective in teaching the children how to read, write and use numbers. Standards are good at the end of Year 2 but are not high enough at the end of Year 6. Although there is strong, effective teaching, especially in the middle years, the quality of teaching in English and science is not as effective in raising standards as it is in mathematics. The school is in the early stages of using data to track the children's progress and to analyse how well the school is doing. The headteacher is a strong leader but other key members of staff have too little influence. The school provides satisfactory value for money.

What the school does well

- Standards are good in mathematics throughout the school.
- The Year 2 children reach good standards in reading, writing, mathematics and science.
- The strong teaching for children in Years 2 and 3 is boosting their learning and achievement.
- Nursery and reception year children get off to a good start in reading and number.
- The children are making rapid progress in using computers and are doing as well as children in most schools.
- The children are very willing to learn. They work very hard when their interest is really caught.
- The school has a family atmosphere and the children care about one another.

What could be improved

- Standards in English and science at the end of Year 6; the higher attaining children are not doing as well as they should.
- Standards in art and design and design and technology in the junior years.
- The quality of teaching, especially in English, to that of the best in the school.
- The quality of the curriculum for the children in the reception year. The accommodation is limiting what the teachers provide, especially to promote the children's creative development.
- The children's skills in organising their own learning and following up their own ideas.
- The work of the governors and key staff not only in identifying what the school needs to do to improve but also in making it happen.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Although the school has made satisfactory progress overall since the last inspection in 1997, the pace has been slow. The four key issues have been dealt with but the action has not had a significant impact on standards or on the overall quality of what the school offers. In line with national trends, standards have risen throughout the school in English and mathematics. The school has sustained the 1997 high standard in science but has lost the edge as the national standard has risen considerably. Since the information and communication technology (ICT) suite was installed this year, the children are rapidly making up lost ground and standards are rising. The continuing lack of clear guidance on what each year group should learn in every subject has led to inconsistencies in teaching and a drop in standards for the older children, particularly in science, art and design and design and technology. An astute recent appointment has much improved the quality of teaching in the school. The headteacher is leading the programme of classroom observations to monitor the quality of teaching and learning. This is beginning to help the school to improve what it provides.

STANDARDS

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

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

The school's overall results in the 2000 national tests for Year 6 children were in line with most schools in English and science. They were above average in mathematics as one in three children did better than expected for their age. Compared with similar schools, the standard of the higher attaining pupils in English was below average and well below in science. Inspection evidence indicates a similar picture this year. The more able pupils are underachieving in English and science as the teaching is not stretching them enough. Last year the school far exceeded its target for Level 4 attainment in English and mathematics. In English this was because the targets were set too low rather than an improvement in standards. This year's targets are suitably more challenging and the standard of work seen indicates the school is likely to come close.

Standards are good at the end of Year 2. Most children reach Level 2 as expected for their age and many do better than this in reading and mathematics. This reflects the good early start made in the nursery and reception year, and the good progress made in Year 1 and 2, especially in writing and mathematics. Last year, all Year 2 children attained Level 2 which placed the school in the top five per cent of all and similar schools. In science, a small number of children do well for their age. Teacher assessment last year underestimated what pupils knew and could do in science.

The children with special educational needs make at least satisfactory progress towards their targets. Their progress is often good as support staff provide help and extra resources.

In ICT standards are satisfactory. Standards are good in religious education at Year 2 and satisfactory at Year 6. In geography, history, music and physical education, standards are satisfactory throughout the school. While standards in art are good in the infant classes and satisfactory in design and technology, they are unsatisfactory by the end of Year 6. The children do not have the skills, knowledge and expertise expected for their age because of weaknesses in the provision.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the children are keen to learn and enjoy school.
Behaviour, in and out of classrooms	Satisfactory; there are examples of very good behaviour in lessons where the teaching holds the children's interest but also incidences of unacceptable behaviour in and out of school.
Personal development and relationships	Good; children of all ages get on well with each other and the school staff. They consult one another and help with problems and ideas.
Attendance	Good.

The children's zest for school shows through in their industry and initiative especially in practical activities and when they are given problems to solve.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

Teaching is at least satisfactory in 97 per cent of lessons. The three per cent unsatisfactory teaching was in Years 5 and 6. In 42 per cent of lessons, the quality of teaching is good and it is very good in 11 per cent. The strong teaching in Years 2 and 3, which accounts for more than half of this good and very good teaching, is boosting the children's achievement. These children show a heightened attitude to learning and all, including those with special educational needs, are making good progress as they find learning fun. There are examples of good teaching in most classes. This reflects individual expertise, as in physical education and religious education, where the teachers' evaluation of good points in the children's ideas and performance lead to improvements in the learning. In all year groups, the children are learning well in mathematics as the teachers are confident and specific in their teaching. The children are developing a range of strategies to use when solving number problems. In English, the teaching varies from very good to unsatisfactory. Older Key Stage 2 children are not being taught sufficiently well how to improve their reading and writing. They are not being shown how to use their good basic skills of reading, spelling, punctuation and presentation to best effect. This accounts in large part for the lower achievement of the higher attaining

pupils. Throughout the school, the teachers do not expect enough of the children in science. When the teachers present the children with practical activities, the learning is often more rapid. As the teachers grow in confidence in teaching ICT, they are allowing the children greater freedom in using the computers and this is greatly enhancing their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; there are inconsistencies in the quality of the curriculum provided for children in the Foundation Stage especially those in the reception year.
Provision for pupils with special educational needs	Satisfactory overall; the strong, unobtrusive support for children with Statements of Special Educational Need ensures they participate fully in school life.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory overall; strengths in the provision for moral development ensure the children know what is right and wrong and consider others. Members of the Junior Council gain a good sense of citizenship and democracy.
How well the school cares for its pupils	Satisfactory; the staff do not use well enough what they know about the children's progress to decide the next steps. Not all school policies and agreed practices are carried out fully.

The school enjoys the support of the parents and members of the church community. Many help at home in hearing their child read, or in school or in fund-raising events. Printed information to parents is low quality and omits several required items such as absence rates.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the headteacher is a strong leader but others have less influence. Not all show equal commitment to raising standards and making changes.
How well the governors fulfil their responsibilities	Satisfactory; committees deal efficiently with school matters but rely too much on the headteacher to ensure that all is done properly.
The school's evaluation of its performance	Satisfactory; the school is developing systems to analyse its own performance. Although the headteacher has a good overview, the governors and subject coordinators are not as thorough in deciding how well the school is doing and why.
The strategic use of resources	Satisfactory; extra funds and space have been used well to provide an ICT suite but there are too many times when it is not being used.

The school is adequately staffed and many teachers have good specialist expertise. The new 'wing' provides much needed additional space but does not meet the needs of the reception year children. The library stock is limited and many books are outdated and unappealing. The school is aware of the inadequate range of musical instruments.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel welcome in school and find it easy to ask questions and raise concerns. • The school expects their children to work hard and do their best. • The good teaching ensures their children make good progress. 	<ul style="list-style-type: none"> • Ways to keep them better informed about how well their children are doing. • The range of extra-curricular activities. • The paths and ease of access around the school.

The inspection team agree in large part with the parents. The children make good progress as they enjoy school life. The headteacher is considering ways to improve information for parents and to deal with the narrow pathway. The programme of activities at lunchtime and after school is satisfactory. The school is looking at ways to increase the activities offered.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start in the nursery, most show knowledge, skills and understanding below but close to that expected for their age. They make good progress in the areas of personal, social and emotional development, communication, language and literacy and mathematical development due to strengths in the teaching. They get off to a fair start in sharing stories, learning the letters of the alphabet, writing their name and counting to ten so that when they join the reception class in September and January, their attainment is above that expected of four year olds. They make good progress in the reception year because of the structured teaching in the daily literacy and mathematics lessons. By the end of the Foundation Stage, most have exceeded the standard expected and are already working towards, or have attained Level 1 of the National Curriculum in reading, writing and mathematics.
2. In knowledge and understanding of the world and creative development, the children make satisfactory progress and by the end of the reception year have reached the standard expected. Higher attaining children do not always achieve well enough as they have few opportunities to extend their learning especially in expressing their ideas through using different materials and tools. In physical development, the children do well. When they join Year 1 many show skills higher than expected for their age.
3. The pupils build on their learning in Year 1 and the rate of learning accelerates in Year 2 because of the good quality teaching. In both classes, the high emphasis on teaching letters and their sounds, handwriting, spelling and forms of writing leads to pupils' good progress in reading and writing. Many parents contribute through hearing their child read regularly at home.
4. Inspection evidence shows that by the end of Key Stage 1, standards in reading, writing and mathematics are good, and satisfactory in science. Most pupils have reached Level 2 as expected for their age, and a significant number are doing better in reading, writing and mathematics. Fewer do well in science but recent work to raise teachers' expectations of what pupils can do is helping to raise attainment.
5. In the 2000 national end of Key Stage 1 tests, the school's overall results were well above the average of all and similar schools in reading and writing. They were above the average in mathematics and in line in science. The fact that half the pupils attained Level 3 in reading raised the school's overall result considerably. In mathematics, every pupil reached the level expected for a seven year old. Nearly every pupil did so in writing and this placed the school in the top five per cent of all schools for both subjects. In the teacher assessments of pupils' attainment in science, no pupil was judged to be doing better than expected for their age. Inspection evidence suggests that this underestimated what the higher attaining pupils knew and could do in science.
6. Since the previous inspection in 1997, the school has raised standards at Key Stage 1 in English, mathematics and science. Most pupils enter Key Stage 2 as competent readers and writers. They read fluently, often with good expression, and know how to use information books. The vast majority express their views clearly and have good

listening skills. Their fluent use and knowledge of words are reflected in the good quality of their writing that is usually neatly presented with accurate basic punctuation and spelling. They cope confidently with number to 20 and many to 100, and apply this knowledge when dealing with problems. Many pupils soak up knowledge and remember well what they have been told. In ICT this is highly significant in explaining the pupils' rapid progress in using different programs and functions despite the little time they have had to use the computers in the new suite.

7. At Key Stage 2, the pupils get off to flying start in Year 3. They develop their learning and make good progress in all subjects because of the good - and more often very good - challenging teaching which motivates the pupils to improve their work and achieve more. Many are working at the level expected of pupils a year older particularly in English and mathematics.
8. In Year 4, pupils make steady, sound progress in all subjects. The teacher makes good use of collections of items to catch the pupils' enthusiasm, especially in art and design, history and religious education and pupils often learn well in lessons in these subjects. In the upper Key Stage 2 classes, the pupils' learning slows. This is due to two main factors. Firstly, many of the Year 5 and 6 pupils take time to settle to work. There are considerably more boys than girls in both classes and the behaviour of a few affects the learning of most. When their interest is caught, they are quick learners. This is seen at its best in ICT where pupils are making good progress. They often take the initiative to apply skills to solve problems such as creating their own picture to insert into a piece of text. Secondly, the teachers' subject knowledge and expertise are not strong enough to ensure the pupils' build on the progress made in Years 3 and 4 and achieve well in all subjects but most especially in English and science.
9. Standards in Year 6 are good in mathematics as the setting of pupils by prior attainment into three groups is well matched by the skills and expertise of the three teachers in teaching mathematics. The teachers have good subject knowledge and use it to challenge the pupils and extend their learning. In English and science, standards are satisfactory. The teaching has some weaknesses and not all the pupils make sufficient progress.
10. In all three subjects, the majority of pupils are working at the level expected for their age and the higher attainers are doing better in reading and mathematics. Most pupils read accurately and expressively but find it harder to infer and deduce from their reading or to identify different stylistic features. In mathematics, boys and girls do equally well in using the four rules of number. They have a good grasp of multiplication facts and the higher attaining pupils show a good understanding of the patterns and relationships between numbers which stands them in good stead in other subjects, such as history and science, when quick calculations are needed. In writing and science, the higher attaining pupils are underachieving. They have not made enough progress to improve the quality of their writing and scientific knowledge and skills and thus show secure Level 5 attainment. Although they know the basic features of different types of writing, use correct basic punctuation, spell most common words accurately and use a joined handwriting style, they lack the awareness of how to use language to create particular effects and also ways to refine and improve their work. This affects the quality of their work across the curriculum. In science, the pupils recall scientific facts but do not always explain or justify their thinking clearly. This also shows in the variable quality of their reports. They have made little progress over the year in improving the quality of their comments and explanations.

11. The school's results in the national tests for 11 year olds in 2000 were in line with all schools nationally in English and science, and above the national average in mathematics. When compared with similar schools, the standards were above the average in English and mathematics and in line in science. The school far exceeded its modest targets for English and mathematics.
12. The school has followed the national trend in raising standards in English and mathematics since the last inspection. This reflects the work done in literacy and numeracy sessions and booster classes to help pupils attain the level expected for their age. However, not enough is being done in English to ensure that the higher attaining pupils achieve their potential and reach a higher level.
13. Standards have fallen in science since the previous inspection. Though standards were much higher than the national average in 1997, the school has stood still in the last two years when the national standard has risen steeply. In 2000, the school standard actually fell just below the national standard. This was largely due to the fact that the percentage of pupils attaining Level 5 was only just over half that seen nationally. The practice of using Year 6 solely to revise the science done in previous years is not enhancing the pupils' learning and raising their attainment. Pupils are missing out on investigative science and opportunities to develop their knowledge in new scientific topics.
14. The school is beginning to use available test data to track pupils' achievement and to set progress targets for each year group. The targets for this year's Level 4 attainment in national tests in English and mathematics are far more challenging but also more realistic than last year's. Inspection evidence indicates that the school may miss the targets particularly in English. In addition, the higher attaining pupils may not achieve the higher Level 5. Concern over the accuracy of teacher assessment of pupils' attainment at Year 6 was raised in the previous inspection. It remains a concern in English where the higher attaining pupils have not made enough progress to ensure that their work consistently meets Level 5 criteria.
15. Standards in ICT are satisfactory at the end of Key Stages 1 and 2. Pupils are making rapid progress and quickly making up lost ground from previous years. The improvement is largely due to four factors. Firstly, the installation of the computer suite early in 2001 has galvanised the teachers. Secondly, the teachers systematically introduce new programs and functions. Thirdly, the pupils remember what they are told and are very confident in trying things out. Their high enthusiasm and good concentration contribute much to the success of their learning. Lastly, the teachers are gaining confidence in teaching ICT from using ideas in a commercial package. As a result, the pupils are competent in logging on, locating programs and using them to create graphics and word-processed text. Year 6 pupils combine different functions and contently roam between programs. Pupils have limited use of other ICT equipment.
16. At the end of Key Stage 1, standards in religious education exceed the expectations outlined in the locally agreed syllabus. This is due to good teaching and provision and is an improvement since the previous inspection. Standards remain satisfactory at the end of Key Stage 2 when pupils have a good knowledge of Christianity and an understanding of other key world religions.
17. Standards vary between the key stages in several subjects. In design and technology, standards are satisfactory at Key Stage 1 but unsatisfactory at the end of

Key Stage 2. The indicated fall in standards since the previous inspection is due to gaps in the teachers' subject knowledge and expertise in ensuring that pupils develop the necessary subject skills.

18. Art and design standards are good at Key Stage 1 where pupils are taught well how to draw, sew, paint and use different techniques. At Key Stage 2 pupils do not make as much progress and standards are satisfactory. In geography, history, music and physical education, standards are close to those expected for pupils' ages. In physical education, there are indications that standards are rising as pupils are benefiting from the specialist teaching expertise of three teachers.
19. There are no significant variations between the standards and learning of boys and girls in any age group. Pupils with special educational needs make satisfactory progress overall and those with Statements of Special Educational Need make good progress towards their targets as they are well supported in lessons. Their helpers often adapt the task for them and provide enough support to ensure they succeed.

Pupils' attitudes, values and personal development

20. Pupils have very good attitudes to school and learning. Nearly all of the parents who returned the questionnaire agreed that their child likes school.
21. Children in the Foundation Stage settle quickly into the nursery and reception year. They are happy to come to school and have very good relationships with the teaching and support staff. The nursery children thrive in the relaxed, warm and caring atmosphere. Most take care of their own personal needs and readily cooperate when asked to do things. A few are still at the stage of learning how to take turns and to share. All are willing learners and often concentrate for long periods when their attention is caught.
22. Pupils at Key Stages 1 and 2 are generally keen to learn and enthusiastic about school. They enjoy their lessons and are relaxed and cooperative with teachers and their peers. Boys and girls work well together in lessons and often show a conscientious attitude to get their work finished in the time allowed. The atmosphere buzzed with activity and excitement as Year 2 pupils worked intently to show lines of symmetry. The pupils' attitudes are exemplary when their interest is really caught. At such times they work with a will and a small number choose to follow up topics when they get home. This willingness was apparent in the way pupils brought items from World War II to school and also in a lesson for Year 6 pupils when they were asked to 'brainstorm' issues about gang membership. The pupils openly talked about their own feelings of isolation when friendships break down, and listened hard to each other's opinions.
23. Pupils' behaviour across the school is satisfactory. As noted in the previous inspection, most pupils behave well in lessons and when moving about the school. They take care not to disturb others as they move through shared areas. These acceptable standards fall when the pupils are not as closely supervised and also in some lessons when they are. Not all pupils show good self-discipline or respond immediately to instructions and this leads to undercurrents of disruption in the reception year, and Years 1, 2 and 5. Here a small number of pupils, more often boys, 'go their own way' and are slow to do as they are asked. At lunchtimes a minority of pupils choose not to follow agreed rules or to respond to the instructions of the supervisors. The way older Key Stage 2 boys disobey instructions to line up to come into school sets a poor example to younger pupils.

24. The majority of pupils show respect for their peers and value their work. They look and listen politely when a pupil displays a piece of finished work to the class and spontaneously applaud 'Golden Book Award' recipients. Although pupils respect school property, some are less caring about their own. Cloakrooms are often untidy because coats remain where they fall.
25. Relationships among pupils and between pupils and adults are very good. There is a high level of mutual respect and the pupils' self-confidence shows in their easy conversation and banter with adults. Most pupils respect the differences of others and show consideration when caring for those needing first aid and support. No incidences of bullying were seen but a few parents referred to instances in the playground. The school deals promptly when bullying occurs. One boy was excluded recently for a short period because of his unacceptable behaviour towards others.
26. Pupils' personal development is good. Many Key Stage 2 pupils are proud of their jobs which they carry out with enthusiasm, from feeding the fish to consulting with classmates on important school issues. There is evidence of pupils gaining direct benefit from personal and social education lessons on such topics as prejudice and resisting peer group pressure. Newcomers are welcomed into friendship groups and some pupils remind others of what is deemed fair or unfair. This happened during a group reading session when a Year 1 pupil asked for the same respect that he had afforded others. Not enough opportunities are planned or provided by the teachers for pupils to develop and show their initiative, independence, and ability to take responsibility for their own learning.
27. Attendance levels are good and higher than the national average. They have risen since the previous inspection. Pupils are punctual; registers are completed quickly and lessons start promptly. This has a beneficial effect on pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

28. The quality of teaching is satisfactory overall. In 97 per cent of lessons seen, the teaching was at least satisfactory, and in 42 per cent it was good or better, with 11 per cent very good teaching. This is an improvement on the quality seen in the previous inspection. The teaching was unsatisfactory in two lessons in English and history at upper Key Stage 2.
29. The quality of teaching is satisfactory in all three key stages. There is good teaching in most classes in some lessons but much is humdrum. Pupils in Years 2 and 3 benefit from the strongest teaching - in these classes the teaching accounts for just over half of all the good teaching in the school and nearly all the very good teaching. In both classes, the teachers show flair, good organisational skills and an ability to make the most of every minute. This motivates the pupils, accelerates their learning and raises standards at the end of Key Stage 1 and beginning of Key Stage 2. Sound teaching at Year 4 builds on this but less effective teaching in Years 5 and 6, especially in English, results in slower progress and pupils do not achieve their full potential. This is reducing the school's effectiveness in raising standards at the end of Key Stage 2.
30. In the Foundation Stage, the overall quality is satisfactory. It is good in one lesson in four. A common strength is the teachers' care for the children and their wish to help the children do well. This shows in their warm manner and the way they listen to the

children and accept their ideas. As a result, the children are happy and develop in self-confidence. The teachers use praise well to reward the children for doing as they were asked, such as tidying away, and also to encourage those who find it hard to conform.

31. At Key Stages 1 and 2, the teaching is satisfactory overall but varies between classes. Although the teaching in English, mathematics and science is not consistently of good quality, strengths in the teaching at Key Stage 1 of the basic skills in reading, writing and number ensure that pupils make good progress and achieve well. The good all-round knowledge and skills of the teachers in Years 2 and 3 are less evident in the teaching for other year groups. Individual teachers' expertise and specialist knowledge are reflected in good lessons in English, mathematics, religious education, art and design, music, physical education and personal, social and health education. Weaker areas of teaching expertise and knowledge adversely affect the pupils' learning. This is most apparent in English, history, art and design and design and technology especially in Years 5 and 6.
32. Although the teaching in daily literacy hours is satisfactory overall, this masks a significant spread of quality from very good to unsatisfactory. In turn this reflects teachers' differing levels of awareness and knowledge about English and how best to put the guidance of the National Literacy Strategy into practice. Although all the teachers are using the guidance to plan their lessons, the quality varies considerably. At best the planning gives precise teaching and learning points and how these will be achieved, at worst the planning merely outlines what the pupils will do. Too often, there is no indication of the purpose of the group reading and writing sessions and how the pupils' skills will be extended. In such cases, the pupils' learning slows as the sessions lack a clear purpose with a focus on particular strategies.
33. In the more effective literacy hours, the teachers were very well prepared and had clear, specific learning intentions for the class and for the different group activities. They discussed them with the pupils and throughout the lesson, returned to them to show the relevance of what the pupils were doing. The teachers were confident in their own knowledge and their enthusiasm shone through. Year 2 pupils made very good progress in understanding the key features of a leaflet because the teacher steered their attention to common features including labels, bullet points, arrows and diagrams which the pupils went on to use in compiling their own leaflets.
34. Year 3 pupils also made very good progress in a lesson where they were constantly challenged by their teacher to use and apply their knowledge and skills. The teacher's warm encouragement to "Have a go" lifted the pupils' confidence in describing a piece of "scary music" and then to discuss how an author created atmosphere with words. The lively pace kept all involved and instructions such as "Skim down the page" alerted the pupils to relevant reading strategies to get the feel of a passage. In both lessons, the teachers left sufficient time to review the pupils' learning and their understanding of how they achieved it. As a result, the pupils were clear about what they had learnt and what they needed to remember.
35. Similar strengths and skills in teaching mathematics are more prevalent across the school as a whole. In most of the lessons seen, the good quality of teaching ensured pupils learnt well. The teachers are putting to good use their training in the principles of the National Numeracy Strategy particularly in sharpening pupils' skills in using number. Most of the teachers make frequent use of items such as individual white boards and number cards to allow them to quickly check each pupil's responses. In many of the initial mental number sessions, the pace is quick and the pupils are kept

busy. Effective strategies, such as the multiplication tables test for the higher attaining pupils in Years 4, 5 and 6, are helping to speed up pupils' thinking and responses.

36. In the more effective mathematics lessons, the teachers ask the pupils to explain how they arrived at their answers. A good example was when Year 3 pupils explained how they had sequenced sets of three digit numbers and then solved addition problems. The teacher quickly spotted misunderstandings and was also able to praise alternative, effective ways such as rounding up/down numbers or splitting them in two to make addition easier. Such good practice in developing learning is less evident in literacy hours and in other subjects.
37. In many lessons, at both Key Stages 1 and 2, there is a higher focus on teaching rather than learning. Teachers rely too much on their own knowledge to tell the pupils rather than using and developing the pupils' skills to find out for themselves. As a result, the pupils acquire facts but are less secure in their understanding of processes and principles. A chance was lost for pupils to find and compare evidence about World War II evacuees from books and items from the period, when the teacher shared with the Year 4 pupils what she knew. In science at upper Key Stage 2, the teaching does not encourage the pupils to synthesise what they know, to form their own hypotheses and carry out their own investigations. This is holding back pupils' learning, especially for the higher attaining pupils. The low emphasis on skill development is also evident in the way pupils have few chances to make their own decisions about their learning.
38. Where the teaching showed weaknesses, these were due to gaps in the teachers' knowledge and low expectations of what the pupils could do. As a result the teachers set the pupils mundane tasks and there was little sense of purpose. Year 5 pupils made little progress in appreciating the life style of the ancient Egyptians as they had merely to read and answer comprehension questions. There was little to keep their interest and their attention wandered. In a literacy hour, the teacher's limited knowledge of the language and features of different types of poetry meant pupils in Years 5 and 6 had little to guide them when they came to write their own poems. Pupils were at a loss to know how to improve their work as they had not been alerted sufficiently well to aspects of poetic language, style and form.
39. The teachers are generally alert to the needs of all the different groups in the class. Boys and girls receive equal treatment and the teachers often use questioning well to involve fully pupils of differing attainment. The teachers' expectations are not high enough of what the pupils can achieve, especially the higher attaining pupils. This sometimes results in pupils wasting time, colouring in pictures or waiting for the others to finish. Not all the teachers use ICT equipment as a learning tool in lessons not based in the ICT suite.
40. A positive feature in most lessons is the warm relationships between teachers, support staff and pupils. There is often much joshing, shared humour and repartee, especially at Key Stage 2. The teachers keep support staff well informed about the lesson content and what the pupils are to do. This good teamwork ensures that pupils with special educational needs make at least satisfactory progress towards their targets. In many cases, the support staff find and prepare resources to assist particular pupils and then work unobtrusively alongside pupils in class. Their comments and explanations benefit others nearby. This is at its best for one pupil who is making good strides in his understanding of the text and meaning of the stories in his reading book because of the way his support worker adapts the books to his

needs. She is also teaching him to sign to improve and develop his communication skills. Pupil and adult clearly enjoy working together and jointly celebrate the progress made. This is reinforced by the encouragement of the other pupils who are also learning to sign to help their classmate.

41. The Year 6 teacher is particularly skilful in gaining the respect of the older pupils and consequently, has very few problems in gaining and keeping their attention. Not all the teachers are equally adept in managing the pupils and ensuring that they know exactly what is expected of them. In several lessons, the teachers had to work hard to get the pupils' full attention or to quieten them down. This was most evident in classes of reception children and of pupils in Years 1, 2 and 5. In one or two instances, the teachers' annoyance was shown in words and actions that go against the school's agreed policy for dealing with pupils' behaviour.
42. During the inspection, the teachers made little reference to homework although it was evident that pupils often chose to continue work from lessons at home as they referred to looking things up on the Internet and in books. The teachers encourage and expect the pupils to take their reading books home and to learn spellings. Most do so. In the reception class, the children are given word games to play at home to help them learn new words.
43. Although the quality of teaching has improved since the last inspection, and a programme to monitor the quality of teaching has been started, not all the teachers are yet clear about the strengths in their teaching, the aspects they need to improve and how to do it. While some teachers conscientiously complete daily evaluations of their work and amend their plans, others do not. A similar trend is evident in teachers' assessment of pupils' attainment and the way they mark the pupils' work. In some classes, but not all, the teachers assess the pupils' attainment accurately. They use the information they have from their assessments, observations, records and pupils' work to guide their expectations of what the pupils can achieve next. When they mark the pupils' work, their comments tell the pupils how well they have done in relation to their targets and give them reminders of what they should do to achieve them. In too many classes, however, the marking is cursory and not used as a means to set expectations and reward achievement.

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

44. The quality of the curriculum for all pupils is satisfactory. It meets the requirements for most of the nursery and reception year children, and the requirements of the National Curriculum. The curriculum is generally broad and balanced and is relevant to the pupils. Good provision is made for pupils with particular learning needs. The curriculum for ICT has recently been significantly improved through the use of the newly equipped computer suite and the widening of pupils' experiences in using ICT. Several aspects reduce the quality of the overall curriculum, especially for children in the Foundation Stage and for all pupils in respect of their personal development. Insufficient is done to ensure that pupils' are adequately prepared for living in an ethnically diverse society.
45. The curriculum fosters the development of subject knowledge more effectively than subject skills. This is marked in art and design, design and technology, and to a lesser degree in mathematics, science and music. Pupils rarely decide for themselves how to tackle their work, or which equipment and materials to use. This

is a common thread in the curriculum that constrains the pupils' personal development in most classes.

46. The provision for pupils' personal development is satisfactory overall. A positive feature is that all pupils have equal access to all the school's full range of learning opportunities. Boys and girls are encouraged equally to take part in the satisfactory range of after-school clubs and activities offered. The school makes good provision to ensure that pupils with particular needs play a full part in lessons and school life.
47. Pupils have satisfactory opportunities to develop their spiritual understanding, social skills, and general cultural awareness. The provision for moral development is stronger and good overall. Pupils develop moral understanding through the discussion of rules, how to behave in class and around school, and what is right and what is wrong. For example, most teachers discuss with their classes and individual pupils the reasons why some things are acceptable and others are not. In good work in personal, social and health education, pupils in Year 3 have followed a drugs awareness course, and looked at the addictive effects of tobacco and alcohol. Less has been done to alert pupils to issues such as racism, stereotyping and social tolerance in books and in dealings with others.
48. The pupils learn to work together well in a satisfactory social setting. Older pupils perform the duties expected of them successfully. These include looking after the physical education stock, managing a lunchtime stationery shop, and caring for the younger pupils on the way to and from church services. Because the quality of the relationships is good, the pupils respond well to the limited range of opportunities to take responsibility for their own learning and actions in the school. When pupils are expected to work independently in lessons, they usually do so well, particularly in Years 2 to 4 and in Year 6. The School Council for Key Stage 2 pupils is a very good strategy to develop the pupils' personal autonomy and awareness of citizenship.
49. There are weaknesses in the Foundation Stage curriculum as not all the reception year children are receiving a well-rounded curriculum based on the recommended six areas of learning. For most, but not all of the children, the curriculum provides effective first-hand experiences to stimulate their curiosity and enliven their learning with opportunities to choose their own activities as well as take part in adult led sessions. Integral to this is the effective development of the children's personal and social skills, particularly in the nursery where the children are encouraged to make their own decisions and to organise themselves.
50. Joint planning by the nursery and reception class teachers ensures the sharing of ideas and consistency in approach. In both classes, themes are used thoughtfully to make meaningful links between the six areas of learning. In the nursery this combines the use of the indoor and outdoor facilities. For example, having read the story 'The hedgehog' and seen a video about hedgehogs, the children made their own hedgehogs out of dough and looked for hedgehogs in the shrubs. This fostered well children's skills and understanding related to language and literacy, knowledge and understanding of the world and also creative development.
51. In the reception class, the curriculum is more structured with hour-long literacy and mathematics lessons in the morning. Opportunities are missed in these sessions to draw on many of the activities made available in the afternoon, such as play with sand or the use of the 'Garden Centre', to promote reading, writing and number skills. For those children who work with Year 1 pupils the curriculum is too much based on National Curriculum subjects. As a result, there are weaknesses in the provision to

promote physical development, creative development, and to a lesser degree, knowledge and understanding of the world. For example, other than weekly art lessons, the children have very few opportunities to paint or explore different materials and tools. There is no direct access to the outdoors for the reception year children and they join Year 1 and 2 pupils for morning and afternoon playtimes.

52. The school has achieved the Basic Skills Award for its work in English and mathematics. This reflects the way national strategies for literacy and numeracy have been adopted successfully to improve standards of teaching, learning and attainment in English and mathematics. This has proved more effective in mathematics, where the school has made good use of the close support of local education authority advisers to decide how best to implement the guidance in the National Numeracy Strategy. Standards have risen in mathematics since the last inspection and the quality of provision is good. The setting of pupils by attainment in Years 4, 5 and 6 is having a good effect on their learning as the curriculum is being planned to meet specific needs. The challenging curriculum for the highest attaining pupils is ensuring they do well.
53. In literacy, the curriculum is satisfactory but lacks sparkle for many pupils. Little is done to make reading and writing exciting - few classes have attractive, eye-catching reading areas. The high emphasis on word recognition, spelling, handwriting, grammar and punctuation ensures pupils make good progress in learning the mechanics of reading and writing. Year 4 pupils who need particular help in aspects of reading and writing receive additional support during daily literacy hours.
54. The school has yet to maximise the opportunities to use themes in other subjects to provide purpose for the pupils' reading and writing. A good example of how this was done well was the letter written by Year 4 pupils in the guise of World War II evacuees. This combined their knowledge from history lessons with their awareness of the features of letters gained in literacy hours. A weakness of the English curriculum at Key Stages 1 and 2, also noted in the previous inspection report, is the planned development of pupils' listening and speaking skills. Apart from annual productions, pupils have few chances to debate, or to take part in presentations and role-play situations. This is most marked at Key Stage 2.
55. The science curriculum meets National Curriculum requirements, and is good for pupils in Key Stage 1. However, as pupils move through the school, the curriculum does not focus enough on when and how to use specific, relevant scientific language or how to conduct investigations and experiments effectively. This is also partly evident in mathematics, where pupils have too few opportunities to decide for themselves how to conduct problem-solving and investigative activities, or which resources to use to help them answer teacher-set or their own questions.
56. Themes and activities in religious education are an integral part of the sound provision for pupils' spiritual and cultural development. There are good links with the local church, where Christmas and Easter services are shared with the community and sustain school traditions. The pupils develop a sound understanding of the principles and beliefs of Christianity and other major religions, and learn the importance of reverence and inner reflection in worship. This work is supported in assemblies, where this term's theme of 'The wonderful world' is helping pupils to appreciate natural beauty and to consider wider questions of belief in a creator.
57. In almost all other subjects, the school has adapted national guidance to fit in with its two-year curriculum cycle. This ensures that pupils in mixed age classes do not

study the same topic in consecutive years. The good use made of the local area and community to support work in history and geography also adds to pupils' social and cultural development. For example, Year 4 pupils have interviewed grandparents as part of their study of World War II and have benefited from parents' willingness to loan a variety of artefacts from the period that supplement items borrowed from the museum.

58. Work in art and design and music contributes to pupils' aesthetic and cultural awareness. For example, as part of music and choir sessions, as well as in dance and school assemblies, pupils hear music from a range of musical traditions. The provision for art and design, and design and technology is effective only as far as Year 4. In Years 5 and 6, the curriculum in these subjects meets requirements, but fails to improve standards of attainment sufficiently. This is because there is insufficient concentration on the development of pupils' skills and techniques, such as painting or working with different tools and materials.
59. Provision for physical education is good and pupils' personal development is enriched through the school's links with the local football club and after-school coaching sessions, games club and annual swimming gala at the town baths. A particularly good facet is the day at a local centre when all Key Stage 2 pupils take part in outdoor and adventurous activities.
60. A good start has been made, with the support of the local authority, to develop an overall plan of the whole-school curriculum. The current system of recording the coverage of topics and themes on an annual summary sheet provides a useful overview of the work covered by classes, and allows staff to check whether groups and individuals have received their statutory curriculum entitlement, but does not show how pupils' skills are being developed systematically in and across all subjects. Although personal, social and health education is covered well in Years 3 and 6, it is not yet firmly established across the school. Good links have been established with the local hospital trust, and Year 4 pupils have been involved in a project to encourage patients to return wheelchairs and walking aids.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

61. The school takes a responsible approach to caring for its pupils and overall procedures are satisfactory. This area of the school's work was judged to be good at the time of the previous inspection. There are good standards in some aspects but areas for improvement in others related to health and safety. Assessments of risk have not been taken in curriculum areas or in how the school is used. The layout of the accommodation and the volume of pedestrian traffic at the front and side of the school provide hazards that are not fully recognised or controlled. The school promptly took action when hazards in school were identified during the inspection.
62. Children in the Foundation Stage are well cared for. The nursery teacher is warm, enthusiastic and caring. Good induction procedures, including visits to see the children at home, help the children settle in quickly. Parents are confident in leaving their children as they know they are making good progress, are happy and enjoy their day.
63. Pupils respond well to the care provided for them. Ninety seven per cent of parents who returned the questionnaire agreed that the school helps their child become mature and responsible. At the meeting before the inspection, parents commented

on how they felt their children were becoming well-rounded individuals. The inspectors agree. Pupils are encouraged to support others and they readily approach staff to seek first aid treatments when a classmate needs help. All the teaching and non-teaching staff provide constant pastoral care and deal with pupils in a friendly, considerate manner. They are interested in the pupils and readily exchange news about events at school and home. Pupils in Years 2 and 6 are benefiting from well-planned lessons in personal, health and social education. In addition to this, the school encourages healthy eating, and through a range of visiting speakers, promotes safe living. Child protection procedures are sound.

64. Good improvements have been made since the last inspection to increase pupils' security whilst in school and parents are regularly encouraged to support the school in promoting their children's road safety awareness.
65. The procedures to monitor and promote pupils' good behaviour are satisfactory overall. The 'Wall of Fame' and the weekly 'Celebration assembly' are effective ways to recognise pupils' efforts and to reward them for their personal commitment to their work and behaviour. A good feature is the status given to the lunchtime staff and their presentation of certificates to those pupils who deserve praise for their behaviour and attitudes when dining. The procedures are less effective in ensuring all pupils' good behaviour in and out of school.
66. Measures to eliminate harassment and bullying are sound but not as effective as they could be. A behaviour policy has been drawn up with the help of pupils, but the anti-bullying element, with the sanction of exclusion, has yet to be discussed with pupils and parents. Most parents are satisfied that bullying incidents are promptly dealt with and support is offered to all those concerned.
67. The procedures to monitor and improve attendance are satisfactory. Pupils' attendance is monitored as part of the school's analysis of its performance. Not enough is done to promote even better attendance. There is no first day absence contact or awards for pupils for good or improved attendance.
68. Procedures for monitoring and supporting pupils' personal and academic progress are satisfactory. They begin in the nursery with the teacher's detailed assessments of the children's abilities drawn from regular observations and checks on what the children can do. Good use is made of photographs to record events and activities. The teacher is developing her own record-keeping system based on the 'stepping stones' and Early Learning Goals. Summary records are passed on to the reception year teachers. Statutory requirements are met in the compilation of an initial attainment profile for each pupil following admission to the reception year, and in the carrying out of annual end of key stage tests.
69. Pupils may keep their record of achievement when they leave the school. This is a good summary of what has been achieved academically but is less efficient in showing pupils' personal development, although pupils often insert certificates for sporting and other achievements outside school. While the teachers keep records of the pupils' progress in English, mathematics and science, there is little information to identify individual strengths and weaknesses in these and other subjects. This is a concern in ICT where most pupils' skills are developing rapidly.
70. In response to a key issue from the previous inspection, the school has compiled portfolios of pupils' work assessed against National Curriculum levels of attainment. There is little to exemplify work at Level 5, the level expected of higher attaining Year 6

pupils, and this limits the use of the portfolios to assist teachers in making their assessment of pupils' attainment. The school uses a range of tests to monitor the standards reached by pupils in English and mathematics and the results are used to track pupils' progress over their time in school.

71. Pupils' results in the National Curriculum and optional tests are carefully analysed and the information used to make organisational decisions and also changes to the curriculum. For example, results in mathematics tests are used to allocate pupils to a mathematics set and to identify those pupils most likely to benefit from the 'booster' classes in advance of the National Curriculum tests. The same information is not so well used by many teachers to amend their planning to take account of the various differences in pupils' abilities. The teachers monitor the progress of pupils with special educational needs through observation and regular reviews of how well they have met the targets in their individual education plans.
72. The setting of targets for classes and pupils has recently been introduced in English and mathematics. The reception class teacher has shared these with parents and Year 3 pupils are regularly assessing their performance against their targets. Teachers' marking is not showing pupils how they might make faster progress. Annual school reports do, in some classes, give some indications of what pupils need to do to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

73. This area of the school's work is satisfactory overall. As at the time of the previous inspection, there are strong features which outweigh weaker aspects.
74. The school enjoys good support from parents. The majority of parents have positive views of the school which were expressed at the meeting held for parents by inspectors and through the questionnaire returned by almost half of the parents. Parents particularly identify the values of community, family and friendship as key factors in the school's continued success. Inspectors find that the school has good links with parents reflecting the long service of many staff and their knowledge of families and the local community. This bond between school and home starts with the friendly, open day-to-day contact between the parents and the staff working in the nursery and the reception classes. Parents often join in with activities at the start of the day and follow up ideas at home. Many also write comments on their child's reading and make use of the games and ideas prepared by the reception class teacher.
75. The school has strengthened its links with parents of pupils in Key Stages 1 and 2. Nearly all of the parents who returned the questionnaire agreed they feel comfortable in approaching staff for information or to share concerns, and parents at the meeting commented on the willing way staff make themselves available. Parents raised some concerns. Sixteen per cent of parents feel they are not kept well enough informed of their child's progress. Some parents are not totally happy with the level of supervision provided at lunchtime or the problems caused by the narrow walkway at the front of the school. The inspection team agree with the parents on this.
76. The information for parents does not meet all legal requirements as the prospectus omits items such as attendance figures. As in the last inspection, written communication to parents *'is not as successful as it could be'*. Not enough has been done to improve the presentation quality of information. A good start was made in

preparing a summary for parents of the governors' annual report but this omits many legally required items. Parents welcome the newsletters but opportunities are missed to use them as a means of updating parents on current curriculum topics and what their children are learning. The school has not yet sought parents' views on the behaviour policy.

77. Many parents have signed the home-school agreement and are aware of what the school expects of them, particularly in ensuring that their children attend regularly and arrive on time. Parents are satisfied with the content of the annual report on their child's progress. The reports are good documents; they are conscientiously compiled and show clearly where progress has been made. Pupils and parents may add their comments. Parents of children who have special educational needs are invited to attend meetings where their child's progress is reviewed and new targets for learning agreed.
78. Parents and other volunteers support school activities. Some regularly attend assemblies, and functions in the church, and the events organised by the Parents', Teachers' and Friends' Association to raise funds for the school. This partnership with the school has a significant impact on pupils' learning and the quality of what is provided.

HOW WELL IS THE SCHOOL LED AND MANAGED?

79. The overall quality of leadership and management by the governors, headteacher and key staff is satisfactory. As noted in the last inspection, a strength is the leadership of the experienced headteacher who is well respected by parents, staff and pupils. She manages the school firmly and is highly committed to maintaining the school's good reputation. There are weaknesses in school and subject management. Not all the staff show equal commitment to raising standards and key staff are not all actively taking the lead to ensure the school keeps up with national trends and practices.
80. The school has made satisfactory improvement since the last inspection but the pace has been slow. Several weaknesses remain from the key issues raised in 1997 and these overshadow the improvements that have been made. The school is in the early stages of monitoring and evaluating what it does. Pupils' progress is being tracked and used to set targets. This is a good step forward in the programme to raise standards. The systems to monitor teachers' planning and to observe the quality of teaching and learning are yielding valuable information. Nevertheless, there is still some way to go to ensure the value of this information is realised fully and to regularise its rigorous analysis and use to *'improve teaching where it is weak, to achieve a consistency of approach and to monitor the impact of curriculum change on pupils' attainment'* (1997 report key issue).
81. Although the staff work well as a team, the reticence of several members of the teaching staff has slowed the rate and impact of change. The headteacher consults staff and strives to encourage a corporate approach to decision making and school development planning. Much has been achieved through whole-staff meetings and training sessions but it has been harder to ensure that all the teachers follow the agreed policies and procedures. For example, not all are using portfolios of levelled work to guide their assessment of pupils' attainment, nor are following the school's marking policy.

82. The work of the two mathematics coordinators shows what can be done to initiate change for the better. They have used guidance from training to structure their work. They monitor teachers' planning thoroughly and have agreed the levels of attainment indicated by pupils' work in every class. This gives them a good grasp of standards throughout the school and they have a sound overview of what needs to be done to improve the quality of provision. The hesitancy they show in acting on this knowledge also typifies other coordinators.
83. The deputy headteacher provides good support in day-to-day management of the school, particularly in dealing with incidents of inappropriate behaviour, but is less involved in strategic planning. The headteacher shoulders too much responsibility for 'making things happen'. She is seen and accepted as the one who makes the decisions. This inhibits the effectiveness of the senior management team in assuming responsibility and accountability for different aspects of the school.
84. The work of pupils on the Junior Council is a well-established part of the management of the school. Members bring sensible issues and practicable suggestions raised by their classmates and debate what should be done. In most cases, their decisions are implemented by the headteacher. Among items in the most recent meeting, pupils identified the need for action to ease congestion as pupils come to and leave school, and how different bell sounds would help them know who was to come in to school for lunch.
85. The smooth day-to-day running of the school owes much to the efficient and good-humoured work of the school clerk who knows the families well. Other support staff also contribute much - the caretaker maintains high standards of upkeep and cleanliness.
86. The school has an adequate number of qualified teachers to meet the needs of pupils in the Foundation Stage, those with special educational needs and to teach the National Curriculum and religious education. Appointments since the last inspection have given a good blend of experience and expertise. Teachers new to the profession have been given much support and all staff benefit from training and professional development courses. Arrangements for performance management have been agreed.
87. The management of special educational needs is sound. The school follows nationally recommended procedures in identifying pupils' needs and providing for them. Statutory requirements are met. While the headteacher deals with much of the contact with other agencies, funding and allocation of support staff, the special educational needs coordinator works with the teachers to ensure that appropriate provision is planned to meet pupils' needs. She has minimal time to monitor the classroom provision and is aware that not all the teachers keep systematic records of individual pupils' progress in meeting their targets. The coordinator does not have an overview of the progress of all pupils on the special educational needs register. This detracts from her effectiveness in evaluating and reporting on the impact of the provision. The governor with responsibility for special educational needs gains a fair oversight of what is done through regular visits to the school and discussions with the coordinator.
88. The school benefits from spacious grounds and separate play areas for younger and older pupils. Since the last inspection, the school has been enlarged to provide additional teaching space. This has not solved the school's accommodation problems and further changes are planned as higher numbers of pupils move into Key Stage 2.

89. The awkward layout of the school and the very differing sizes of room do not facilitate the teaching of all subjects. The reception children are in less than ideal conditions. The two reception teachers work independently and the distance between their rooms and the nursery largely rules out close partnership between nursery and reception staff and the sharing of resources and outdoor experiences to promote learning. While Year 1 pupils enjoy a large open class area, Year 2 pupils are in a cramped room. Key Stage 2 classes are also in areas of differing areas and layouts.
90. A major drawback is the fact that all the classrooms are only accessible either from the outside or by passing through other rooms. Pupils and staff make do and it is much to the credit of all that disruption is kept to a minimum. Nevertheless, the teachers have fallen into routines and practices that do not make the most efficient or flexible use of what there is. For example, little use is made of work areas and the library to promote group and individual study.
91. Good use has been made of the central room to provide an ICT suite as this is large enough to accommodate whole classes for lessons. The suite is heavily used in the afternoons but few classes use it in the mornings. Similarly, classroom computers and other pieces of ICT equipment are often unused. Resources are generally adequate in all areas but there are some outdated books and equipment. Several older books in the library contain images and text that present unacceptable impressions of different groups of people in Britain and other countries. The headteacher is already considering how many of these issues can be resolved.
92. The school development plan for this year identifies relevant priorities but the lack of specific targets for success, especially in relation to standards in subjects, makes it difficult for the governing body to evaluate the effectiveness of the action taken.
93. The governors are very supportive of the school. Through its committee structure, the governing body fulfils most of its legal requirements. Several required items are omitted from information for parents including attendance figures, and not all necessary systems and procedures. These were reported separately to the governing body.
94. The school had a deficit budget at the time of the last inspection due to monies owed to the school. Governors took prompt steps to rectify the situation. The budget for 2000/2001 was set to leave a surplus lower than one per cent of the total, well below the recommended level. However, the headteacher is confident that monies already in the pipeline for this year will return the budget to a more healthy surplus this financial year.
95. The school receives average funds per pupil, and all funds are used effectively to meet the school's priorities and the pupils' needs. Financial control is good; the governors keep a close watch on spending through regular reports from the headteacher. She works closely with the school clerk to monitor the ongoing budget, and keeps a tight rein on spending. This year, the governors have agreed considerable spending to help raise standards in ICT and mathematics. A significant sum has been used to set up the ICT suite; the governors decided to equip the suite as well as possible and supplemented the government grant with monies from the school's budget. The school has also bought a new, costly mathematics scheme to structure pupils' learning.

96. The governors have few measures in place to evaluate the effectiveness of such spending on standards and quality of provision. They are beginning to develop systems to meet 'best value' principles, but they rely heavily on the headteacher's monitoring and advice. Pressing spending priorities are the need to increase and upgrade the library stock, to improve the range of musical instruments, to ensure the school has all the equipment it needs to deliver the ICT programme and to heighten the quality of provision in the Foundation Stage.
97. The school makes effective use of specific grants, such as that for staff training and that for pupils with special educational needs. The headteacher seeks funding from a variety of sources to support the school and the parents regularly raise funds.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

98. In order to continue the programme of school improvement, the governors, headteacher and staff should:
 - make certain that the higher attaining pupils reach the standards they should, especially in English and science, by ensuring that the teachers have good subject knowledge and use what they know about the pupils' learning, progress and attainment to plan and provide interesting and challenging work;
 - (paragraphs 2, 5, 8, 10, 12, 14, 29, 31, 32, 43, 53, 124, 148, 149)
 - accelerate the rate of learning and subsequently raise standards in art and design and design and technology at Key Stage 2 by ensuring the systematic teaching of skills;
 - (paragraphs 17, 31, 45, 58, 158, 165, 166)
 - clarify and strengthen leadership and management roles, responsibilities and accountabilities so that governors, senior managers and subject coordinators are clear about what they are to do to achieve the school's priorities, are empowered to do so and know how they are to evaluate their effectiveness;
 - (paragraphs 79, 80, 81, 83, 87, 96, 135, 157, 176, 183, 188, 189, 200)
 - increase pupils' independence as learners by providing opportunities for pupils to develop their own ideas, solve their own problems and choose methods and resources to do so;
 - (paragraphs 26, 37, 45, 90)
 - provide greater consistency and continuity of experience for children in the Foundation Stage by ensuring that the accommodation is used to best effect and that all pupils have access to the full curriculum.
 - (Paragraphs 49, 51, 89, 99, 103, 118, 120)

In drawing up their action plan, the governors, headteacher and staff may wish to consider the following issues:

- the varying quality of accommodation for all pupils; (paragraph 89)
- the unsatisfactory presentation quality of information for parents and the omitted statutory items in the prospectus and the governors' report to parents; (paragraph 76)

- the inadequate range and number of books and resources to support learning; (paragraphs 96, 170)
- inconsistencies in the implementation of the school's equal opportunities policy. (paragraph 91)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	31	55	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	233
Number of full-time pupils known to be eligible for free school meals	n/a	31

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	55

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	18	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	18	18	18
	Total	29	29	31
Percentage of pupils at NC level 2 or above	School	94 (89)	94 (94)	100 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	18	16	18
	Total	29	27	29
Percentage of pupils at NC level 2 or above	School	94 (91)	87 (89)	94 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	15	10	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	8	13
	Girls	10	10	10
	Total	21	18	23
Percentage of pupils at NC level 4 or above	School	84 (76)	72 (85)	92 (85)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	12
	Girls	10	9	10
	Total	20	17	22
Percentage of pupils at NC level 4 or above	School	80 (61)	68 (73)	88 (91)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	195
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.9
Average class size	29.1

Education support staff: YR - Y6

Total number of education support staff	5
Total aggregate hours worked per week	101.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	417,588
Total expenditure	401,385
Expenditure per pupil	1,769
Balance brought forward from previous year	0
Balance carried forward to next year	16,203

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

255

Number of questionnaires returned

98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	1	2	0
My child is making good progress in school.	57	39	2	0	2
Behaviour in the school is good.	33	60	3	0	4
My child gets the right amount of work to do at home.	31	51	10	1	7
The teaching is good.	52	44	0	1	3
I am kept well informed about how my child is getting on.	40	44	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	35	2	0	0
The school expects my child to work hard and achieve his or her best.	57	40	0	1	2
The school works closely with parents.	34	54	8	1	3
The school is well led and managed.	39	54	1	1	5
The school is helping my child become mature and responsible.	42	55	0	1	2
The school provides an interesting range of activities outside lessons.	19	42	12	7	19

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

99. As judged in the previous inspection, the educational provision is satisfactory for children in the nursery and reception years. The children make satisfactory progress overall but there are too many inconsistencies in the quality and range of the provision especially for the reception year children. The provision does not reflect fully the principles and recommended practice for children in the Foundation Stage. The reception children are using the newly built room, far from the nursery and currently divided into two classrooms; this precludes the shared use of resources and limits vital partnership between the nursery and reception staff. The quality of provision for the ten reception children working with nine Year 1 pupils is limited. These children miss out on frequent opportunities to learn through first-hand experience, particularly in using practical materials such as paint, sand, water and imaginative play items.
100. The overall quality of the teaching and support is satisfactory with strengths in the teaching in all classes in teaching the basic skills of reading, writing and number.
101. When the children start in the nursery, assessment evidence shows that their attainment varies but many show knowledge, skills and understanding close to that expected for their age. All make good progress in personal, social and emotional development because of the warm, relaxed and encouraging atmosphere. The children also make good progress in early reading and number. By the time the children join the reception class in September and January, their attainment in these areas is more often above that expected for their age. This is confirmed by the assessments carried out in the Autumn term.
102. In the reception classes, the pupils make continued progress in literacy and mathematics because of the systematic teaching in daily lessons. By the end of the reception year, most children are reading and writing independently. A significant number have not only achieved the level expected for their age but are working towards or are at Level 1 of the National Curriculum.
103. The nursery activities change day-to-day but the space is poorly organised and there is little in displays and arrangements to catch and foster the children's interest or to encourage them to observe, investigate and explore. This slows pupils' learning in knowledge and understanding of the world, physical development and creative development. This also typifies the reception year where the mornings are generally given to literacy and mathematics. For some children, especially those who started school in January, these sessions are too long. The curriculum for the ten reception year children in a class with nine Year 1 children is largely based on the subjects of the Key Stage 1 curriculum. Not enough thought has been given to providing consistency and continuity of experience for all the reception year children.

Personal, social and emotional development

104. By the end of the reception year, the children will have achieved the Early Learning Goals in this area of learning.
105. In the nursery, the children make good progress. The adults have high expectations that the children will take care of their own personal needs, will sit quietly when asked and will decide for themselves what they wish to do. The nursery teacher's smiling

and enthusiastic personality draws the children and her questions and comments encourage the children to try new things. They often concentrate for long periods at tasks they have chosen. Five children spent at least 20 minutes scooping up sand and stones and running them through a sieve as they were fascinated by what was happening.

106. Routines are well established, such as story and snack-time, but their potential is not exploited fully to promote social skills and to increase individual independence and maturity. Too often the adults select the items the children are to use. The children know where things are kept and tidy up as asked but little has been done, such as using open shelving and labelled containers, to enable the children to organise things themselves.
107. The reception year children continue to make sound progress as the teachers have high expectations that they will follow class rules, listen attentively and follow instructions. The children cooperate well in groups, take turns and share resources. Most are very amenable and try their best even when the activities are bland or routine. They make their way confidently around school and recognise the different events in the school day.

Communication, language and literature

108. The children make good progress over time due to strengths in the teaching and provision. By the end of the reception year most have attained all the Early Learning Goals and a significant number are working towards Level 1 in reading and writing.
109. While some nursery children are articulate, fluent conversationalists, more find it hard to express themselves clearly. As noted in the previous inspection, the teacher uses many of the activities in the water and sand very effectively to prompt the children's language. The teacher and nursery nurse chat openly with the children and encourage them to explain what they are doing. This is particularly valuable as many of the children find it hard to respond to 'Why?' questions. Because the adults discuss ideas and use relevant terms such as 'author' as part of talking about books, the children in turn use similar words. In the reception year, the children learn to respond to teachers' questions and to explain what they know.
110. The children get off to a good start in reading because of the good emphasis in the nursery on sharing books. As a result, the children listen attentively to stories, join in rhymes, handle books correctly and begin to recognise some letters. They know the characters in the school reading scheme and begin to tell the story from the pictures. The repeated sharing of the story 'The hedgehog' ensured the children realised what had pricked the nose of Floppy the dog, and some recognised the names of the characters. The children show less interest in writing. There is little to promote the children's writing skills and chances are missed to share writing with the children as part of ongoing nursery life.
111. In the reception class, the children make good progress in developing early reading and writing skills due to explicit teaching. This is enhanced by the regular support of many parents in hearing their children read, in learning letters and recognising words. Many children are already writing and reading independently. However, the strong push to write and to copy what an adult has written, results in some children forming letters incorrectly. Similarly in reading, the children often rely too much on words they recognise by sight. They turn to an adult when the word is unfamiliar and do not use picture and letter clues even though they know letter sounds.

Mathematical development

112. By the end of the reception year, the children will have exceeded the Early Learning Goals, especially in number, due to the high teaching emphasis by all the teachers on counting, sorting and classifying. The children make good progress in counting and solving simple number problems. The nursery staff make good use of counting rhymes to familiarise the children with numbers to ten and beyond. Magnetic numbers and number boards provide opportunities for the children to match and sequence numbers. The staff made good use of practical activities to assess and record the children's mathematical knowledge. For example, the nursery nurse observed and questioned children about how many cakes they had made out of dough and their shape.
113. The reception class teacher plans the daily mathematics lesson in great detail and makes effective use of items such as beads and cubes as well as games and activities in 'The Garden Centre'. In the other class, the reception children have fewer opportunities to develop their awareness of number through play. The children have made good progress in counting to 20 and in estimating how many objects they can see. Although the use of workbooks provides an opportunity to record what the children do, the children often need adult help to interpret what they have to do. They are far more confident and show better understanding and facility with number when they work with actual items.

Knowledge and understanding of the world

114. The children make satisfactory progress and by the end of the reception year will have achieved the standard expected for their age. Although some children have good general knowledge, others have had limited experience of visiting other places or finding out about the world around them.
115. The nursery teacher creates novel experiences for the children. A good example was the development of a dinosaur swamp by adding grass, twigs, stones and models to the water tray. This prompted the children to investigate and talk about what they felt, saw and knew. The children were also fascinated when they saw ice cubes reduce in size as they melted. Such good first-hand experiences prompt the children's curiosity but the nursery is not organised well enough to provide similar experiences in all the areas of provision. Having watched a programme about hedgehogs, little was done to set up displays of books and items to build on the interest it kindled.
116. In both the nursery and the reception year, the children develop a sound understanding of time and place through daily routines. The nursery children celebrate birthdays and key festivals such as Chinese New Year. This provides opportunities for the children to taste different foods and to appreciate different customs. In the reception class, the children are introduced to elements of geography, history, science and ICT. This often includes first-hand experience such as investigating how different toys are pulled or pushed to make them move and tasting different foods to see which they like. They are making good progress in using the computer mouse to open up programs and to create their own pictures. They quickly learnt how to give clear instructions to a programmable toy to make it move. In making pop-up flowers, the children successfully followed the teacher's steps but had few chances to learn about the effectiveness of different ways to join and stick different materials.

Physical development

- 117. By the end of the reception year, the children have met and in many cases exceeded the standard expected. Most are well coordinated and confident in handling items including small jigsaw pieces and construction blocks, although a small number struggle with scissors.
- 118. Only the nursery children have daily sessions outdoors using wheeled toys and different equipment. They have learned how to scoot and steer confidently and how to control their speed with a trailing foot. The haphazard placement of items by the staff leads to some congestion and superficial play by the children. When the adults provide a clear focus, as in encouraging the children to use the gardening tools to rake up grass and leaves, the children respond positively and complex, elongated play results. The teacher's planning does not show enough attention to developing pupils' skills and ensuring increasing challenge.
- 119. The reception year children take part in physical education lessons in the hall and also go out to play with the Key Stage 1 classes. They run and jump with ease but are taking longer to acquire the skill of skipping. When the teacher encouraged and showed them how to bounce, throw and catch large balls and bean bags, many made sound progress and learnt how to catch on the move.

Creative development

- 120. The quality of the provision is only just satisfactory. The children have limited opportunities to develop their creative skills and this curtails their learning. They make satisfactory progress over time and most are on line to reach the Early Learning Goals by the end of the reception year. Neither the nursery nor the reception classes have or share a well-stocked, easily accessible art and craft area to encourage the children to express their ideas through colour and different textures. Two nursery children often share one side of an easel to paint and there is nowhere for the reception children to paint when they will.
- 121. In the nursery and reception class, the children learn particular techniques such as daubing, blow painting and smudging chalks. However, much is decided by the adults who occasionally do too much to ensure a satisfactory product rather than allow the children to do things their way. There is little time for the children to repeat or embellish their ideas.
- 122. The children learn a range of songs and rhymes and sometimes sing spontaneously. When taking roles, such as customers and shop assistants in the 'Garden Centre', many develop interesting scenarios and story lines.

ENGLISH

- 123. Standards at the end of Key Stage 1 are well above average in reading and above average in writing and speaking and listening. This is an improvement since the last inspection. Pupils make good progress in Years 1 and particularly in Year 2 where the teaching is strong and pupils learn at a faster rate. In reading, a high number exceed the level expected for their age and a few do so in writing.
- 124. As in the last inspection, standards are average at the end of Key Stage 2. Most pupils achieve the level expected for their age in speaking and listening, reading and

writing. However, the potential of higher attaining pupils to do better is not fully realised and few pupils are doing consistently better than expected for their age. Inspection evidence indicates that teacher assessment overstates pupils' attainment. This was a weakness identified in the 1997 inspection. It reflects gaps in knowledge of the criteria that characterise the levels of attainment. In Years 3 and 4, the teachers' assessment is more accurate. Pupils are making good progress in Year 3 due to strong, effective teaching but progress tails off in Years 5 and 6. The quality of teaching is not strong enough at Key Stage 2, particularly in Year 6, to ensure that pupils achieve their full potential.

125. Standards in speaking and listening are good at the end of Year 2. As the teachers expect them to listen carefully, the pupils develop good listening skills. They are good conversationalists, confident in talking about what they have been doing and about the language they use. Year 2 pupils skilfully converted statements into questions that were specific and to the point. By the end of Year 6, standards are satisfactory. Pupils converse sensibly with their peers when working together. Good examples are in ICT sessions, when pupils share knowledge and experience and suggest ideas. Pupils frequently use relevant subject terms such as 'pollution' and 'irrigation' in geography. They are confident speaking in class and enjoy asking questions to extend their knowledge. However, there are insufficient opportunities for pupils to develop their skills in using persuasive language in planned debates and presentations. This was noted in the last inspection and has only partially been addressed by occasional drama activities in a few classes.
126. By the end of Year 2, standards in reading are high and most pupils are fluent, confident readers. They make good progress as they are taught the basic skills well and most parents conscientiously hear their children read at home and help them in learning new words. The teachers are thorough in ensuring that pupils learn letters and their sounds and use their knowledge to work out unfamiliar words. Sometimes pupils rely too much on their word knowledge rather than use all the cues including the pictures and their own sense of the story line. Year 2 pupils are confident in using the contents and index pages to find information in non-fiction books.
127. By the age of 11 pupils have experienced a wide range of texts in lessons although few admit to reading widely. They talk easily about their favourite authors including Roald Dahl and Jacqueline Wilson but show less familiarity with the authors of well-known classics. Most have attained the level expected and many read well for their age. This ensures they cope well in other subjects but their skills are weaker than expected in reading between the lines and in recognising stylistic features such as what an author does to create suspense or to achieve imagery. This reflects weaknesses in the teaching. In all year groups, the teachers keep good records of the books the pupils have read but record too little detail to indicate where pupils are having difficulties or what they need to do to improve.
128. Pupils get off to a good start in writing in Years 1 and 2. The teachers teach handwriting, spelling and punctuation well and also show pupils how to write for a variety of purposes. The Year 2 pupils' leaflet about snails showed a good understanding of how to organise information and use labels, diagrams, bullet points and differing sizes and styles of print to catch the reader's eye. Similarly, Year 1 pupils' stories show a developing sense of the use of conversation and description in setting the scene. Pupils make good progress in spelling as they learn to use their knowledge of other words and letter combinations in attempting new words. The vast majority of pupils use capital letters and full stops accurately and the higher attaining

pupils use commas correctly in lists and to pause in sentences. Most pupils develop a neat, legible style of handwriting and present their work neatly.

129. Pupils continue to make good progress in writing in Years 3 and 4 but progress then slows and the higher attaining pupils underachieve in Years 5 and 6. Pupils in Years 3 and 4 build on and improve their skills in writing in a range of different styles. Year 3 pupils' poems included powerful phrases such as 'soaring high' and similes 'like a cheetah catching its prey'. Year 4 pupils, writing as evacuees, included good turns of phrase. "I sulked all the way" neatly summed up one pupil's interpretation of how an evacuee might have felt.
130. The skills of planning and drafting work, introduced in Years 3 and 4, are not developed thoroughly enough in Years 5 and 6 so that many pupils find it difficult to organise, sustain and refine their ideas. Their work does not always show the quality of language seen in other years and this lowers their achievement. Some pupils have difficulty in expressing complex or difficult ideas with precision. Too many stories have simple endings and over rely on dialogue. Most Year 6 pupils spell accurately and write in a joined hand. However, the quality of teaching has not been strong enough to lift the quality of their writing substantially.
131. The teachers often make effective use of other subjects, including ICT, to provide reading and writing tasks related to the focus in literacy hours. Year 2 pupils reported on their visit to Chesterfield and explained how coal was formed, and pupils in Years 5 and 6 extracted information from texts about the ancient Egyptians. The teachers do not always plan these sessions well enough to highlight specific skills such as scanning to find particular information or summarising several pieces. Similarly, the use of book exercises or worksheets when pupils fill in missing words, constrains pupils' progress in expressing and writing their own ideas. Chances are missed in most classes to use the classroom computers to develop word-processing and desktop publishing skills.
132. Pupils with special educational needs receive additional help in most literacy lessons and make satisfactory progress in completing their set task. This does not always reflect the targets or the suggested activities in their individual education plans. Pupils with formal Statements of Special Educational Need receive very carefully planned support and make good progress towards their targets.
133. The quality of teaching was at least satisfactory in all lessons seen except one for Year 6 pupils. This represents an improvement since the last inspection when 40 per cent of the teaching of English was judged to be unsatisfactory. Nevertheless, weaknesses continue. For example, older pupils regularly complete grammar and handwriting exercises that do not extend their learning. The teachers follow the guidance in the National Literacy Strategy but gaps in the teachers' knowledge of English weaken the quality of literacy hours at Years 5 and 6. Comments about the effectiveness of lessons and pupils' learning are not always included on weekly planning nor used explicitly to inform the next phase. Consequently, tasks are set that do not always set a new challenge. This partly accounts for the underachievement of the higher attaining pupils in Years 5 and 6.
134. A developing strength throughout the school is the way the teachers share and review the purpose of the literacy hour with the pupils. This is at its best in Year 3. Here the teacher also helps the pupils to see how well they are using what they have learnt through comments like "Good, you've used atmosphere words well there". In many literacy hours, especially for the younger pupils, the brisk pace, the teachers' probing

questions, quick word and letter games, partner and group work all make lessons exciting and pupils are eager to learn. Pupils' positive attitudes meant they often tried their best even when the teaching was less effective and the pace was slow.

135. There are strengths in the management of English but weaknesses in the monitoring of standards and provision are hindering the raising of standards. Although the coordinators review pupils' work and observe lessons, they have not been rigorous enough in tracking pupils' progress to give them a clear picture of standards in each year group, especially in Year 6. Target setting is being established but there are inconsistencies in how the targets are being used. Practice is very effective in Years 2 and 3 where the teachers constantly remind pupils in oral and written comments of what they have to do to improve and reach their targets. This leads to the pupils striving harder to raise their attainment and is reflected in their good progress.
136. The school has spent prudently on materials to use in the literacy hour and there are a good range and number of books. Many of the library books are old and worn. Several do not meet the criteria in the school's equal opportunities policy. The curriculum is enriched by book fairs, visiting authors and visits to local theatres. Such events also promote pupils' cultural and social development.

MATHEMATICS

137. Standards are good and have improved since the last inspection, particularly in the percentage of pupils who do better than expected for their age. Inspection evidence confirms the good results achieved in the 2000 national tests at Key Stages 1 and 2. Pupils in Years 2 and 6 are attaining at least the standard expected for their ages in number, algebra, space, shape and measures, and data-handling, and a good number are doing better than this. The use of ICT to support pupils' learning remains limited, but Year 6 pupils know how to use calculators to check their work and also programs to present and interpret data.
138. To continue the improving trend, the targets for Level 4 attainment in this year's national Key Stage 2 tests are set ambitiously higher than last year but the school is on track to achieve them. The higher number of pupils doing well for their age is because the teaching is good overall; it is strongest in Years 2 and 3, and for the higher and lower attaining sets for older Key Stage 2 pupils. Pupils have good attitudes to their work. They behave well, concentrate hard and work conscientiously to achieve good results.
139. The National Numeracy Strategy has been adopted with enthusiasm by the staff and its use has improved the quality of teaching and learning. The teachers successfully use the recommended lesson structure to develop pupils' mental strategies, to teach and help pupils learn and practise new knowledge and skills, and to summarise pupils' achievements at the end of each session.
140. The current Year 2 pupils have almost all attained the level expected for their age and one in three is working at the higher Level 3. This sustains the very good standards achieved last year. Pupils rapidly compute addition sums with a high degree of accuracy. In a five minute mental test, the higher attaining pupils scored 28 out of 28, including the addition of 43 and 87. This is a considerable achievement and reflects good teaching and pupils' confidence in problem solving. Pupils of all abilities take a full part in these tests as the teacher structures the number grid so that the additions begin with single digit numbers and increase in complexity. This enables lower attaining pupils to work at their own speed but enjoy success in adding numbers to

20. The teacher skilfully questions pupils about their strategies for working out the answers, and she has high expectations of their independence in setting out their own results and in marking each other's work. Such good teaching also ensures that the pupils do equally well in other aspects of mathematics. For example, when reading times from clock faces, the teacher pushed the higher attaining pupils to work out how long had passed, and how long was left between the times shown.
141. A small group of lower attaining Year 2 pupils works with Year 1 pupils. With help and prompting, they work successfully with numbers up to 100, count at speed in tens, and accurately work problems such as 'ten more than twelve'. The teacher's expectations for this group are not as high as for those pupils in the Year 2 class and the pupils may well not achieve the level expected for their age in the national tests.
142. In Year 3, pupils continue to make good progress because of the good teaching. The teacher has very high expectations of the pupils' effort and expects and gets high standards in the way the pupils set out their work. She plans her lessons extremely well to take account of the differing needs of her pupils, and consults closely with the assistant who supports a pupil with a Statement of Special Educational Need. As a result all the pupils play a full part in lessons and achieve well.
143. By Year 6, most pupils are working at above average levels, and boys do as well as the girls, a significant improvement on last year. Pupils from Years 4, 5 and 6 work in sets determined by their prior attainment. The three teachers are using their subject expertise well and have used assessment information very effectively to ensure that the teaching focuses sharply on the needs of individuals and groups. For example, in the lower attaining set, the teacher is using content from the numeracy strategy for Year 4 but in a way that motivates the Year 5 and 6 pupils and stretches the Year 4 pupils.
144. In all lessons, pupils' behaviour is good because of their interest and willingness to learn. When this is combined with good teaching, the pupils make marked progress. A good example occurred in the higher attaining set, when pupils confidently rehearsed strategies for multiplying two digit numbers by 15. The teacher gave them time to explain their thinking, and extended their ideas through effective questioning and by demonstrating alternatives. In looking at square numbers and square roots, Year 6 pupils drew on their rapid recall of multiplication facts up to 12 and many others were quick to see relationships between numbers. For example, to the question, "What would be a sensible way to work out approximately the square root of 42?", a Year 5 pupil suggested "Somewhere between seven and six as seven times seven is 49 and six times six is 36". The teacher then encouraged the Year 6 pupils to refine this estimate further, which they did. Similar high expectations of effort are less evident in how pupils present their work. Much is untidy.
145. When situations arise in other subjects, pupils use their numeracy skills and knowledge to good effect. Year 4 pupils used their burgeoning knowledge of angles when typing in instructions to create shapes on the computer. Many opportunities are missed however, to link work in the daily mathematics lesson with meaningful situations in school. Occasionally, effective links are made such as when Year 1 pupils looked at symmetry in both mathematics and art lessons.
146. The school has recently purchased a commercial mathematics scheme. As the teachers are becoming increasingly familiar with it, they are selecting relevant parts to support and develop their lesson objectives. However, the use of the scheme is leading to too much formal recording rather than, particularly with the younger pupils,

practical experiences. There are relatively few opportunities for pupils to solve real life mathematical problems or to choose the resources they need to help them work them out. Pupils are encouraged to use number fans, and 100 number squares to support them with number work, but such apparatus as abaci, structured number apparatus and number games are less evident.

147. The leadership and management of mathematics are good. The coordinators have worked hard to improve their own knowledge and skills with the help of the local authority adviser, and by visiting other schools to observe skilled teachers at work. The coordinators monitor samples of pupils' work, and observe pupils learning across the school. They use the information gained well to develop their action plan for the further improvement of teaching and learning, and standards of attainment. After a period of monitoring and evaluation of its effectiveness, the programme and provision are being adapted to fit more closely the needs of lower attaining pupils.

SCIENCE

148. Standards are satisfactory at Key Stages 1 and 2. Most pupils are attaining the level expected for their age. They make at least satisfactory progress at Key Stage 1 and in Years 3 and 4, but unsatisfactory progress in Years 5 and 6. A scrutiny of Year 6 pupils' work shows that they have covered little new ground since September. Although the high concentration on revision consolidates pupils' learning of facts, concepts and key vocabulary, especially for the lower attaining pupils, it unnecessarily limits the pupils' experience of science and their achievement particularly in conducting investigations.
149. In last year's teacher assessments of the attainment of Year 2 pupils, no pupil was judged to be doing better than expected for their age. The evidence from pupils' work in Year 3 indicates that this underestimated what a significant number of pupils knew and could do. Inspection evidence indicates that a small percentage of Year 2 pupils are on line to attain the higher Level 3. All pupils, including those with special educational needs, are making good progress at Key Stage 1 due to good teaching and their interest in science. Throughout the school, pupils generally show positive attitudes and behave well but when the task lacks challenge, such as colouring pictures, pupils' interest wanes and some misbehave. This slows the pace of both teaching and learning for all.
150. The school has been successful in strengthening the quality of investigational work at Key Stage 1. Pupils learn how to carry out simple investigations; they note what occurs, record their findings in drawings, tables and reports, and try to make sense of the results. As pupils work through Key Stage 2, the amount of investigational work decreases and not enough emphasis is placed on improving the quality of pupils' note taking, results logging and report writing. The demands placed on pupils to explain their results and to be more explicit in their conclusions and hypotheses are too low, especially for the higher attaining writers and scientists. Pupils are not being taught a consistent way to write a report. There is little evidence of computers being used to make the presentation of results more interesting and clear. Similarly, very few reports have been produced using the word-processing facilities.
151. Pupils make satisfactory progress over time in the four aspects of the National Curriculum programme for science. The two-year curriculum plan ensures that pupils revisit topics and learn new aspects. For example, pupils at Key Stage 1 learn about the key parts of a flower and understand the life cycle of small mammals and of

some plants. Year 4 pupils build on this when they explore the different habitats in the school grounds and develop an understanding of how things can be classified. By Year 6, pupils know about the growth and nutrition of green plants.

152. Pupils' progress in understanding materials and their properties is inconsistent. Through practical experiences, Year 2 pupils develop an awareness of the difference between solids, liquids and gases and know that water changes into steam when it boils. At Key Stage 2 however, there is little evidence of practical work in aspects such as separating mixtures.
153. Pupils make more consistent progress in learning about physical processes. A good example was the Year 2 pupils' tests to see whose folded paper shape flew the furthest. As part of this, they recorded the distances and drew relevant conclusions from their data and observations. Much of Year 3, 4 and 5 pupils' work this year has centred on developing their knowledge about electricity and sound production. A test showed that Year 6 pupils retained that information.
154. The quality of teaching is satisfactory at Key Stage 1 with strengths that account for pupils' often good progress in lessons. Pupils in Year 3 are benefiting from very good teaching. A lesson on classification had several strengths. The teacher was well prepared and confident in her subject knowledge. The lesson got off to a brisk start in a quick revision of previous work on ecosystems and different forms of life. The teacher's use of a board game interested the pupils who quickly caught on to the idea of categorising plants and animals. The good support of an assistant enabled a pupil with special educational needs to play a full part. High quality questioning drew pupils into the discussion and extended the challenge for the higher attainers with the introduction of new scientific terms. As a result, the pupils were eager to learn, enthusiastic and motivated to succeed.
155. Teachers' planning and pupils' work indicates that the teaching is no better than satisfactory in Years 5 and 6 with some serious weaknesses in the teaching in Year 6. Here not enough consideration is given to providing the higher attaining pupils with challenging work to extend their learning. Too few opportunities are given to pupils to devise their own experiments or follow their own lines of enquiry or research. Pupils are taught elements of scientific knowledge far better than they are taught scientific skills and as a result, pupils' skill level does not match their good scientific knowledge.
156. The subject is managed effectively at Key Stage 1 and lower Key Stage 2. The anomalies in the teaching of science in Years 5 and 6 have gone unchecked and are having an adverse effect not only on pupils' progress but also on the quality of the science curriculum.
157. The coordinator has revised the policy and updated the scheme having looked closely at the most recent recommendations. Although the coordinator has not had opportunities to see her colleagues teach science, she has made good progress in organising a portfolio of completed work which provides useful guidance on standards of attainment. This has addressed a weakness noted in the last inspection. However, the teachers do not use this information regularly enough to decide the next stage of learning for individuals and small groups of pupils. Assessment is often shown in the planning but is not always completed and recorded consistently.

ART AND DESIGN

158. Pupils reach high standards for their age by seven, which is an improvement since the last inspection. However, by age 11, standards are below those expected. This masks the good progress made between Years 1 and 4, due to effective teaching in observing, designing and drawing, sewing and developing textile design skills. The quality of teaching is weaker for the older pupils, as the teachers' knowledge and understanding in the subject are not strong enough to ensure that the pupils develop their skills and achieve well.
159. Good practice begun in Year 1 in using sketchbooks to develop ideas, is not continued consistently in other classes, particularly in developing pupils' response to different artistic stimuli. Year 4 pupils needed help to understand how their sketch books might be used to practise aspects of their work before attempting a finished piece. Boys and girls reach similar levels of attainment and those pupils with special educational needs have full access to the activities and experiences offered.
160. No lesson was observed in Year 2, but from work on display, and work completed during the inspection, it is clear that pupils are encouraged to explore ideas using a range of sources and materials. Year 1 pupils' seascapes are a pleasing combination of their study of paintings by Monet and Van Gogh and their own memories of the seaside. Pupils have designed and moulded attractive clay photograph frames which have been glazed and fired. The standard achieved is more in line with that expected of pupils a year older.
161. At Key Stage 2 however, pupils' work is often immature for their age. Year 5 pupils' work showed a lack of skill in sketching and in mixing colours and inconsistencies to ensure that their copies of Van Gogh paintings echoed his style. Similarly, Year 6 pupils' pastel drawings in the style of Monet were more typical of younger pupils' work as they lacked sophistication in the use of tone and technique.
162. The quality of teaching observed during the inspection was satisfactory, with strengths in Years 3 and 4. In a good Year 3 lesson, the teacher demonstrated how to create different effects of line, tone and texture using several grades of pencil. The pupils responded with real enthusiasm, refined their work and produced good quality drawings of animals. When the teacher reminded Year 4 pupils of their previous work in close observation and drawing, and provided them with magnifying glasses to look closely at an interesting range of subjects, the pupils' sketches were of a good standard. One girl's exquisite, finely observed pencil sketches of shells was of a very high standard. In the same lesson, a parent's help ensured that pupils achieved a good standard in sewing a variety of stitches following their computer-generated and coloured pencil designs.
163. In an otherwise satisfactory lesson when Year 1 pupils worked at good levels in producing reflective symmetrical patterns, the teacher unnecessarily restricted the pupils' choice and mixing of paints, doling out the paint herself. While the discussion about the resultant shades was rich, the development of the pupils' skills in selecting, managing and mixing the paint was very constrained.
164. Teachers' planning indicates that the subject is covered effectively, and a useful list of skills reminds teachers of those aspects that pupils should experience as they progress through the school. The subject has not been a focus for development recently, but the coordinator has brought the school's policy into line with new national guidance.

DESIGN AND TECHNOLOGY

165. As in the last inspection, very little design and technology work was seen but this, together with an examination of teachers' planning shows pupils' attainment is as expected by the end of Key Stage 1. It is below that expected at the end of Key Stage 2 especially in the pupils' knowledge and understanding of materials and processes. In discussion, Year 6 pupils showed minimal understanding of food technology processes and procedures for food safety and hygiene.
166. At Key Stage 1 and lower Key Stage 2, pupils make sound but rather piecemeal progress in learning how to work with different tools and equipment to cut, join and combine a range of materials in making a quality product. Year 1 pupils use a range of papers to make carrier bags, place mats and model hot air balloons and learn simple fixing techniques such as stapling and gluing. Although the design process is often limited, they acquire a range of skills in decorating their products. Year 2 pupils fired their clay picture frames.
167. As part of the process of designing and making their own sandwich package, Year 3 pupils learnt how to carry out consumer tests on bread for taste and texture. Their sandwich designs drew on their evidence and included ingredients, equipment and the order of making. Good use was made of ICT skills to design the graphics for their mock-up sandwich packet. The whole process drew well on the pupils' literacy and numeracy skills and also promoted their skills in justifying and evaluating their own ideas.
168. A weakness is the lack of systematic teaching at Key Stage 2 of skills especially in designing, making and evaluating processes and products. Year 6 pupils acquire new skills including the use of saws when working with wood but the quality and complexity of their work is little different from that of younger pupils. Part of the reason for this is the overlap between art and design and design and technology, and the limited time allocated to design and technology. Projects such as making a musical instrument fulfil general curriculum requirements, but do not present pupils with a problem that necessitates putting the finished item to the test to evaluate its effectiveness.
169. In the one lesson seen the teaching was satisfactory but there were weaknesses which partly explain Year 6 pupils' unsatisfactory attainment. Year 6 pupils were totally engrossed in making a model shaduf to lift water and they persevered when things went wrong. Their good attitudes were fostered by the encouraging comments of the teacher and questions such as "Why are you doing that?" which prompted pupils to explain their thinking but not enough was expected of the pupils in completing their initial designs. Opportunities were missed to teach pupils particular skills and techniques, especially in using bench hooks and in checking their product against their design.
170. The new coordinator is well aware of the areas for improvement especially the need to update the scheme in line with the most recent national guidance. Resources are adequate given the current curriculum but are insufficient to meet fully the requirements of the National Curriculum Programmes of Study.

GEOGRAPHY and HISTORY

171. As judged in the last inspection, the standards reached by pupils at the end of Years 2 and 6 are satisfactory in both geography and history. Pupils, including those with special educational needs, make satisfactory progress over time. However, pupils do not always achieve as well as they should because of weaknesses and inconsistencies in teaching.
172. No geography and history lessons were seen at Key Stage 1. Work in books and on display shows that pupils are learning not only geographical and historical facts and concepts but also the skills of fieldwork and research. For example, Year 2 pupils know how to use symbols to represent sand, rock and woods on their model island. They have considered ways to make the island attractive to tourists and how this will affect the island. They have also developed a sound sense of chronology and changes over time in everyday life. By discussing what they have found out at home, by visiting museums and by examining items, the pupils learn at first hand about the past. They develop their skills in finding key information by reading about the influence of famous people such as Sir Frank Whittle.
173. At Key Stage 2, pupils build on this sound start. They consolidate and increase their knowledge of places, peoples and times. Work to study the effect of World War II on the local area has captured Year 4 pupils' interest and they have brought an interesting range of artefacts for the class museum. They are eager to find out more and have talked to family members as well as consulted books and the Internet. When talking about what they have found out, many show a good awareness of cause and effect. This is evident also in the way the Year 3 pupils have acknowledged that the damage to the park by local teenagers deters others from using it. Having watched a programme about the ancient Egyptians, Year 5 and 6 pupils were able to connect the importance of the River Nile in explaining farming practices. In their explanations, they used relevant terms such as 'irrigation' and 'erosion' learnt earlier.
174. Pupils' learning is slower when the teachers rely too much on their own knowledge rather than encouraging the pupils to use the available resources to find out for themselves. In Years 5 and 6, there is some repetition of work from previous years which does not pose a high enough challenge. This is aggravated when pupils merely complete worksheets rather than write their own accounts or answer their own questions. A scrutiny of pupils' work showed that several worksheets were unfinished in Years 5 and 6 and there were few examples of pupils writing at length or presenting their own research.
175. The quality of teaching is satisfactory in both subjects at both key stages. There are strengths in the use of visits, visitors, artefacts and items to bring themes and topics alive. The teacher's experiences of visiting Sri-Lanka make learning interesting for Year 4 pupils, and they develop a secure, well-informed understanding of how a sub-tropical climate affects the way people live. In one unsatisfactory history lesson for Year 5 pupils, the focus was unclear and the teacher gave too little time to reviewing with the pupils what they had written in response to questions on their worksheets. As a result, the pupils learnt little that was new.
176. Satisfactory leadership has overseen improvements to the curriculum since the last inspection. New schemes of work provide a sound framework to inform the teaching of geography and history in a two-year cycle of topics but the coordinators have limited opportunity to check on how well the content is being taught in classes. As a result the coordinators do not have a clear enough picture of standards throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

177. Standards are satisfactory at the end of Key Stages 1 and 2. The school took steps to address the gaps in provision noted in the last inspection but plans for an ICT suite were stymied until a grant from the National Grid for Learning initiative was made available earlier this year. The installation of the ICT suite, and its regular use by each class, has accelerated pupils' progress. Pupils are acquiring new skills and knowledge and also demonstrating and building on their experience from using computers at home.
178. Most pupils are quickly making up for lost ground in previous years. Although the teachers are updating their knowledge, many are in danger of soon being outstripped by the pupils, and their hesitancy often means that classroom computers are underused. Opportunities are missed to help pupils gain greater keyboard facility or to rehearse and use word-processing and data-handling skills as part of work on other subjects, especially in daily literacy and mathematics lessons. As yet, pupils have had limited experience of all the threads in the National Curriculum ICT Programme of Study including the use of equipment such as sensors and the digital camera.
179. All pupils in all classes have made good progress in learning how to log on, load the correct program, print, save files and log off. Year 1 pupils remembered without much prompting how to change the font size and how to create upper and lower case letters. In all year groups, a significant number of pupils are still unfamiliar with the keyboard and this slows their progress. The 'one finger' and hesitant typing by many older pupils indicates their lack of progress in previous years. A plaintive "Where's the k?" from one Year 6 boy underlined his frustration. Other pupils type with both hands and use the mouse confidently to roam around the screen, deleting and inserting material, and moving from file to file to find what they need.
180. Pupils are making marked progress in combining different functions and programs. The pupils' quick and ready grasp of what to do, and how to apply it, was seen in all lessons. Year 2 pupils learnt to mix colours on screen and went on to 'paint' a grass backwash and 'draw' a snail. Year 5 boys used the same techniques to create their own picture when they could not find what they wanted in the clip art files. Year 6 pupils were adept at using the Internet to find information and pictures for their time capsule contribution. They typed their own pieces, downloaded pictures, inserted them into their text and edited, reduced, enlarged and rotated them till they achieved the desired effect.
181. Girls and boys enjoy working in the ICT suite. They are keen, eager and confident. They work extremely well in pairs and this enhances their learning. In all year groups, the pupils show interest in what is happening, they advise each other and discuss alternatives. Pupils often act as tutors to others. Many Year 4 pairs discussed long and hard which instructions to use to create different shapes on the screen. Comments such as "Shall we do that then?" and "I thought that would happen" showed their joint problem solving approach. All pupils show delight in their achievements. Year 2 pupils were mesmerised when they saw the effect of the spray gun function, and Year 5 pupils showed much pleasure in printing out their work.
182. The quality of teaching is satisfactory at both key stages. Most teachers are explaining well to pupils what they have to do but occasionally take too long to do so.

In a good lesson for Year 2 pupils, the teacher used short, snappy periods of demonstration, application and revision to ensure that all pupils grasped the steps involved in using new tools. In other lessons, the teachers missed opportunities to review pupils' learning or to work with specific pupils, for example to extend the challenge for the higher attainers. The presence of support staff often ensured that pupils with special educational needs succeeded in completing their tasks. Some teachers are using effective strategies to maintain smooth working practices. Good examples are the allocation of the mouse to the partner sitting on the lower stool and the use of the door whiteboards to remind pupils of what to do.

183. The quality of ICT coordination is satisfactory. The coordinators' support for others has raised the teachers' confidence in using the computer suite. A detailed manual specially prepared for the school by university students provides useful reference points for the staff in dealing with problems and developing their skills. Much remains to be done to compile a scheme of work and to ensure that practice echoes fully the school policy and provides pupils with a broad programme fully in line with National Curriculum requirements. The ICT suite is largely unused in the mornings and the range of software and support materials is limited. A useful portfolio of pupils' work has been collected and the checking of pupils' performance at the end of units is a good step towards tracking pupils' progress and assessing their level of attainment.

MUSIC

184. Standards at Key Stages 1 and 2 are as expected for pupils' ages. There are minor weaknesses in the provision including, as parents commented, few opportunities for pupils to develop their musical prowess. Several pupils receive private lessons in learning to play instruments and they make good progress in reading and performing music. The drop in standards since the last inspection is due to several factors. A music coordinator was only appointed recently. Music has not been a high profile subject in the curriculum or in school development work for some considerable time.
185. Pupils learn a range of songs and hymns. In assemblies, pupils sing with enthusiasm, keep in tune and use satisfactory diction. The youngest pupils make efforts to sing along with the other classes as they have learnt some of the hymns by heart. A period of hymn practice for Key Stage 1 pupils was well organised by the teacher who not only played the piano and taught the songs but also kept firm control of all of the pupils.
186. All the teachers teach music to their own classes. The use of tapes from radio broadcasts provides many with confidence in singing and teaching aspects of music. The quality of teaching is satisfactory overall and the good teaching for pupils in Years 2 and 6 enhances their learning. In one lesson, Year 2 pupils received a very good mixture of musical experiences and the coordinator's enthusiasm for music shone through. The pupils listened appreciatively to her playing 'The flight of the bumble bee' on the recorder and discussed why the music had that title. They learnt how to play a new note on their recorders, composed a piece based on the note and then added different accompaniments including clapping before ending the lesson with a song chosen from their repertoire. Pupils responded well throughout and worked particularly hard at their recorder playing.
187. Other lessons in other classes were not as adventurous as this, but nonetheless fulfilled the requirements of the National Curriculum for music. In spite of the cramped and hot conditions in the music room, Year 4 pupils made sound progress

in understanding and using repeating musical phrases. The teacher kept the pupils' interest by introducing different clapping rhythms and making good use of individual white boards for pupils to experiment in composing their own rhythms. Year 6 pupils' enthusiasm was also evident when they sang. Their teacher's good subject knowledge allowed him to stop the tape regularly to discuss rhythms and phrasing and to add his own information. Pupils make good use of the limited instrumental resources to accompany themselves.

188. The coordinator has a good awareness of what needs to be done although she has yet to monitor the quality of provision throughout the school. The scheme of work has not been updated and does not give enough information to help the teachers develop pupils' skills in all aspects of music. The music room is too small for class lessons, especially for Key Stage 2 pupils, and there is a limited range of instruments, recorded music and ICT software.

PHYSICAL EDUCATION

189. Satisfactory standards at Key Stages 1 and 2 have been sustained since the last inspection. The pupils do better than expected for their age in some aspects. For example, several seven year olds were adept in throwing and catching a tennis ball. The quality of teaching is satisfactory overall but the school has three specialist subject teachers whose good teaching and influence is clear in the standards they help their pupils attain, and also in their good coverage of subject requirements. The two coordinators have only recently taken over the management of the subject. They are enthusiastic and though they have no formal action plan, they have clear ideas about what needs to be done to improve teaching and learning in order to raise standards in all aspects of physical education.
190. The school makes good use of its hall and generous grounds to meet the requirements of the National Curriculum. All facets of the subject are taught, including athletics and adventurous activities. The fenced playground is used well for games. For example, when Year 2 pupils practised sending and receiving skills, the teacher and pupils took full advantage of the large but bounded space to send long balls to partners.
191. Older pupils in Years 5 and 6 made good progress in learning a dance sequence based on an ancient Egyptian theme. Their teachers linked the work meaningfully to their current history topic, using taped music skilfully to help the pupils develop the variety of movements required and also to interpret the mood of the music. When warnings failed to subdue pupils' silliness, the teacher bravely took them back to the classroom. On their return to the hall, the pupils showed renewed effort and achieved a group pyramid display of high standard.
192. Very good teaching in one lesson ensured Year 3 pupils made very good progress in refining their gymnastics skills. The teacher reminded them of their previous work, asked different pupils to demonstrate their own good standards and then used points from this to encourage other pupils to improve their own performance. As a result the pupils produced higher jumps, tighter curls and better controlled movements.
193. Although four out of five pupils learn to swim at least 50 metres, there is as yet no system to allow those Year 5 pupils who have not attained this recommended standard to continue to attend swimming lessons.

194. Extra-curricular activities, such as the country dancing club, extend the pupils' opportunities to experience a variety of physical activities. Key Stage 2 pupils have a day at an adventure centre, take part in a swimming gala and a five-a-side football competition. The local football club runs coaching sessions for older pupils.

RELIGIOUS EDUCATION

195. For pupils at Key Stage 1 standards are above the expectations of the locally agreed syllabus. This is an improvement since the last inspection and is due to some good teaching and well-planned experiences. Standards have been maintained at levels recommended for pupils at Key Stage 2.
196. The coordinator has developed a scheme of work based on the locally agreed syllabus and guidance from the local education authority. She helps the staff to interpret this effectively for their pupils, and ensures that there are good resources to support the pupils in their learning. This is a good improvement, particularly in the resources to support the pupils' knowledge and understanding of a variety of world faiths, which make a good contribution to pupils' spiritual, moral and cultural development. Assemblies support work in religious education through themes such as that to recognise and celebrate the wonders of the world.
197. Key Stage 1 pupils learn about stories from the Bible. Having heard the story of the Creation, Year 1 pupils knew that Christians believe that God 'started with a blank canvas and created light'. When the teacher asked why God made two people and animals, the pupils showed a developing awareness of Christian values in their suggestions 'so one wouldn't get lonely' and 'so they would have pretty things to look at'. Year 2 pupils' learning was much enhanced by the playing of music to help them reflect on their visit to the local church. The teacher's skilful prompting helped them to draw and describe things they had seen. They watched, listened and responded with close attention when the teacher then asked them to compare what they had seen and drawn with photographs of the inside of a synagogue.
198. The quality of teaching is satisfactory overall but the good teaching in Years 2 to 4 boosts the pupils' progress. By age 11, pupils have a good knowledge of the major aspects of Christianity - to be expected in a school of Christian foundation - and have some understanding of the customs and practices of other faiths such as Islam, Judaism, Hinduism, and Sikhism. However, pupils are occasionally confused about which aspects relate to which religion. Year 6 pupils explained sensibly why they admire particular people who are famous for their faith. One girl chose Martin Luther King because he 'worked so hard for black people' and another chose Thomas Edison 'because he was such a good scientist, and I want to be like him when I grow up'.
199. The pupils take pride in presenting their work neatly. This reflects the way the teachers encourage the pupils to respect and consider different beliefs and related cultures. As pupils of other faiths and beliefs are invited to contribute to lessons, pupils develop a mature and tolerant attitude. Year 3 pupils showed much respect for each other's designs of a uniform for pupils in a school that believes in preserving the environment. The very good relationship between the teacher and the class and her effective questioning ensured that pupils made good progress in appreciating how special dress codes may provide group solidarity. In Year 4, the teacher also used her excellent relationship with the pupils to share their thoughts about their own 'special place'. The pupils readily supplied a good list of requirements picking out essential aspects such as warmth, shelter, safety and love.
200. The management of the subject is satisfactory. The enthusiastic coordinator monitors the coverage of the curriculum but has not monitored the quality of teaching and learning.