

INSPECTION REPORT

UPPER HORFIELD PRIMARY SCHOOL

Bristol

LEA area: Bristol

Unique reference number: 108970

Headteacher: Mr. L Fry

Reporting inspector: Mrs. B. Iles
12000

Dates of inspection: 4/06/01 – 7/06/01

Inspection number: 196529
Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Sheridan Road Horfield Bristol
Postcode:	BS7 0PU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Cornell
Date of previous inspection:	14/07/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. B. Iles 12000	Registered inspector	Foundation stage	What sort of school is it?
		English	Standards: the school's results and pupils' achievements.
		Art and design	How well are pupils taught?
		Design and technology	How well is the school led and managed?
		Religious education	
		English as an additional language	
Mr. A. Anderson 14083	Lay inspector		Attitudes, values and personal development
			How well does the school work in partnership with parents?
			How well does the school care for its pupils?
Mr. G. Bassett 21500	Team inspector	Special educational needs	
		Science	
		Information and communication technology	
		Music	
Mr J. P. Iles 23566	Team inspector	Equal opportunities	How good are the curricular and other opportunities offered to pupils?
		Mathematics	
		Geography	
		History	
		Physical education	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Upper Horfield Primary School serves the local community of Upper Horfield in Bristol. One hundred and fifty-three pupils attend the school aged from four to eleven. The school is smaller than most primary schools. Fifty per cent of pupils have free school meals, which is well above average, and 24 pupils come from backgrounds beyond Europe, 14 of whom are of Caribbean or African heritage. Two pupils are at the early stages of learning English as an additional language. Fifty pupils are on the register of special educational needs, five of whom have statements. Both figures are above average. During the last year 23 per cent of pupils joined or left the school at times other than the usual admission and transfer times, which is very high. Sixteen children were under the age of six at the time of the inspection. Pupils are admitted to the school from the age of four in September. There is a range of attainment on entry but overall it is much lower than most children of this age. The pupils live in the surrounding area, which is mostly local authority housing. Hardly any families live in private accommodation. Very few parents have higher qualifications. The area has experienced significant difficulty since the last inspection. Local accommodation posed serious health risks and many families have been re-housed as parts of the estate have been demolished. In addition, there is significant local deprivation. Many families are temporarily rehoused to the area for short periods of time while awaiting more permanent accommodation. The school has prioritised accommodating and supporting these social changes.

HOW GOOD THE SCHOOL IS

The school experiences significant challenges and is very effectively supporting the personal and social needs of the pupils through the very strong pastoral leadership of the headteacher. Parents and the community feel strongly that this is a particular strength of the provision. Pupils' attitudes to school are consequently positive and very good community links promote a good awareness of citizenship. The behaviour is good because the school's policy is consistently and effectively implemented. The quality of teaching is good and pupils' progress is monitored carefully. While the attainment of many pupils in the 2000 tests was very low, the proportion of pupils with special educational needs was very high. Standards remain below average in literacy, numeracy and science but there is evidence of improvement in these important areas. Standards are above average in information and communication technology. Only half of the pupils have consistently attended the school throughout their junior years and many have experienced significant discontinuity in learning through their frequent and regular moves. Pupils with special educational needs receive very good support and make good progress. Overall the school provides good value for money.

What the school does well

- Teaching is good in the foundation stage of learning and in the junior classes.
- Provision for pupils with special educational needs is very good.
- Standards in ICT are above average at the age of eleven.
- The links between the school and community are significant strengths.
- Relationships are good and pupils are well behaved.
- Pupils' needs are understood well and the care they receive is very good.

What could be improved

- Standards in literacy
- The use of assessment information to set precise targets for all pupils in literacy and numeracy.
- The involvement of senior staff and governors in important aspects of planning and decision making.

- Opportunities for the professional development of staff, including the headteacher.
- The systematic monitoring and evaluation of the progress made to meet school targets.
- The evaluation of the impact of decisions and expenditure on the quality of learning.
- Levels of attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997 when many weaknesses were identified. Her Majesty's Inspectors monitored the school in November 1998 and reported that satisfactory improvement had been made in addressing the key issues. Since then the school has improved further and good progress has been made in addressing most of the key issues. While attainment remains below that of most seven and eleven-year-olds, inspection evidence shows that the quality of teaching is good compared to the satisfactory judgement made in the last report and standards in subjects are gradually improving. A higher proportion of pupils now achieve the expected levels for their ages in English, mathematics, science and ICT. Provision for pupils with special educational needs is now very good. Teacher assessments are now used to monitor individual pupil's progress over time. Very few pupils achieve the higher levels and potentially high attaining pupils continue to require more consistent challenge. Many of the weaknesses identified in the curriculum have been rectified though some policies need updating in the light of new national guidance. Very good progress has been made in implementing an effective behaviour policy and the behaviour of pupils is now good. Although the building is old there have been very good improvements made to renovate the toilets, corridors and to provide an attractive library and ICT suite though accommodation for the foundation stage of learning remains in poor condition. Staff and governors show good commitment and the capacity to sustain improvement through a shared understanding of priorities.

STANDARDS

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

Performance in:	Compared with				<i>Key</i>
	All schools			Similar schools	
	1998	1999	2000	2000	
English	E	E	E*	E*	well above average A above average B average C below average D well below average E
Mathematics	E	E*	E*	E	
Science	E*	E	E*	E*	

Over the last four years standards at eleven have been consistently very low and often within the lowest 5 per cent when compared to all schools and to schools with similar intakes. Very few pupils attained the higher levels in these subjects in the 2000 tests. The very high proportion of pupils who join and leave the school at non-standard times, the difficult social circumstances of the area and the high proportion of pupils with special educational needs are all important factors that adversely affect the school's performance. Less than a third of the pupils taking the tests in 2000 had attended the school throughout their junior years. With small cohorts comparisons of standards should be treated cautiously. Achievements did not meet the targets set by the school.

In the last set of national tests for seven-year-olds standards were in the bottom five per cent in reading and well below average in writing and mathematics. Inspection evidence indicates that the standards attained by this year's Year 2 are slightly improved but remain well below average in speaking, reading and writing and below average in mathematics and science. The improvement is due partly to differences between cohorts and the emphasis placed on teaching these subjects. By the age of eleven, though standards have improved, they remain below average in English, mathematics, and science. Pupils have been set by ability and the teachers match learning to meet individual needs. Standards in ICT are in line with expectations at seven and above at age eleven. In music they are in line with expectations at seven and eleven but in religious education, art and design, design and technology, physical education and geography standards are below those expected. In history standards are below the expected level at seven and in line with it by eleven.

Children in the foundation stage make good progress but by the end of the Reception Year they are not likely to meet the expectations of the Early Learning Goals in any of the areas of learning. Steady progress is sustained in the infants. However, judgements about pupils' progress, made by comparing results at the beginning and end of the infant and junior phases, are not reliable because well over half of the membership of each age group changes between the beginning and end of each phase. Progress is fastest in Years 5 and 6 where teaching is frequently very good and pupils consistently attend school. Across the infants and juniors higher attaining pupils are not always challenged sufficiently in lessons. The achievements of pupils with special educational needs and English as an additional language are good. By the age of eleven achievements of pupils are good when measured against their prior attainment, taking into account their very disadvantaged circumstances.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school; they enjoy lessons and the good support they receive.
Behaviour, in and out of classrooms	Behaviour is good.
Personal development and relationships	Relationships between staff and pupils are very strong and promote trust, confidence and self-esteem.
Attendance	Attendance is very low in comparison with other schools.

The care shown to pupils is very good. The strong relationships evident between pupils and staff enable pupils to understand their strengths and weaknesses. Through good support pupils experience success in learning despite the difficulties that many face. The school is doing all it can to promote regular and prompt attendance

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	good

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

In the foundation stage half the lessons were very good and the other half were good. Half the lessons were satisfactory in the infant class, a third were very good and one unsatisfactory lesson was observed. Teaching in the juniors was good and in the Year 5 and 6 classes it was very good in half the lessons. One unsatisfactory lesson was observed in the teaching of Year 3 and 4 pupils; weakness in subject knowledge in science slowed the rate of progress for this age group. Overall, the teaching of literacy and numeracy and ICT is a strength and supports pupils to achieve their best. The good management of pupils, effective planning and appropriate levels of intervention all support learning well. Pupils with special educational needs and those with English as an additional language receive good support from classroom assistants and helpers and this has a positive impact on their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements and follows national and local guidance.
Provision for pupils with special educational needs	Very good; the pupils make good progress.
Provision for pupils with English as an additional language	The provision is good and the pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good.

How well the school cares for its pupils	Pupils are very well cared for.
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The partnership with parents and the local community is a significant strength and promotes personal responsibility and citizenship very effectively. This has a positive impact on attitudes to school. There is a good range of opportunities, designed to enhance learning for adults. This support promotes partnership in learning and provides the support and encouragement to enable parents to help their children. Staff know pupils and their families very well and child protection arrangements are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong pastoral leadership. The roles of co-ordinators and the senior management team are not sufficiently well developed.
How well the governors fulfil their responsibilities	Governors are committed to school improvement but are not sufficiently involved in decision-making. They offer goodwill and support to the school.
The school's evaluation of its performance	Procedures lack systematic, clear organisation.
The strategic use of resources	Good use is made of the school's resources

The headteacher is recognised as a strong pastoral leader by staff, parents and the community. However, senior staff and governors are not involved enough in important decision making procedures. The school improvement plan has too many priorities and staff, including the headteacher, have not received sufficient training to support them to fulfil their roles and responsibilities in full. Staff and governors identify school priorities accurately but systems of monitoring and evaluation lack structure and clear organisation. The principles of best value are not sufficiently well applied to judge the impact of decisions and expenditure on standards.

The accommodation offers a good amount of internal space but the lack of a playing field impedes the delivery of physical education. Recent improvements have enhanced the learning environment. The accommodation for children in the Foundation Stage of learning is in poor condition and does not include toilet facilities. Children have to use the toilets in the main building. There are sufficient teachers, well supported by a high number of support assistants and a good range of learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The leadership of the headteacher and staff• The care their children receive.• The progress their children make.• Children are expected to work hard.• The school's work with the community.	<ul style="list-style-type: none">• More information about their children's progress.• More extra-curricular activities

Inspectors support parents' very positive responses to the school's work. The pastoral leadership is very strong and parents feel confident to approach the school with problems and concerns. There are some weaknesses in the provision for staff development and the involvement of governors in decision-making procedures. The open door policy enables parents to talk to teachers about their children's progress regularly and reports provide good information about children's learning. Targets for improvement are not always precise enough to enable parents to know how to help their children. There is a satisfactory range of extra-curricular activities, which include art and design, ICT and opportunities for local and residential visits.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the national tests for seven-year-olds in 2000 standards in reading were in the lowest five per cent nationally. In writing and mathematics they were well below average. When compared to similar schools they were well below average in reading and below average in writing and average in mathematics. Very few pupils attained the higher levels. Trends over time show a gradual overall improvement since 1997. Teacher assessments in science showed standards were well below average and no pupils achieved the higher levels. The results of the tests for eleven-year-olds in English, mathematics and science showed their attainment was in the lowest five per cent nationally and in comparison to schools in the same free school meals category they were similar. Comparisons of progress over time using statistical data are unreliable because the high level of transience means that only a half or less of pupils who begin a phase of education in the school complete it there. Also, the school's social circumstances have deteriorated and the attainment of many children when they start school is now very low in comparison to most four-year-olds and much lower than at the time of the last report. Children make good progress in the foundation stage but nevertheless hardly any are likely to achieve the early learning goals by the end of the foundation stage of learning.
2. Where year groups are small comparisons of standards using test results should be treated cautiously. The very high proportion of pupils who join and leave the school, the high proportion of pupils with special educational needs and who experience significant disadvantage are important factors that affect the school's performance. Less than a third of the pupils in the year group of eleven-year-olds who took last year's tests had attended the school throughout their junior school years. An analysis of the current Year 6 cohort undertaken during the inspection reveals that over a third of pupils have attended more than two schools and just over half have joined the school at times other than the usual admission time. The school also admits refugees, frequent non-attenders and pupils excluded from other schools. The picture is similar for pupils in the current Year 2 where over half have attended more than one school and a quarter have attended two or more schools within their two years of infant schooling. A quarter of the Year 2 cohort and a third of the Year 6 cohort left the school during their final infant or junior years. Hence, comparisons between pupils' performance at the beginning and end of key stages to determine progress do not provide accurate information.
3. The discontinuity in learning experienced by many pupils adversely affects their progress and achievement. In addition, the school has experienced a reduction in the number of teachers. These factors have had an adverse impact on the continuity of teaching and learning and consequently the standards achieved. In addition, to these factors, thirty per cent of Year 2 pupils have special educational needs and in Year 6, while 20 per cent of the pupils are on the school's register of special educational needs a higher proportion of pupils than this receive additional support. While these factors should not be seen as excuses for low achievement, they nevertheless have a significant impact on the work of teachers, the pace of learning for pupils and the outcomes of tests.
4. Inspection evidence shows that attainment continues to be well below average for seven-year-olds in reading and writing and below average in mathematics and science. The analysis of the work of eleven-year-olds shows that writing is well below average. In speaking, reading, mathematics and science, attainment is below average. The improvements evident since the last report and visit by HMI show that the very good teaching of literacy and numeracy in the foundation stage supports those children who remain at the school to make good progress in relation to their very low attainment on entry to the school. The quality of teaching in the juniors is now good and very good in Years 5 and 6. Setting arrangements, new National

Curriculum guidance and the implementation of the national literacy and numeracy strategies are effectively supporting raising standards. In addition, there are more support assistants employed who provide intensive support for specific groups of pupils. This support is of good quality.

5. The priorities given to ICT, literacy, numeracy and science are effectively raising the quality of education provided. The ICT suite, of very good quality is consistently well used by pupils, including lunchtimes and time after school. The local support the school has received to develop science has enabled staff expertise and the quality of teaching to improve. In both subjects pupils say they enjoy the practical, investigative nature of their tasks. They state a preference for listening to their teachers, investigating and researching to writing. The particular weaknesses in standards in literacy are due to pupils' limited range of descriptive vocabulary which inhibits attainment in speaking, reading, comprehension and independent writing. Despite these weaknesses listening skills are a strength and pupils enjoy the discussions they have with teachers in their lessons. Pupils read and write with technical accuracy showing good knowledge of the purpose and use of punctuation and pride in the presentation of their work. However, they have difficulty using subject specific words they have been taught in discussions and independent writing. This is likely to affect test results adversely as many pupils need the encouragement and support of adults to achieve their best and to interpret written instructions accurately. The use of booster classes, reading recovery approaches, volunteers who hear pupils read regularly and the school's use of writing frameworks to help structure writing are all raising the achievements of pupils. The differences in the attainment of boys and girls relates mainly to cohort differences and the higher proportion of boys with special educational needs in last years' cohort to girls. There were no differences in the positive attitudes to learning although boys mainly prefer non-fiction text and enjoy research in preference to writing. Good account is taken of these features in the planning of reading and writing experiences.
6. In mathematics, pupils enjoy the challenge of oral number work in their numeracy lessons and by the age of seven pupils understand the difference between odd and even numbers and recognise some number patterns on a 100 square. They need support to apply these skills independently in problem solving situations and to check their answers through careful counting. Pupils maintain enthusiasm for numbers in the juniors and work with multiples of 2, 5 and 10. They confidently suggest strategies for calculations and the value placed on the use of a range of methods develops confidence and self esteem. For example pupils describe thirty-four as a multiple of two because the last figure is a four, and recognise 60 as a multiple of 10 because the last number is a zero. The teaching of pupils in sets supports teachers to match work to the needs of groups and individuals and pupils say they prefer mathematics to English because they do not have to write as much.
7. The regular admission and transfer of pupils creates a significant challenge for teachers. Groups of pupils constantly change within the sets and this impacts on the way pupils work together as they adjust to new personalities; there is continual teacher assessment of the needs of new pupils and the attainment of transferring pupils. Plans are also consistently adjusted to take account of the needs of new pupils. The views of 70 per cent of parents indicate they feel strongly that the school expects their children to work hard and to achieve their best.
8. Very good gains have been made in information and communication technology (ICT) and attainment is now broadly average by the age of seven and by eleven their attainment exceeds age related expectations. This was particularly evident in control technology and represents very good progress from the last report when attainment in ICT was below average for both age groups. Standards in religious education have been maintained but remain below the requirements of the locally agreed syllabus.

9. Standards in music are average and the same as those described in the last report. In art and design, design and technology, geography and physical education, standards are below average and lower than they were at the time of the last inspection for both age groups. Standards in history are below average at age seven and about average at the age of eleven. The changes in learning outcomes since the last inspection are due to adverse changes in the school's social circumstances and the greater emphasis placed on developing the teaching of literacy, numeracy, science and ICT in line with the new national strategies and subject guidance. Details about pupils' knowledge and understanding in subjects can be found in the subject paragraphs in 'Part D' of this report.
10. The progress of pupils with special educational needs was judged to be satisfactory in the last report. The provision is now very good and these pupils, and those with English as an additional language, make good progress. The headteacher co-ordinates the provision with very good support from the nominated governor with responsibility for this aspect of the school's work. The approach to reading recovery, the use of booster classes and a range of adults to support regular and frequent reading experience, within and beyond the literacy hour, enable pupils to make steady progress. At times the progress is slow as knowledge has to be reinforced and revisited to ensure pupils' full understanding and recognition of word patterns and sounds. The individual education plans are detailed and thorough and the support pupils receive is linked across lessons and subjects. Pupils' targets are mainly linked to the core skills of reading, writing, speaking and number. The learning support assistants give very good encouragement to pupils and enable them to achieve their learning and behaviour targets.
11. Though the school works hard to improve attainment, its approach has some weaknesses. It does not make enough use of the data it collects on pupils' performances. The progress of all pupils is assessed and charted by class teachers and the headteacher through mid-term reviews. In addition, future progress is predicted for individuals in English, mathematics and science. The school is not yet examining carefully enough the performance of the groups it supports to identify the reasons for gains in learning or slow progress. This is a key issue for the school to address so that it can show the value it adds to pupils' academic, personal and social progress systematically and clearly. Some classes set group targets and broad individual targets. There is some inconsistency at present between the precise nature of the targets and the timescales for achievement and this is a weakness. For example, some pupils know they need to check their work for neatness and accuracy but do not know when they will discuss how well the target has been achieved. There are some very good examples of precise target setting in Years 5 and 6 that provide a good model for staff to follow. The school's behaviour policy and reward system is implemented successfully enabling pupils to recognise the improvements in their attitudes and learning. Much of this monitoring is undertaken through informal discussion and there is no formal recording of progress in this aspect at present. This is another area for development to enable the school to demonstrate the effectiveness of its work on pupils' learning and their achievements. In addition, the school does not yet set sufficiently rigorous challenges for the potentially high attaining pupils.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour and their personal development are good. The teaching and non-teaching staff, and the majority of pupils have high expectations of the standards of behaviour expected in the school. Most parents believe that the school maintains high standards of behaviour and say that behaviour has improved significantly since the last inspection.
13. Pupils' enthusiasm and their attitudes to the school are good. Despite the high levels of absence and lateness, most pupils enjoy coming to school. The majority of pupils consistently demonstrate positive attitudes to their work. They are interested in their lessons and are fully

involved in the classroom activities. Most pupils are motivated, enthusiastic and eager to learn. They listen carefully to their teachers, willingly ask and answer questions, and freely offer their own ideas and opinions. Pupils quickly settle down diligently in class, maintain high levels of concentration, and stay on task.

14. Overall standards of behaviour are good. The majority of pupils behave well and act in a mature and responsible manner. Behaviour in the classrooms is good and there is little or no disruption to learning caused by poor behaviour. There are a significant number of children who can display challenging behaviour but they are consistently well managed by the teaching and non-teaching staff. This has a positive impact on the academic progress that pupils are making. Pupils move around the school site in a quiet and orderly manner and their behaviour at breaks and lunchtime, while boisterous on occasions, is usually good. Although a few parents mentioned concerns about bullying, there was no evidence of any bullying or isolation of individual pupils noted during the inspection. There have been five fixed term exclusions in the current academic year to date, which is a significant improvement since the previous year.
15. Relationships in the school are good. Pupils relate well to their teachers, to other adults and to one another. They are polite, courteous and welcoming to visitors. They collaborate well, share resources, take turns and listen to each other. Boys and girls of all ages mix and play well together at breaks and lunchtime. The vast majority of pupils consistently show respect for the school environment. During assemblies pupils show appropriate respect for the occasion, willingly join in hymn singing and bow their heads reverently during periods of reflection. Pupils respect each other's feelings, values and beliefs, for example, pupils with special educational needs are fully accepted and totally integrated within the school.
16. Pupils' personal development is good. They are learning a sound range of social skills that are helping them to develop into well-rounded individuals. Pupils support local and national charities and are learning to be aware of others less fortunate than themselves. They take part in a wide range of visits, including residential experiences, and are exposed to an appropriate variety of visitors from all parts of the community. Pupils respond well to the opportunities for taking responsibility for their own work in the classrooms, and in some lessons, when not subject to direct teaching, they were observed working independently with a minimum of supervision. However, there was little evidence of pupils acting upon their own initiative. When given the opportunity to take on formal responsibilities around the school, for example returning registers to the school office, pupils act in a mature and sensible manner. The recently formed school council provides a platform for pupils to make suggestions to the school management.
17. Despite the school's best efforts, levels of attendance are very low in comparison with other schools. The rate of unauthorised absence is well above the national average. There is a high level of recorded lateness. This is particularly evident in classes of infants and improves as pupils take greater personal responsibility for their attendance. The breakfast club is supporting parents to come early to school to share this meal with their children. First day absences are also investigated. The school also requires notification of the reasons for any absence and dissuades families from taking holidays in term time whenever possible. The school does all it can to help parents to realise that every lesson is important and works in close partnership to encourage regular attendance. The inspection team is satisfied that the reasons for the continuing high level of absence are beyond the school's capacity to control.
18. Standards in attitudes and behaviour have improved significantly since the last inspection. The high standards that are now maintained have a positive impact on teaching and learning in the school.

HOW WELL ARE PUPILS TAUGHT?

19. The inspection findings show that the quality of teaching is now at least of good quality in seven out of ten lessons. With the exception of two lessons, the remainder is satisfactory. In just over a third of lessons teaching is very good. Half the teaching for children in the reception class and pupils in Years 5 and 6 is very good. In the two unsatisfactory lessons, the supply teacher found the behaviour of infant pupils difficult to manage in a physical education lesson and in the other lesson in Years 3 and 4 the teacher's subject knowledge in science was not strong enough which slowed the pace of the lesson. This represents a good improvement from the last report when teaching was judged to be satisfactory overall and one in five lessons were unsatisfactory.
20. The teaching of literacy and numeracy skills is good. Pupils are well supported and appropriately challenged. The setting arrangements, use of booster classes and the additional literacy strategy in the juniors provide opportunities for pupils to work in smaller groups. This means that individual needs are met well. However, there remains scope to provide greater challenge for the small proportion of higher attaining pupils to enable them to reach the higher levels.
21. Pupils look forward to practical experiences which support their learning, for example Year 1 pupils used pictures and postcards to categorise their knowledge of contrasting environments in geography; in art and design, pupils in Years 3 and 4 experimented with fabric, thread and wool to design collage pictures and create patterns through weaving and winding wool. Pupils are encouraged to make choices and enjoy research opportunities taught through ICT, for example when researching topics in history. However, there are few opportunities for them to undertake projects of their personal choice. Teachers provide opportunities for small and large group work and they encourage pupils to use the specific language they have been taught to explain their thoughts and ideas. Teachers model language well and ask questions which require pupils to talk about their learning.
22. Teachers' subject knowledge is mainly good but there are occasions, usually in the satisfactory lessons, when the knowledge is less secure and the pace of learning is slower, for example in lessons taught by non specialists in religious education, science and art. This means that the pace of learning is slower than in good lessons and consequently affects the standards achieved. All lessons are planned, based on the medium-term plans and units of work set out in the two-year curriculum plan. Teachers set precise objectives and ensure the pupils are clear about the learning that is to take place. Lesson introductions and discussion times are particular strengths. The ending of lessons is occasionally rushed and this is an area to develop to ensure that the pupils have planned opportunities to present their work and to understand what they are to learn next. Teachers do not organise enough time to support pupils to prepare presentations of their learning, to help them structure the reasons for their ideas and opinions and to promote further the use of the specific vocabulary that has been taught.
23. Tasks are matched to the needs of pupils of different abilities and support assistants work in close partnership with teachers. Assistants are clear about what is expected of them and provide the appropriate level of support and intervention to enhance pupils' learning. Where teachers set precise targets, the pupils have a good understanding of what they must do to improve, for example in Years 5 and 6. These targets are shared with parents and this practice encourages the regular evaluation of pupils' work to assess the gains they have made. This practice is quite new and the next step is to ensure the consistent use of precise targets for all pupils. There is no systematic identification of higher attaining pupils to enable all teachers to plan for their specific needs and there is scope for further improvement in this respect. The practice used to plan work for pupils with special educational needs provides a very good model on which the school can build. Marking is often of good quality and enables teachers

and pupils to see precisely the strengths and weaknesses in learning. However, there is some inconsistency in the quality of marking in subjects other than literacy, numeracy and science and this is a minor area for improvement.

24. Where teaching is very good, in the reception and Year 1 class and in Years 5 and 6, teachers are enthusiastic and motivate pupils through the very good relationships they establish and the practical links they make between knowledge and pupils' experiences. Consequently, attitudes to lessons are very good and pupils are confident they will receive the help they need to succeed. They also know their ideas and opinions are valued. Teachers sensitively correct errors through careful questioning which enables the pupils to recognise their own mistakes. Teachers use time well. They tell pupils how long they have to complete their tasks and give them reminders to ensure that tasks are completed in the time-scales.
25. The quality of teaching of pupils with special educational needs is very good and tasks are well planned to support pupils to meet the targets in their individual education plans. While some of this work involves withdrawing pupils from their class groups much of the work is undertaken within the usual lessons and pupils are fully included in all aspects of subject teaching. The special needs support assistants, teachers and special educational needs co-ordinator provide very good support for pupils.
26. Local and internal school monitoring has enabled staff to identify the strengths and weaknesses of their lessons and they have acted upon the advice to improve the quality of provision. For example, staff now understand the importance of questioning to include all pupils in discussions. Teacher assessments are used to group pupils for the teaching of literacy and numeracy. The setting arrangements in the juniors are effectively supporting pupils. This arrangement means that the oldest pupils are taught in three smaller groups for literacy, one group taught by the headteacher each day. This provides opportunities for more small group and one-to-one support to address pupils' needs. The arrangement works well and despite the many difficulties that pupils have, they say they enjoy their lessons. However more use could be made of assessments and test results to plan precisely for the needs of higher attaining pupils. The use of assessment to structure work for pupils with special educational needs and English as an additional language is thorough. There is a shared recognition of the need to refine target setting more precisely.
27. Staff know the pupils well and support their emotional and social difficulties sensitively. This enables the pupils to feel valued and to begin to see themselves as successful learners. For example, in ICT they are excited by the use of the Internet and the way in which they can program a toy to move in a specific direction. In mathematics they enjoy the opportunities they have to demonstrate their understanding through questioning and participation in practical tasks. These factors motivate and lead to success and progress.
28. The structured approach to teaching phonics is evident in reading and writing, as pupils draw on these skills to decode and spell. While there are many enjoyable opportunities for pupils to listen to their teachers and to answer questions and offer their ideas and opinions, they lack confidence in the use of spoken English and description in their writing. Pupils in the infant classes have very limited concentration and can only listen for short periods of time, well below those of most six and seven-year-olds and few respond in sentences. Pupils are taught the technical vocabulary appropriate to each subject but many need considerable reinforcement to use these terms independently. The use of the additional literacy strategy, the reading recovery teaching approach and the use of support assistants to enable pupils to read regularly to an adult are all supporting the drive to raise standards.

29. Similarly, in mathematics the teachers confidently implement the numeracy strategy. The use of mental mathematics and games is a strength and pupils enjoy the rigour and pace of these sessions. They say they like mathematics because they can record their ideas quickly. There is a healthy element of competition introduced that encourages pupils to develop mental agility and improve on their previous performance. This was seen in the teaching of pupils in Years 3 and 4 when their teacher timed their responses to questions involving mental calculations. They were delighted when their timed responses had improved by five seconds. Overall the good quality of teaching is raising the standards pupils achieve. When considering the very low baseline on entry, the poor attendance of many pupils and the consistent changes in class composition the majority of pupils are making good progress. This is evident in the progress of pupils admitted to the school in the last year who were excluded from other schools.
30. The issues for development, of a minor nature, have already been identified by teachers as the next steps to improve their practice.

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

31. The school provides a curriculum that is broad, balanced and relevant to the ages, needs and interests of the pupils. It includes all subjects in the National Curriculum and religious education and complies with the statutory and local requirements. Some subjects, for example, history and geography, and art and design and design and technology are delivered in blocked units over a two-year programme. The long gaps in time between the teaching of techniques, skills and knowledge make it difficult for pupils to build on their previous learning with adverse effects on the pace of their progress over time in these subjects.
32. Overall, satisfactory progress has been made since the previous inspection when a key issue was to ensure that schemes of work were in place for all subjects. Inspection evidence confirms that schemes of work continue to be reviewed, and are based on the latest guidelines. The school adopts a whole school planning format and this is monitored by the headteacher. Teachers use this guidance to plan their lessons and define the learning objectives and assessment opportunities in their short-term plans.
33. The school has successfully implemented the national literacy and numeracy strategies. Good links are developing with other subjects, for example, in history pupils developed their listening and speaking skills in their evaluation of the personality of Henry VIII based on a selection of pictures. However, there is scope to extend these links more systematically to raise standards higher in literacy. **(This is a key issue.)** In science, pupils used their mathematical skills to record graphically their investigative work using Venn and Carroll diagrams to sort a range of information. Emphasis is placed upon teachers assessing pupils' knowledge through appropriate and correct use of technical vocabulary.
34. In information and communication technology (ICT), the curriculum is well structured and supported by very good resources in the technology suite. The computer suite provides frequent and regular opportunities for the direct teaching of basic skills and the consolidation of those skills within subject areas. Teacher expertise has improved considerably through very well targeted in-service training and this is making a positive impact on standards. Significant progress has been made in this aspect of the curriculum since the last inspection.
35. All pupils have equal access to the curriculum, including those with special educational needs. Provision for pupils with special educational needs is very good. The revised draft policy for special educational needs is of good quality and meets the requirements of the Code of Practice. Teachers and support staff work closely together to ensure pupils' inclusion in all subjects and provide appropriate support to enable them to meet these

challenges. They make good progress because targets are reviewed regularly to ensure that they receive appropriate support to match their needs.

36. Although there is no formal personal, social and health education policy, consideration of how pupils' attitudes, beliefs and actions affect the lives of other people permeate through the curriculum. This work is often reinforced in assemblies. Appropriate opportunities heighten pupils' awareness of the likely repercussions of using medicines and drugs.
37. The personal development of pupils is an important aspect of the work of the school and a strength of the provision. Older pupils provide comfort and reassurance to the youngest pupils. There is a strong commitment to raising pupils' self esteem and the school seeks every opportunity to realise this aim. This is reflected in the positive approach used by the staff when they speak to pupils.
38. There is a satisfactory range of extra-curricular activities. Music, computer, sports and gymnastics clubs are provided by the school for pupils to enhance their skills. A small number of parents support the staff of the school by organising a popular craft club. The school makes available the facilities of the computer suite to help parents develop their ICT skills. The ICT co-ordinator supports parents, offering advice and providing encouragement. Visitors to the school are welcome and provide additional opportunities to develop pupils' learning experiences. Representatives from local churches and community leaders are highly valued friends of the school. Teachers organise a field trip to Barton Camp for pupils in Years 3 to 6. The camp offers pupils exciting challenges in a wide range of activities. As they work, pupils become aware of the importance of living together harmoniously and the benefits that develop from building up worthwhile relationships with others.
39. The links the school has with the community are a strength of the school. The headteacher's involvement in the local Community Trust supports the linking together of school and community issues. A development officer has been appointed and organises community activities that enhance the pupils' experiences and extends their learning beyond the school day. Three undergraduate teachers organise the 'Pyramid Club', which devises programmes to support the development of pupils' self esteem. Some pupils are also positively influenced by initiatives that support their older brothers and sisters. Community nurses run a 'drop in' centre to enable residents to receive medical advice. There are also strong links with the church and a pre-school play group meets at the church four days a week which promotes the values of the school. The school also arranges activities for pupils during the school holidays. Improving facilities in the community environment is seen as a positive way to improve attitudes to life long learning and raising parents' expectations for their children through partnership. This work underpins the school's aim to raise standards.
40. The school enjoys good relationships with other schools in the cluster group. The schools support each other and share ideas. The school has particularly strong links to the nearby secondary school, which has offered its playing fields for the primary school to use.
41. Provision for moral, social and cultural education is good. The good role models set by teachers help to form pupils' understanding of right and wrong. The newly formed school council is an exciting innovation that gives pupils the opportunity to influence the development of the school. Each class has the opportunity to make rules about behaviour independently within a general framework. Pupils show respect to other pupils although there are occasions when disrespectful behaviour invites challenging responses. On these occasions staff intervene and talk pupils through their priorities. Visitors to the school include representatives from the Islamic Education Group from St. Paul's, who shared readings of the Koran. A Buddhist monk visited the school. Drama groups also enhance pupils' experiences of theatre. Barnaby Bear's travels and adventures provide a stimulating focus to engage pupils in learning about locations in this country and further afield, for

example, in Sri Lanka. The provision for pupils' spiritual development is satisfactory. Assembly time is used to promote the importance of quiet reflection, prayer, drama and music. Spirituality is fostered through the curriculum, for example, in science and ICT. Teachers draw attention to special events and moments of success which support pupils to sustain their motivation to learn. However, this provision is best where teaching is very good and there is scope to enhance the consistency of provision for spiritual development to raise it to the good level of social, moral and cultural provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school effectively supports its pupils and the staff strive hard to promote their welfare. The headteacher places a very high priority on pastoral care and provides very good leadership in this aspect. All staff are very approachable and totally supportive. The non-teaching staff are caring, dedicated and committed and provide very good support for both teachers and pupils. All staff, teaching and non-teaching have a very good understanding of the school's pastoral and welfare procedures and implement them consistently and conscientiously. Good provision is made for medical and first aid requirements, and arrangements for dealing with routine matters such as minor injuries are also good. Conscientious staff, who are alert and vigilant, supervise pupils very well at breaks and lunchtimes and their standard of care is high.
43. The school makes appropriate use of relevant external support agencies and very good use of its learning support staff. Non-teaching staff are deployed very effectively and used very well to support pupils and teachers. Support for pupils with special educational needs is very good, which has a positive impact on their attainment and the progress they are making. Child protection procedures are secure and there is a good awareness of them throughout the school. There are good procedures for health and safety that are well known by all staff, who consistently demonstrate safe practice in lessons. The governing body and the headteacher take their health and safety responsibilities seriously and all the required safety inspections and checks, including risk assessments, are regularly carried out and properly recorded.
44. The school has developed very effective procedures for promoting and monitoring discipline and good behaviour. These have a positive effect on the high standards of behaviour that are maintained throughout the school. All staff consistently implement the school's behaviour policy and very good class management prevents any disruption to learning. This has a positive impact on the progress that pupils are making in their learning. The school does everything possible to promote good attendance and punctuality. For example, the breakfast club is starting to have a positive impact on reducing lateness in the mornings. The procedures for monitoring and following up absences are very good. The school receives strong support from the educational welfare services. However, not all parents support the school in this aspect and levels of attendance remain low. The school should continue to support parents to improve their children's attendance. **(This is a key issue.)**
45. The headteacher, class teachers and the support staff know their pupils extremely well and have a very good understanding of their individual personal needs. Overall, procedures for supporting and monitoring academic progress and personal development are good.
46. In the core subjects the teachers organise effective half termly assessment tasks. The completed tasks are marked with helpful remarks that describe the level of help and degree of independence with which the tasks were completed. The level of achievement is also recorded. These levels are transferred to a master sheet that charts the progress for each pupil. This shows prior attainment and enables the progress of each child to be tracked efficiently. Predictions for the achievements over the next year in English, mathematics and science are then entered. This is a purposeful procedure and helps to judge the rates of progress of each pupil. There is a good example of shared evaluations of progress used by the

teachers and the pupils to record the skills, knowledge and understanding gained in ICT. The use of smiley and sad faces enables pupils to recognise their successes and what they need to learn next.

47. Assessment procedures have improved since the last report but there remains scope for further work to analyse the data the school collects to inform curriculum planning and to review the strengths and weaknesses in the progress made by different groups of pupils. There is no systematic analysis that enables the school to measure the impact of teaching on learning for different groups, especially higher attaining pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Relationships between the school and parents are varied. The school enjoys the active support of a small number of dedicated parents. The small number of parents who communicated with the inspection team mainly expressed a high level of satisfaction with most aspects of the school. There are a tiny number of committed parents and governors who regularly help in the classrooms where they are effectively deployed in a support role. However, there was little evidence of parental involvement in their children's work in school and at home. A parent teacher association is organised by a small number of interested parents. Although small in numbers, they have raised considerable amounts of money for the school and they willingly give of their time to help improve the school environment, for example, by painting classrooms. The headteacher and his staff are very approachable and parents were observed taking the opportunity to talk informally to class teachers at the start and end of the school day. Some parents disagreed that their children get the right amount of homework to do at home. The inspection team judged the use of homework to be satisfactory. Some parents also disagreed that the school provides an interesting range of activities outside lessons. Inspection evidence did not support these parents' views and the provision for extra-curricular activities was judged to be satisfactory for a school of this size.
49. Communication between the school and home is good. The school sends out regular, informative newsletters and frequent letters about specific events and activities and publishes a comprehensive and informative prospectus. The governors hold an annual meeting with parents and publish an annual report. The report is very brief and fails to include some of the statutory required information, for example, information about the professional development undertaken by teaching staff and details of the procedures for ensuring that pupils with disabilities are not disadvantaged. A relatively high number of parents disagreed that they are kept well informed about how their children are getting on. Inspection evidence did not support these parents' views as parents are given a personalised and informative annual progress report and offered the opportunity to attend appropriate consultation meetings to discuss their children's work and progress with their teachers. Reports clearly indicate progress, what pupils can and cannot do and what they understand and point out areas for improvement. Parents of children with special educational needs are kept fully informed of their children's progress and offered the opportunity to be involved in their children's education.
50. The school tries very hard to involve and inform parents and the links with those who respond are very good. However, the school experiences some difficulties in establishing effective links with some parents. There are a considerable number of parents who do not fully support the school and make a poor contribution to their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides very good pastoral leadership and has successfully established a high level of credibility within the local community. A very significant element of his work has focused on supporting families experiencing extreme difficulties who move in and out of

the locality, some of whom stay for just a short period of time. The worrying elements of behaviour mentioned in the last report have been addressed well. The headteacher provides a very good pastoral role model and, through his commitment and calm reassuring manner, the behaviour policy that is based on fairness, trust and respect has been implemented effectively. Consequently, the ethos of the school is now a strength of the provision. Vandalism and incidents of violent behaviour have reduced and the inclusion of all pupils and community members in the school's work is secure. These are very significant strengths of school leadership and management. Consequently, the school is now in a position to further concentrate its efforts on raising standards in subjects.

52. The school has made good progress in addressing most of the key issues raised in the last report. The provision for the foundation stage of learning, behaviour and the quality of teaching are now good; the accommodation has been improved to provide an ICT suite of very good quality, a new library and new toilets. The carpeting and redecoration of these areas and the main corridor has enhanced the learning environment. Satisfactory progress has been made in revising the curriculum. New national guidance and the implementation of the national literacy and numeracy strategies are effectively supporting teachers' planning. The priorities given to ICT, literacy, numeracy and science are effectively raising the quality of education provided. The local support the school has received has enabled these subjects to move forward. For example, the school is receiving intensive support to develop science and the quality of teaching has improved as a result of monitoring. The literacy consultant has also supported developments in literacy.
53. The headteacher and ICT co-ordinator have applied specific funding well to develop ICT resources and the training for all staff. ICT is recognised as a strength of provision by parents. Parents also value the encouragement they receive to make use of the suite and develop their own skills to support their children's learning. Consequently, the suite is providing very good value for money. The co-ordinator for ICT provides a very good role model for subject co-ordinators. His subject expertise, enthusiasm and personal commitment have enabled rapid improvements to take place in a short period of time. The additional clubs and support for staff have raised levels of confidence and expertise in the use of ICT. Displays also reflect the use of ICT in a range of subjects.
54. The headteacher, senior management team and governors accurately identify the need to persevere to raise standards, to improve the target setting process and the range of opportunities for the professional development of staff. There are currently weaknesses in these areas. The school improvement plan includes too many additional priorities that cover developments in all subjects. Although all co-ordinators contribute to the development of the plan they do not understand well enough how the different elements support the improvement of broader longer term goals. Governors ratify the plan but do not contribute sufficiently to the decision making process. **(These weaknesses are all key issues for the school.)**
55. As the school has diminished in size, staffing has reduced. Teachers have accepted further responsibilities for subject management but there has been insufficient training to enable them to fulfil their roles, and some co-ordinators feel their tasks are unmanageable. The headteacher has established a spirit of Cupertino to unify staff in working together to raise standards. However, further negotiation is needed to prioritise a manageable number of issues for a school of this size. **(This is a key issue.)**
56. While most job descriptions have been reviewed, the appraisal arrangements have been informal. Training to support the development of the Foundation Stage of learning, literacy, numeracy, science and ICT have been effective. Insufficient attention has been given to the management training needs for senior staff, including the headteacher, and consequently the team is not as effective as it could be. While the team meet regularly to address day to day issues they do not focus their work sufficiently on strategic issues. The headteacher's job

description does not reflect his responsibilities accurately and has not been reviewed by the governors for some time. **(This is an issue for the school to address.)** The introduction of performance management is addressing this issue. All staff now have specific targets to meet and opportunities for management training are being identified at the present time.

57. Monitoring and evaluation arrangements lack a systematic structure. **(This is an issue for the school to address.)** Co-ordinators of subjects such as English, mathematics and science receive a small amount of time to monitor their subjects. They support staff planning, audit resources, manage small budgets and sample pupils' work. While there is some evidence of co-ordinators monitoring teaching and learning, some feel they do not have the skills to undertake this important role without further support. The monitoring role has rested mainly with the headteacher and local authority and this has led to significant improvement in the quality of teaching. The next step is to train co-ordinators to identify the strengths and weaknesses in pupils' learning and the teaching of their subjects. Co-ordinators write evaluation reports for governors, reviewing the progress made to meet the priorities identified for development in their subjects.
58. Staff and governors do not analyse well enough the impact of their work on the standards achieved. While they have a very good understanding of the social context of the school they do not analyse assessment information in enough detail to explain why standards are low and to demonstrate the progress made by different groups of pupils. For example, teachers track the progress of individual pupils with the headteacher but there has been no specific analysis of the progress of the significant number of pupils who join and leave the school at times other than the usual admission and transfer dates. The monitoring of personal development is not analysed sufficiently to show the significant and positive impact the school's work has on pupils' attitudes to school and to learning. **(This is a key issue.)**
59. Governors are committed and eager to receive the guidance they need to move the school forward. Those that can come into school regularly, for example to support the work in special educational needs, to support the teaching of religious education and to regularly discuss issues with the headteacher. While governors review and ratify policies there is no rolling programme of review to ensure that the information is up-to-date and accurate. The governors hold an annual meeting with parents and publish an annual report. However, the report is very brief and fails to include some of the statutory required information, for example, information about the professional development undertaken by teaching staff and details of the procedures for ensuring that pupils with disabilities are not disadvantaged.
60. The school fulfils its responsibilities in respect of the pupils with special educational needs (SEN) effectively. The policy for SEN is in draft at present but it is clear that it has been significantly improved since the last inspection. The additional funding made available to the school for the pupils with SEN is used prudently to purchase additional staff and resources. The school governor with responsibility for SEN makes a very good contribution to the school's work and this contributes to the very good provision. She offers good help and support to the headteacher as acting co-ordinator for SEN.
61. Parents' responses to the questionnaire and at the parents' meeting expressed significant support for the quality of leadership and management. Many express how well the school has moved forward from the last inspection. They describe the calm atmosphere, good behaviour and care shown to their children and local families, many of whom are disadvantaged. They value the open door policy that enables them to approach the headteacher and staff with problems and concerns and they feel their children are making good progress. For example, parents of pupils with SEN are delighted with the level of home and school liaison and the very good provision their children receive. Parents of children with challenging behaviour who have who have been excluded from other schools comment on the school's very good

induction arrangements which have enabled their children to feel well supported, to settle, to feel valued and to learn.

62. The teaching staff are appropriately qualified and experienced and the learning support assistants work very well with staff to enhance pupils' learning, particularly those with SEN and challenging behaviour. For example, they talk patiently and calmly with pupils, encouraging them to contribute to lessons. The administrative assistant makes a significant contribution to the smooth running of daily routines and enables the headteacher to focus on his pastoral and teaching roles, including the management of special educational needs of a third of the pupils.
63. The adequacy of the accommodation throughout the school is good and allows all curriculum areas to be accessed. The classrooms are of a good size and place no restrictions or limitations on teaching. The school has a classroom, recently refurbished to create an attractive library. There are also spare classrooms used for the withdrawal of individuals and groups of pupils, for example in the setting of literacy in Years 5 and 6. The school has developed an excellent, well resourced, computer suite. This has a strong impact on the standards pupils are achieving in information technology. There is sufficient space for the storage of learning resources although the resources room is not well organised.
64. The school is generally in a poor state of repair and decoration. Some classrooms suffer from damage to the walls and ceilings caused by water ingress and dampness. The mobile classroom, currently used by the reception/Year1 class, has a damp and musty air and has no toilet provision. The very young children in this classroom have to walk across the playground, in all weathers, to go to the toilet in the main building. There is no disabled access to the mobile classroom and no disabled toilet provision in the school. However, despite the adverse conditions, the caretaker and his cleaning staff keep the school clean, and staff and parents regularly carry out self-help maintenance. The learning environment is enhanced by attractive displays of the pupils' work.
65. The outside play area is large and well resourced to support pupils' play activities. However, the playground has an uneven surface that presents a potential health and safety hazard. The fence between the main pupil pedestrian entry and the vehicle access to the adjacent education centre is of flimsy construction and in need of repair. There is a separate safe and secure play area for children under the age of five. The school does not have its own grass sports field. Some parents expressed concerns that the lack of a grassed space negatively impacts on physical education and team games.
66. A recent audit showed that there were no serious omissions in the school's budget and monitoring procedures. The control of financial matters is satisfactory. The headteacher and governors have effective systems to set and monitor the school's expenditure. The school has faced several financial problems over the past years because of the decline in pupil numbers. This has been caused partly because of the decline in the housing in the local area. The head teacher and the governors have managed the financial resources prudently over this period and have maintained a priority to safe guard small class sizes and provide additional help from learning support assistants.
67. Good use has been made of specific grants including funds for pupils with special educational needs. The school has employed additional staff to support these pupils. The assistants are valued and make a very good contribution to the academic and personal development of these pupils throughout the school. The budget, together with financial help from the parents' association, has been used effectively to refurbish classrooms and corridors throughout the school. Some of the teachers and some parents have painted the staff room and the outside of the reception classroom. The grant for the National Grid for Learning funding has been used wisely to establish very good resources for ICT.

68. There are sound procedures to ensure that the school gets the best value for its money. However, there is no evidence to show that the school has evaluated the initiatives, such as the expenditure on the library and ICT suite, to measure the impact upon the pupils' learning. The administrative staff provide good unobtrusive support to the head teacher staff and pupils.
69. The school has many strengths and, although standards are low, the needs of the pupils are met well through the good quality of education which encompasses the needs of the community. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. Persevere to raise standards in literacy by: **(paragraphs 33, 54, 90, 96)**

- providing a structured programme to develop speaking skills including the use of drama and role play;
- extending the teaching of literacy across the curriculum to help pupils link their learning to the breadth of subjects they are taught.

*Improve the use assessment information to set precise targets for learning for all pupils in literacy and numeracy by: **(paragraphs 58, 91, 100, 109)**

- *analysing school assessment data in more detail to track the progress of groups of pupils, for example those who consistently attend the school compared to those who do not;
- ensuring higher attaining pupils are consistently challenged; and
- improving the consistency of marking.

Improve the quality of monitoring and evaluation by: **(paragraphs 57, 109)**

- training subject co-ordinators to monitor teaching;
- devising systematic evaluation procedures which involve co-ordinators and governors in regularly judging the quality of provision and its impact on standards.

Improve aspects of leadership and management by: **(paragraphs 54, 55, 56, 117, 126)**

- *providing training opportunities to enable senior staff to develop their management roles and fulfil their roles and responsibilities;
- seeking to involve all members of the governing body in decision making and the evaluation of the quality of education the school provides;
- ensuring the management plan contains a realistic number of priorities; and
- reviewing the headteacher's job description to ensure it reflects accurately his responsibilities.

Support parents to improve their children's regular prompt attendance by: **(paragraph 44)**

- rigorously maintaining the procedures for monitoring attendance and punctuality with external support agencies.

Other issues of less importance that the governors should consider for inclusion in their action plan:

- Reconsider the way in which the curriculum is organised for geography, history, design and technology and art and design.
- Ensure that the governors' annual report meets all statutory requirements.

*** indicates an issue the school has recognised and provided for in its school development plan**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	31	37	23	6	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)	0	153
Number of full-time pupils eligible for free school meals	0	77

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	0	50

English as an additional language

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

Pupil mobility in the last school year

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	93.7
National comparative data	94.4

Unauthorised absence

	%
School data	1.7
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	3	4
	Girls	8	8	9
	Total	12	11	13
Percentage of pupils at NC level 2 or above	School	75(73)	69(73)	81 (67)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	5
	Girls	7	9	8
	Total	12	15	13
Percentage of pupils at NC level 2 or above	School	75 (80)	94 (88)	81 (70)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	3
	Girls	7	6	6
	Total	9	8	9
Percentage of pupils at NC level 4 or above	School	31 (39)	28 (36)	31 (48)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	3
	Girls	8	8	6
	Total	10	10	9
Percentage of pupils at NC level 4 or above	School	34 (41)	34 (44)	31 (38)
	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	8
Black – African heritage	5
Black – other	1
Indian	
Pakistani	
Bangladeshi	5
Chinese	
White	134
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6.5
Total aggregate hours worked per week	170

Qualified teachers and support staff: nursery

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

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

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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other	5	
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	8	1
Other minority ethnic groups		

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

Financial information

Financial year	2000
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	£
Total income	427783
Total expenditure	428439
Expenditure per pupil	2915
Balance brought forward from previous year	16809
Balance carried forward to next year	16153

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	153
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	43	17	0	0
My child is making good progress in school.	43	43	9	4	0
Behaviour in the school is good.	26	61	4	9	0
My child gets the right amount of work to do at home.	17	65	13	4	0
The teaching is good.	26	61	13	0	0
I am kept well informed about how my child is getting on.	35	39	22	4	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	70	22	9	0	0
The school works closely with parents.	43	52	4	0	0
The school is well led and managed.	70	26	4	0	0
The school is helping my child become mature and responsible.	43	52	4	0	0
The school provides an interesting range of activities outside lessons.	43	43	9	4	0

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

71. Before entering school many children have experienced a range of pre-school provision linked to the house moves they have experienced. Children are taught in a mixed age reception and Year 1 class and are admitted to school at the start of the school year in which they have their fifth birthday. The induction arrangements are of good quality and encourage partnership in their children's learning by providing opportunities for parents to come to school with their children to discuss any concerns with the staff. Home visits are also made when appropriate, and parents express their appreciation of the warm welcome each child receives when they start school.
72. When the children start school their knowledge, skills and understanding vary considerably but are generally well below that expected for their age in all the areas of learning, particularly literacy, numeracy, knowledge and understanding of the world and personal and social development. The children make good progress because the quality of teaching is very good in half the lessons and they receive good support from the nursery nurse and support assistants. Despite this good provision by the age of six, very many children are unlikely to reach the standards expected for their ages in all areas of learning. Sixteen children were completing their reception year at the time of the inspection.
73. The provision has improved significantly since the last report when it was a key issue for the school to address. The curriculum is planned to meet the national guidance for children of this age and is appropriately adapted to prepare higher attaining children for the first stages of the National Curriculum. Staff have received appropriate training and they provide a wide range of interesting and motivating experiences to enable children to enjoy learning through a good balance of play, investigation and direct teaching.
74. The move into temporary classrooms after the last inspection enabled staff to have a good amount of indoor space. Consequently, children have regular opportunities to work in a quiet area, wet area and role play areas. Through the efforts of staff, the accommodation has been painted and the erection of a fence has provided an outside play area. Through funds raised by parents the range of wheeled toys is good and children benefit from their regular use. However, since this development the condition of the temporary building has deteriorated through leaks which result in damp penetrating the ceilings and walls. There are no toilets in the accommodation, which means that staff spend a significant amount of time escorting children to the main premises.
75. The staffing levels for the reception children are good. Two teachers effectively manage a job share in this mixed aged class, and the regular support of a nursery nurse and learning support assistant provide children with a warm welcome and continuity in their care and their learning. Staff work well together as a team and the children with special educational needs are identified at an early stage and receive very good support to enable their inclusion in all the activities. Many children are insecure or vulnerable and these strong relationships enable them to settle happily and to trust the adults who care for them.

Personal, social and emotional development

76. When the children start school their personal, social and emotional skills are frequently well below those of most children of this age. The teaching in this aspect is very good and staff provide the children with a caring and welcoming environment, consequently they learn to trust adults and to make friends. Most children come to school happily but a small proportion have very challenging behaviour and these children take time to settle. Some children need

significant support to enable them to manage some personal tasks independently and staff approach these incidents with great sensitivity, ensuring that changes of clothing are readily available if needed. Consequently, children develop personal independence and the security to share any anxieties with another adult. Many children lack confidence and need adult encouragement and support to make choices, to work alone, or with other children in pairs or in a group. Because the expectations of behaviour are high, children learn to abide by the rules they are taught. They learn to listen and take turns and begin to understand the levels of noise that are appropriate to their activities. Teachers encourage children to become independent, for example putting equipment away and tidying the home corner. They move around the school quietly and treat toys and books with respect. By the end of the reception year they make good progress but continue to need significant support from adults to resolve conflict, to make decisions independently and to consider how their actions might affect others. Their levels of concentration are short and consequently most children are unlikely to meet the age related expectations despite the very good care and attention they receive.

Language, literacy and communication

77. The attainment of many children in language and literacy is very low when they start school and they find it hard to express their thoughts and feelings in words. Many children need adult support to help them to improve the pronunciation of words and to overcome their language delay. The staff promote communication skills well and the quality of teaching of language and communication is very good. Staff take every opportunity to link specific words to practical experiences across the areas of learning to ensure consistent reinforcement and encourage children to communicate orally. The Literacy Strategy framework has been adapted appropriately to meet the needs of the age range and prepares children well for the early stages of the National Curriculum. The adults follow the teachers' role models well and this ensures consistency in the approaches to group work and the inclusion of children with special educational needs and English as an additional language. Consequently these pupils make good progress.
78. There are interesting opportunities for children to improve their language skills. For example, when learning the words countryside, seaside and town the teacher showed the children a range of postcards and pictures that enabled them to match them to the right category. By the end of the lesson most children could categorise the pictures and their own drawings accurately and the higher attaining pupils were confident to use the words. All the children enjoy stories and listen in rapt attention to their teacher. They loved the rhymes in 'Pass the Jam Jim' and through skilful questioning the children were able to recognise some letters and words. They also practised reading following the teacher's very good expression and enjoying her commentary which added detail by talking about the illustrations. Although the teacher encouraged individual contributions, children mainly responded using single words and phrases which the teacher then repeated in simple sentences. This provided a good role model.
79. The higher attaining children are learning to sequence the events of stories and all children are making good progress in their early reading. The classroom café provides opportunities for role-play and, while many still prefer to play alone, the adults encourage communication by asking questions that extend children's play and encourage interaction. The children are making good progress in writing. The majority hold their pencils correctly and most write their initials and names. Higher attaining children are beginning to attempt to write simple sentences. However, many children are unsure of the correct shapes and sizes of letters and there are frequent reversals. The children have made considerable improvement in speaking, reading and writing in relation to their starting points but nevertheless are unlikely to meet age related expectations.

Mathematical development

80. Children start school with very little knowledge of number or shape. Through practical play opportunities they begin to learn to count familiar shapes and objects. They enjoy ordering and reciting numbers and are beginning to understand terms such as 'more' and 'less'. However, they have greater difficulty in understanding 'forwards' and 'backwards'. Most recognise numbers to five and, while higher attaining children can count beyond this, they do not understand fully the size and position of these numbers in relation to others. However, they are learning to match one-to-one as they play with sorting games and sequence patterns. They are introduced to mathematical vocabulary such as square, circle and triangle and usually recognise these shapes. They are less confident to use the words independently. Higher attaining children know the meaning of 'tallest' and 'shortest' when filling different sized containers with water, and teachers reinforce terms such as 'first' and 'last' when children line up to move to the main school building. Most children can sort by colour, although they cannot always name the colours. The quality of teaching is very good and the activities are carefully planned with specific objectives that meet the children's needs well. However, at the end of the foundation year many children are unlikely to meet the age related expectations.

Knowledge and understanding of the world

81. The children have limited experience of the world beyond their immediate environment when they enter school. Few have been to the seaside and the school plans a visit to a nearby seaside resort to provide this experience. Similarly, few children are aware of the countryside and the difference between the town and contrasting places. The teaching is often very good. Teachers are aware of the children's limited experiences and try their best to enhance this aspect of learning through the use of books, pictures photographs and walks in the locality. This helps the children to improve their knowledge and observation skills. In the classroom the teachers provide a range of activities that effectively develops the children's level of understanding and vocabulary. They learn how plants grow and learn words such as seed, root, leaf and flower. They learn about the weather and understand that we need different clothes in summer and winter. There are opportunities for children to develop their skill with computers and through the use of games children learn to control the mouse and respond to simple instructions. Despite the good progress children make they are unlikely to meet the expectations for this age range.

Creative development

82. Children's creative skills are poorly developed when they start school. Through a range of interesting play activities they are encouraged to paint pictures and express their feelings using a range of resources such as paper, card and fabrics. Children have regular opportunities to paint but often need help to describe colours and develop observation skills. Hand and eye co-ordination skills are still developing and children often find cutting and sticking tasks difficult. They persevere well and through good adult support they make good progress. During the inspection the children made pictures of the seaside using different papers and materials, for example, sandpaper and cellophane. The staff encouraged independent decision making. The children selected their colours and with help, succeeded in cutting these materials and sticking them independently.
83. The home corner provides opportunities for creative play and encourages children to use specific language, for example, when cooking and serving meals in their café. When confident of adults they delight in involving them in their games but only the higher attaining children speak articulately. Many still prefer to explore independently and to involve toys in their chat rather than other people. When drawing pictures of the town and countryside they select their own coloured pencils and refer to pictures to gain ideas about what to draw. They

make good progress in listening to instructions and following them, and they tidy up quickly when asked. Children are unlikely to meet the expectations for their age range by the end of their reception year.

Physical development

84. The physical skills of many children are well below the expected levels on entry to the school. Some need significant help to cope with toileting and while the children can run and jump, few can hop or skip. They have to learn how to use space and find it difficult to respond to instructions initially. There are good opportunities to improve these skills. The outdoor play area and use of large wheeled toys help the children to manipulate larger equipment and to share and take turns. Most can control these toys and become confident to ride tricycles and scooters. They also learn terms such as 'push' and 'pull'. There is no outdoor climbing equipment or safety surface to develop these skills further.
85. Children have regular opportunities for physical activity in the school hall. This prepares them well for their transfer to Year 1 and familiarises them with the main school building, helping them to find their way around and to meet other pupils and staff. The teaching in this area of development is good. At the time of the inspection it was not possible to judge the quality of teaching as the physical educational lesson was not observed. The children are taught to hold pencils and crayons correctly and have regular opportunities to develop their manipulative skills in creative tasks and writing. This aspect of teaching is well supported by adults and teaching is of good quality. Despite this good support most children do not reach the expected levels by the end of their reception year.

ENGLISH

86. In the national tests for seven-year-olds in 2000, standards in reading were in the lowest five per cent of schools nationally. In writing they were well below average. When compared to similar schools, reading was well below average and writing was below average. Despite the low attainment, trends over time show a gradual improvement in reading and writing overall with a dip in reading in 2000. By the age of eleven the tests showed standards to be in the lowest five per cent nationally and very low when compared to similar schools. Very few pupils attained the higher levels and three pupils expected to achieve average levels were re-housed prior to the tests being taken. This had an adverse impact on standards. The school predicted their results would be lower than in previous years because of the high proportion of pupils with special educational needs in the cohort. Trends in English had risen from 1997 to 1999 but took a dive in 2000. Results compared to the time of the last report are lower but the social context of the school and the attainment of pupils in language when they start school is now much lower than it was. This adversely affects the standards pupils achieve at seven and eleven in the tests. On the basis of these figures alone it is not possible to draw firm conclusions about pupils' progress through the school because mobility rates are so high. Only a third of the pupils who began the key stage took the tests at the end of the key stage. Many of those who join the school at times other than the beginning of the year have very low attainment levels due to interrupted school experience. For example many pupils have attended two or more schools by the age of seven and there is evidence that shows a small number of eleven-year-olds in last years cohort move schools frequently.
87. Literacy is the major priority for development and the monitoring of provision by the headteacher, co-ordinators and local authority is helping staff to meet the needs of the pupils. Because of the changes and reductions in staffing, the co-ordination of English is currently shared by two teachers, one of whom is part-time. Since September 2000 they have undertaken a thorough audit of the school's resources and in liaison with the local consultant have started to monitor and evaluate standards. A useful portfolio of levelled samples of writing has been collated which has supported developing consistency in expectations across

classes. The co-ordinators have not yet received management training to enable them to fulfil all the elements of their responsibilities and this is a priority area for development.

88. Teaching was judged to be mainly satisfactory with some unsatisfactory lessons observed in the last inspection. There has been significant improvement since this time and it is now good in just over four lessons in ten and almost three in ten lessons are very good. Very good teaching was observed in the reception and Year 1 class and in Years 5 and 6. The remainder of lessons were satisfactory. Strengths of the teaching include clearly defined lesson objectives, good timing and appropriate pace which sustains the motivation and concentration of the pupils. A further strength is the precise use of language by teachers. In the infants, one teacher required pupils to join in the text of 'Pass the Jam Jim'; they did so happily following her role model and using the patterns of expression she had introduced. She regularly checked pupils' understanding of the text, referring to words and pictures to bring meaning to the story and fun in learning to read. Pupils are gaining a secure knowledge of the sounds and shapes of letters through the structured teaching of phonics, handwriting and spelling patterns. However, they do not find this easy and many continue to need support to pronounce and form letters accurately. By the age of seven they write simple sentences and enjoy sharing books with adults. The spelling of simple words is mainly accurate. They have positive attitudes but many continue to need help and reinforcement to write sequences of sentences independently. Many pupils do not read regularly at home and this slows the pace of their learning. Learning support assistants hear pupils read regularly; the additional support of voluntary helpers is used well to provide extra help with reading and the use of the 'reading recovery' approach supported by the local authority is also effectively enabling pupils to make progress. Pupils identify stories they like, for example fairy tales, but few name favourite authors or use confidently terms such as 'fiction' and 'non-fiction'.
89. The learning support assistants work closely with the teachers and the quality of their contributions to pupils' learning is very good. They work with groups of pupils, including those with special educational needs and English as an additional language and enable their full inclusion in lessons. For example, in the infants the assistant gave very good support to a supply teacher; her very good knowledge of the pupils and their individual needs enabled the pupils and the teacher to maintain the usual routines. The work for pupils with special educational needs is planned to link to the targets in their educational plans. Support assistants provide the right amount of intervention to ensure pupils stay on task. They reinforce instructions, specific words which have been introduced and encourage independence. Consequently pupils with special educational needs and English as an additional language make good progress in relation to their prior achievements.
90. Pupils communicate effectively with each other at play and within their group tasks. They usually listen intently to their teachers, enthralled by the expression used in discussions and the sharing of personal experiences. For example, in a religious education lesson led by the headteacher, the pupils in Years 1 and 2 showed great interest in learning about 'The Five Pillars of Islam'. Very good use of artefacts enabled the pupils to experience handling special objects and items of clothing with care. The skilful way in which they were supported to practically record their learning, by labelling and drawing on a picture enabled pupils to reflect their understanding and to practise new words and phrases. The accuracy of labelling and drawing in their independent tasks showed the very good progress they made in the lesson. However, pupils find the words hard to use and they prefer to point or to use single words and phrases in their responses. Only a small proportion of pupils structure sequences of sentences. The lack of descriptive language experience inhibits self-expression. Pupils therefore find the written recording of work across subjects difficult. They require significant modelling of language to extend their range of vocabulary. Teachers model language well but do not require pupils to speak in sentences often enough. By the age of eleven pupils are confident to express their ideas because they know that the contributions of all pupils are valued. However, they do not find it easy to express themselves succinctly. There is no

structured speaking curriculum or guidance to help staff to promote drama and role-play. This is an aspect for development. **(This is a key issue.)** Younger pupils, who have not met the early learning goals in the foundation stage of learning need more opportunities for role play to support their progression towards the more challenging curriculum designed for Year 1.

91. Improvements have been made in tracking pupils' progress to set targets for learning but there is scope for further refinement. All pupils have learning targets but they are not always precise enough to enable them to understand exactly what can be improved within precise timescales. Insufficient use is made of teacher assessment and test results in this respect, to plan precisely for the needs of all pupils, particularly those who are more able. **(This is a key issue.)**
92. The structured approach to teaching phonics is supporting the development of reading and spelling skills. Pupils aged seven use their knowledge of sounds and letters in their reading and writing tasks. They are becoming aware of the purpose of punctuation, for example capital letters and full stops, and identify them accurately in books. While reading is mainly accurate the pupils do not find it easy to describe characters and events in stories and comprehension skills are less well developed. Pupils need help to understand the meaning of unfamiliar words and make good use of illustrations to support their reading because they have been taught to do so. Seven-year-olds talk about stories they recall from their literacy lessons but few have favourite authors or books. Most pupils have difficulty using terms such as non-fiction and fiction although they know that some books give information while others are pleasurable to read. Pupils find technical terms difficult to use in conversation. By the age of eleven pupils say why they like some books more than others. Higher attainers name favourite authors such as Roald Dahl and refer to stories from other cultures, for example, tales of Greek heroes. Most pupils select their favourite parts of stories but need support to describe the reasons for their choices. Few pupils visit libraries or regularly read for pleasure.
93. Progress in writing is evident in pupils' work when the work completed at the start of the school year is compared with current work. The range of writing experiences is broad and all pupils have opportunities to write stories, lists, letters, diaries and factual reports. Teachers provide supportive frameworks for writing and encourage pupils to draft their work and to use computers to word process. The teaching of keyboard skills supports pupils to recognise how computers can be used to present their ideas.
94. Eleven-year-old pupils write independently but most are not enthusiastic writers. Most pupils need help to use descriptive language and few write at length. More able pupils are not always sufficiently challenged in this respect. However, they make good use of dictionaries and concentrate hard to achieve technical accuracy in spelling and punctuation. Many pupils state a preference for report writing and the use of lists and labelled diagrams to convey information. They also enjoy opportunities to present work in sequenced pictures with captions that do not rely so heavily on the use of description. Staff support pupils to add interesting words to their writing, they promote poetry and ask questions that encourage pupils to think of alternative and more lively vocabulary. Pupils enjoy reading their own writing and in doing so often recognise personal errors which they self correct.
95. The work of staff, governors and parents to improve facilities for reading shows commitment to raising standards. The new library provides an attractive area to promote literature and opportunities for independent research. It not yet fully operational but pupils are excited by the new provision and look forward to using the new facility regularly.
96. There is a good level of awareness of the strengths and weaknesses in the subject. The next step is to extend the teaching of literacy across the curriculum to support pupils to link their learning to the breadth of subjects they are taught. **(This is a key issue.)**

MATHEMATICS

97. In the national tests for seven-year-olds in 2000 standards in mathematics were well below average. When compared to similar schools they were about average. Very few pupils attained the higher levels. Despite these results trends over time show a gradual improvement. The tests for eleven-year-olds showed their attainment was in the lowest five per cent nationally and well below that of schools with a similar intake. No pupils attained the higher levels. However, less than a third of the pupils who started the junior years took the tests at the end of the key stage and a higher proportion of last year's Year 6 had special educational needs than in the previous year. The most recent teacher assessments and inspection evidence shows that while attainment continues to be below average at seven and eleven more pupils are likely to achieve average levels this year and a very small number of pupils are likely to achieve the higher level. This represents good progress from the last report when attainment in mathematics was well below average at seven and eleven.
98. The numeracy strategy has been implemented effectively and the quality of teaching is at least good. By the age of seven the pupils explore place value with numbers up to 100 with some higher attaining pupils exploring larger numbers to 1000. They recognise odd and even sequences and reflect their understanding through coloured sequences of patterns. While a minority of pupils can explain the characteristics of these number patterns, most have difficulty describing the patterns. Pupils enjoy solving simple money problems up to a pound in a range of situations. They recognise shapes such as squares, rectangles and triangles, sort objects using Venn diagrams and use bar charts to record their preferences of colours and favourite foods. By the age of eleven pupils double and halve numbers and use these strategies to support their work to calculate products of numbers. Higher attainers multiply three digit numbers by two digit numbers. They find the area and perimeter of rectangles, experiment with regular shapes to identify how well they tessellate and understand how turns can be measured in degrees. They are beginning to explore the properties of circles, for example, the relationship between the radius and diameter. Higher-attaining pupils are taught how to use mode and median but find these terms difficult to describe. Teachers place a strong emphasis on the language of mathematics and remind pupils to use the correct mathematical words in context. In discussion, Year 6 pupils were very pleased to demonstrate their mathematical skills and responded to questions enthusiastically and most often accurately. Higher attaining pupils were keen to develop mathematical themes. For example, in a discussion about the different ways that fractions can be expressed, they referred to equivalence and percentages. The learning support assistants enhance pupils' learning significantly, particularly in the booster class arrangements. There are good links with ICT and pupils create charts to record information they have collected.
99. The quality of teaching is never less than good with half the lessons very good. Lessons begin with lively question and answer sessions that challenge all pupils. Numeracy skills are often revisited to ensure that the needs of all pupils are met. This is very important in a school where there is a high proportion of pupils joining classes throughout the year. In a very good lesson, Year 2 pupils made good gains in their identification of odd and even numbers. The lesson was well planned with the teacher demonstrating very good subject knowledge. Most importantly, the teacher had a very good knowledge of how pupils learn and accordingly used a range of strategies to ensure that she, with the support of the classroom assistant, established practical links to promote the understanding of mathematical terms. This ensured that learning was reinforced appropriately. Classes in the juniors are set according to ability. In a lower ability Year 3/4 class, teachers used focused questions with the help of a counting stick, very well to support pupils to recognise patterns in numbers in multiples of 2, 5 and 10. Pupils confidently responded to questions. For example; "Thirty-four is a multiple of two because the last figure is a four," and; "Sixty is a multiple of 10 because the last number is a zero." Underpinning the teaching is a respect for each pupil's

knowledge, skills and prior experience. Teachers have high expectations of pupils and give them every opportunity to respond to questions. Their contributions are always valued and this raises self-esteem and confidence to persist and succeed.

100. Assessment procedures have improved. Teachers assess pupils' work at the mid point of each term. From these assessments, targets for pupils' learning are set. There are variations in the preciseness of the targets and this means that some pupils are not sure about what it is they need to do next to improve. **(This is an issue for the school to address.)** There are good examples of individual target setting in the education plans for pupils with special educational needs and for pupils in years five and six. These provide good models for staff. Pupils with special educational needs and those with English as an additional language receive very good support from teachers and support assistants. They work alongside them, repeating instructions, encouraging independence and intervening to secure successful learning. These groups of pupils make good progress in relation to their prior attainment.
101. The quality of marking is inconsistent. Where it is good, in Years 5 and 6 teachers indicate ways in which pupils can improve their work. Arrangements for homework are satisfactory. Teachers set pupils tasks to extend their learning. The presentation of work is generally good and reflects pupils' good attitudes to their work.
102. The co-ordinator for mathematics is the deputy headteacher. She supports planning and has received some allocated time to monitor teaching. She works closely with the local authority's numeracy consultant who is a regular visitor to the school. Arrangements have been made for staff to visit other schools to observe good practice. Staff are keen to raise standards of attainment in mathematics higher.

SCIENCE

103. Teacher assessments in science for seven-year-olds in 2000 showed standards were well below average and no pupils achieved the higher levels. The results of the tests for eleven-year-olds in science showed their attainment was in the lowest five per cent nationally and compared to schools with a similar proportion of pupils entitled to free school meals
104. From the evidence of the work seen during the inspection, the standards reached by the ages of seven and eleven are below the national average but better than those achieved last year. This is confirmed in the analysis of pupils' work and the latest teachers' assessments at the end of Year 2 and Year 6. Standards are similar to those seen at the time of the last inspection. Taking into consideration the changes in the social context of the school and the pupils' very low levels of attainment when they join the school, by the end of Year 6 many pupils have made good progress with a very small minority of pupils making very good progress. Few pupils reach the higher level 5 as they are constrained by their below average skills in reading and writing. Pupils with special educational needs make good progress because they are well supported and fully included in lessons.
105. By the time the pupils are seven, at least three-quarters of them have a satisfactory knowledge and understanding of the properties of materials. They use a key effectively to classify and sort materials into different groups such as dull or shiny. They classify their friends into different groups according to the colour of their eyes or hair. There are examples of written work that show the opportunities they have to take decisions about the investigations they wish to pursue, for example, to explore the light and sounds around them. They are developing satisfactory investigational skills and the recording of the results from their experiments is evolving well. They are able to record their results and ideas in sentences in their own words and diagrams are carefully drawn and neatly presented. It is clear from the evidence of their work that they have completed a good amount of work this year and that they have made good progress especially in acquiring skills to organise their investigations.

106. Additional lessons have been organised for the pupils in Year 6 to ensure that by the time they are eleven all pupils will have covered all elements of the National Curriculum for science. During the inspection, the pupils in Years 5 and 6 were observed investigating electrical circuits. Nearly all had a secure understanding of the functions of an electrical circuit but only a third could explain what happens when more power is used to light up a bulb. They use diagrammatic symbols to design a circuit that contains switches, bulbs, motors and buzzers and explain why an incomplete circuit will not work. The majority of the pupils have a secure knowledge and understanding of the properties of materials and know that some materials can be changed by heating and cooling and that some, but not all, can be changed back. They have a satisfactory knowledge of the parts of the body and know that it is wise to eat a healthy diet. Their skills of investigations have improved since the last inspection. All the pupils, including those with special educational needs, make good progress in recording their results and ideas. The teachers have developed these skills effectively with the appropriate use of structured work sheets and good support.
107. In the small number of lessons observed, the quality of teaching was satisfactory overall. The pupils respond well to their teachers and to support staff. Their attitudes and behaviour are often good and sometimes very good. This positive response has helped the teachers to develop lessons full of active investigations in which all pupils concentrate well to complete their tasks on time. Pupils with special educational needs and those with English as an additional language receive very good support and make good progress. Adults work alongside pupils to ensure their full inclusion in the curriculum, The analysis of teachers' plans shows good structure and detailed and comprehensive coverage; they have been improved with the guidance of the co-ordinator and the local educational authority advisor. They are based effectively upon the National Curriculum for science and identify effectively what the teachers intend to teach the pupils each half term and during each lesson. In some lessons, but not all, the teachers make these objectives known to the pupils and this has a good impact upon the quality of their attitudes and gives a positive direction to the work. Where the teaching is best, the teachers use good questioning strategies to deepen the pupils' thinking and understanding. The teachers have high expectations and this is especially so in the older age groups. There is also evidence of marking of good quality that helps pupils to know what they need to learn next, for example, in the infant class and in Years 5 and 6. Throughout the school all teachers have developed strong relationships with the pupils and the classroom management strategies are good. This ensures that the pupils sustain their concentration and develop a purposeful working atmosphere during the science lessons. The intensive support the school has received is improving the quality of teaching and learning.
108. There was one lesson where the teaching was unsatisfactory, lacked direction and the pupils were slow to begin their tasks. In this instance the teacher was not clear about either the objectives for the lesson or about the organisation of the activities. Consequently, pupils took much too long to settle down to the investigations and had to be reminded several times before they understood what they had to do.
109. The co-ordinator has established a scheme of work based on the national guidelines for science. She has also devised good procedures for planning lessons for science and has carried out visits to other classrooms to help to improve the quality of teaching. This has had a good impact upon raising the pupils' standards, especially in investigational work. Following these visits she has given verbal feedback to the teachers and kept the head teacher informed of the developments. As yet she does not have sufficient time to monitor the quality of the pupils' work rigorously enough throughout the school but she does analyse the results of the national tests and the teachers' assessments. **(This is a key issue.)** Although the teachers carry out informal assessments during lessons, the school needs to establish a simple and meaningful recording system so that groups of pupils with similar learning patterns can be easily identified in order to plan additional support or extension work for them.

110. The resources and the use of the learning support assistants in each class are good. The learning support assistants are highly valued and they give all pupils, especially those with special educational needs, good support and encouragement. The use of ICT is not yet developed sufficiently to enhance the teaching of science and enable pupils to record their investigations and results using a range of software.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

111. Only one art and design lesson was observed during the inspection and judgements about standards in these subjects have been made through discussions with pupils and the analysis of displays, sketch books and photographic evidence. Standards in art and design and design and technology at seven and eleven are below the expected level. The subjects have not been priority areas for development and standards are lower than at the time of the last inspection. This is due to the emphasis the school has rightly placed on introducing the literacy and numeracy strategies and the reduction in time allocated to the teaching of these subjects since the last inspection. Pupils achieve well in relation to the proportion of time allocated for the teaching of these subjects.
112. The subjects are taught following national guidance and are taught in blocked units in the juniors. Consequently, there are gaps in time between the teaching of each subject and pupils have difficulty recalling their learning in detail. However, elements of the subjects such as the process of designing and making are linked wherever possible. Infants regularly practice skills that develop their ability to manipulate scissors, pencils and brushes. In the juniors, pupils know the purpose of designing an article for a specific purpose and understand the process. However, they are not skilled in evaluating their finished products to decide independently how they could be improved.
113. By the age of seven pupils name the primary colours and in discussion they know the difference between light and dark colours. They explain how to add colours such as black and white to create shades and their sketchbooks provide evidence of observational drawings of fruits and plants. They show awareness of shape and shade but have not developed the control and techniques of shading to extend their skills further.
114. By the time they are eleven pupils use their sketchbooks to design and trial ideas, for example when making a toy with moving parts. They have opportunities to develop their personal ideas and displays reflect an interesting range of models including cars, windmills and stringed puppets. They use a range of materials such as wood, card and plastic and their efforts are rewarded through the teacher's evaluation of their success. Pupils often find it hard to explain how they would change their models and need encouragement and careful questioning to develop linguistic skills and to refine their work. They are rightly proud of their efforts on display.
115. In Years 3 and 4 pupils studied the work of Andy Goldsworthy. They collected leaves twigs and flowers and created their own natural sculptures in his style. Good photographic evidence supported pupils well to compare their own efforts with those of the artist. Pupils were proud of the display and eager to describe who they had worked with and the range of natural materials they had collected. They could say which compositions were most effective and had a good understanding that this form of art lasted for a very short time. They related this well to photographs of the artists work. Pupils have opportunities to work with fabric and thread. The support of governors and parents enabled a Year 3 and 4 class to make good progress in manipulating scissors, needles and thread. Pupils used wool and twigs to make 'God's Eyes' and selected a range of colours in their early attempts at weaving to make fabric.

116. Year 6 pupils know they have studied the work of other artists but say they find the names and details of their learning difficult to recall, for example they know that Monet painted beautiful gardens, flowers and ponds and that Van Gogh cut off his ear but require help to use the technical terminology that many pupils of this age use. Only one art lesson was observed during the inspection so judgements about the teaching of art and design and design and technology cannot be made. However, in the one lesson seen the objectives were precise and the good support for all pupils including those with special educational needs and those with English as an additional language enabled the pupils to make good progress. Support staff, governors and a parent enabled all pupils to experience success in a range of techniques. Pupils say they enjoy art and design lessons and are proud of their work. Some pupils say they prefer these lessons to those in which they have write and wish their lessons were longer and more frequent.
117. The co-ordinators have collected good photographic evidence of the quality of pupils' work and have a clear idea of the strengths and weaknesses in their subjects. However the subject co-ordinators guide staff and support their lesson planning well. They manage small budgets and present reviews and action plans to the governors. Because the subjects have not been recent priorities for development they have not had the opportunity to lead staff training or to monitor teaching and learning other than through work sampling. The co-ordinators have not received training to lead and manage these subjects and have accepted the responsibilities following the reductions in staff numbers. **This is a recognised weakness** that will be addressed when the subjects are prioritised for school review and development. The school has adopted the national guidance for both subjects and the units of work are linked where possible to subjects such as history and geography. However, further links could be made between literacy and art and design to provide pupils with more opportunities to use the descriptive language they need to articulate their understanding.

GEOGRAPHY, HISTORY AND RELIGIOUS EDUCATION

118. The standards achieved in these subjects are below the expectations of the locally agreed syllabus for religious education and below national expectations in geography at the ages of seven and eleven. In history standards for seven-year-olds are below average and by age eleven pupils achieve the expected levels for their age. No teaching of history was observed in Year 2 and no geography was observed in Years 2, 5 and 6. This is because these subjects are taught as blocked units of work. Judgements about standards have been made through the sampling of pupils' work and current displays, discussions with staff, governors and pupils. Standards in religious education and history are similar to those described in the last report. In geography they are judged to be lower. This difference is due to the gaps in time between learning in the subject and the difficulty pupils have in recalling their studies.
119. The quality of the teaching observed was at least good in two-thirds of lessons and, where pupils were taught by subject specialists, for example in religious education, the quality of teaching was very good. From this evidence the pupils make steady progress and study a range of themes that are supported by educational visits and strong local links with the local community and churches. The subjects are planned using a two-year cycle of topics that provides appropriate coverage of the National Curriculum and the locally agreed syllabus. The weakness in this arrangement lies in the gaps of time between the teaching which results in the need for pupils to revisit their prior learning in order to make further progress.
120. In the infants, pupils' experiences are limited. In geography, for example, Year 1 pupils are taught the difference between contrasting localities through the use of pictures and cards that enable them to identify the differences between the town, country, and seaside. They look

forward to their visit to a local resort, as many have not yet seen the sea. They talk about their walks in the local environment and understand terms such as right and left. They are very aware of the impact of change on their community. This was evident when six-year-olds commented that a friend had moved without saying goodbye. They said he had 'just gone' and recognised the way this affected the quality of their lives. Frequently pupils do not have the opportunity to exchange addresses and explore house moves beyond the immediate area. Most know their addresses and say that many houses are not lived in. They take photographs of houses which have been vandalised and those that are new and attractive to compare the differences. In this way they are taught to develop a responsible attitude towards caring for the environment in which they live. This provides very good links with pupils' moral, social and cultural development. In addition, the journeys of 'Barnaby Bear' to other parts of the country and further afield bring interest to learning about locations beyond pupils' experiences. For example, the link to Sri Lanka through a family visit created great excitement. Links to map work, descriptions of the places visited, photographs and pictures of Barnaby were motivating and the central display in the corridor captured the interest of pupils of all ages.

121. By the age of eleven, pupils are keen to carry out research, particularly in history, and are motivated by using the Internet, encyclopaedias and non-fiction text. For example, in their studies of Tudor Britain they begin to give their opinions about Henry VIII as a King. In a very good lesson pupils learned the order of his wives through an innovative adaptation of the words to 'Greensleeves'; consequently they made good progress in recalling these facts. Good opportunities were provided to enable pupils to describe the King by looking at his physical appearance and attitudes. This promoted discussion about the similarities and differences between the roles of men and women in the past compared with the present day. They learned that the King was more powerful in Tudor times and that the current democracy values individual rights and responsibilities.
122. The pupils respond positively to well-phrased questions that require them to give reasons to support their ideas. Many do not find this easy but with encouragement and the choice of answers, structured by the teacher they are able to reflect their knowledge and understanding. In discussion pupils say they prefer history to geography. Often this is because they find the information for history easier to access. Their limited experiences of visits to other places and of people from other cultures make learning in geography and religious education more difficult. While they enjoy discussion times within lessons there is a reluctance to record their work as many do not have the descriptive vocabulary they need to support writing to sustain interest. A weakness of the provision at the present time is the missed opportunities to link the teaching of these subjects more systematically to literacy to encourage the use of role play, language and text within a variety of ways.
123. In religious education lessons, pupils learn about special people and places. They are beginning to understand that people worship in different ways and to value the special elements of religions which are important to people. Pupils share their feelings about places, people and events that are special to them. In a very good lesson taught by the headteacher six and seven-year-olds learned about the five pillars of Islam. This difficult topic was taught through story, pictures and the introduction of special artefacts that pupils touched and drew. The special language that was introduced was well reinforced and, while the pupils found this very challenging, by the end of the lesson they could point to the words on pictures and showed great respect for the 'Kesh' and 'Kara'. In Years 3 and 4 pupils benefited from the expert support of a visiting church member, also a governor, who taught them about 'Holi'. They were inspired by his enthusiasm and descriptions of the festival and the way in which people celebrate. The follow up activity enabled them to communicate happy feelings, by creating special cards to send greetings that also explored the importance of bright colours in our lives. In Years 5 and 6 pupils also benefited from sharing the expertise of their teacher

when studying Judaism. She answered questions sensitively and honestly and there was a high level of trust and respect.

124. Where the teachers' knowledge of the subjects is very good pupils progress well in lessons. The lessons are well planned, identifying clearly what the pupils are to learn. They use questioning effectively to guide the discussions. In the lessons seen, teachers motivated and challenged pupils well and the pupils worked hard on their tasks.
125. Pupils have good attitudes to learning and listen and concentrate well. Although their language skills are not well developed teachers encourage them to answer questions and repeat the language they need to reinforce their learning. All pupils' responses are valued and this enables them to have the confidence to contribute. Pupils with special educational needs and those with English as an additional language receive very good support and make good progress. Staff repeat difficult words and encourage the pupils to repeat them while handling artefacts which support the understanding of difficult terms.
126. The curriculum for history, geography and religious education is structured on local and national guidance. The co-ordinator for religious education is the headteacher who is knowledgeable and until recently taught the subject throughout the school. The curriculum is organised on a two yearly topic cycle that ensures appropriate coverage of the National Curriculum programmes of study and the agreed syllabus. A programme of visits including visitors into the school makes a valuable contribution to pupils' learning across these subjects. The co-ordinator for history and geography has taken on responsibility for the subjects following reductions in staffing. **(This is a recognised issue.)** She has not yet received the training necessary to enable her to lead and manage the subjects. This is a priority area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

127. The quality of the pupils' work at seven and eleven has improved substantially since the last inspection when it was below the levels expected. Pupils now reach the expected levels by seven and eleven and in many elements of the subject their attainment at eleven is above expected levels. Pupils with special educational needs and those with English as an additional language receive very good support and make good progress. Teachers and support assistants work alongside pupils to ensure their full inclusion in the curriculum, repeating instructions to ensure pupils fully understand what to do and encouraging independent decision making which promotes confidence.
128. A good proportion of the pupils use the key board knowledgeably, for example the use of upper and lower case letters. They know how to select menu options and print out their work. Their typing skills are slow and this reflects the difficulties they experience in reading and writing. Nearly all pupils have developed good control of the mouse. The work on display and the work seen in the Year 1 lesson cover all elements of the National Curriculum for ICT. The pupils can draw freely using the mouse and can 'drag and drop' pictures into their writing and onto graphs. For example, the pupils were observed using the computer to create a pictogram graph to enhance their learning about numbers up to 10. This activity showed that many of these pupils are already working at a level that is above average for their age. The very young pupils are able to design a route for a vehicle and program a sequence of moves to direct it accurately around the classroom. They showed great enthusiasm and delight in their achievements.
129. The quality of the pupils' work in the juniors and particularly by the age of eleven is above average in many aspects. The teachers have a secure knowledge and understanding of the requirements of the curriculum and are quickly developing the pupils' skills. Pupils in Year 4 were observed selecting various word processing tools such as underlining, centralising text

and changing the colour and size of the fonts they were using to improve the presentation of their work. Many pupils incorporate clip art pictures and some access the Internet to cut and paste photographs such as a castle into their text. This work is of a very high standard for pupils of this age.

130. The pupils in Years 5 and 6 devised a series of commands to direct a sequence of lights used for a pelican crossing. Nearly all the pupils, including those with special educational needs, worked co-operatively with a partner. They are becoming sensitive to the need for precision in framing and sequencing their instructions. They analysed and amended their commands with sustained concentration until they succeeded in creating a correct series of commands to control the lights. A further analysis of the work of the oldest pupils showed that they can use multi-media presentations to produce sound, text and graphics, for example in their science topics. This work is also of a higher standard than that expected for pupils of this age.
131. In all lessons the pupils' attitudes and behaviour was good and often very good. They co-operate well and are confident to offer each other solutions to help every one solve the problems set in the tasks. The teachers' use of the computer projector and screen held the pupils' interest very effectively raising the level of enthusiasm for their work. They quickly settled and persevered showing high levels of confidence and enjoyment in the use of ICT.
132. The quality of teaching is good and in half the lessons observed it was very good with some excellent features. This is a significant improvement since the last inspection when it was judged to be unsatisfactory overall. In the lessons that were excellent and very good, the teachers' expectations were very high and consequently the pupils made very good progress. The interaction between the teacher and the pupils shows very good questioning techniques that extend the pupils' thinking and understanding. This encourages each pupil to evaluate and amend their work.
133. The co-ordinator and the headteacher, in consultation with the local authority have set up a very well equipped ICT suite. The resources are of very good quality. The regular and frequent use of this computer suite and the other ICT equipment around the school is proving to have a most beneficial impact upon raising the quality of the pupils' work and the quality of teaching. The co-ordinator has established a good quality scheme of work that follows the national guidelines. The quality of the teachers' planning has improved significantly since the last inspection. The co-ordinator has worked alongside colleagues to familiarise them with the new programs and he is at present supporting the staff through their ICT training to enhance the teaching and learning of other subjects. The pupils are involved very effectively in assessing what they can do, recording their progress in a simple and purposeful way. The pupils are fully aware of their strengths and weaknesses and this shows the use of assessment is effectively raising standards.

MUSIC

134. Only two lessons were observed during the inspection, both in junior classes. Discussions with pupils and observations of singing indicate that standards at the ages of seven and eleven are at the levels expected for pupils of these ages and are similar to those described at the time of the last inspection.
135. The quality of the pupils' work in these two lessons was in line with the expected levels for their ages and all the pupils, including those with special educational needs, made satisfactory progress. Their listening skills are developing well through opportunities for pupils to be introduced to a wide range of music. Year 5 and 6 pupils were observed listening to 'Music for an occasion'. They were both attentive and focussed. Many could distinguish different instruments and voices and one boy identified that a piece of music was Australian, recognising the 'Didgergy-do'. All the pupils enjoy making music. This was evident during a

lesson in which they studied the music of composers such as Handel and William Walton and compared these to music from other cultures including African songs, Aboriginal rhythms and 'Greensleeves'. In the other lesson, the pupils composed music using blank staves to write their compositions and inventing their own picture symbols. These symbols depicted the range and tone of different instruments and the loudness and softness with which they should be played. This was a very interesting and worthwhile activity that promoted enthusiasm for personal music making.

136. All pupils are encouraged to perform for others in class groups and also in assemblies. The older pupils performed their own composition of percussion music based upon a painting entitled 'City landscape' for the 'Picture in an exhibition' joint schools concert. The study of music makes a valuable link to pupils' cultural and social development.
137. All the pupils have a positive attitude towards music and enjoy singing both in the lessons and in the assemblies. Their behaviour is good, and when they are listening intently it is very good. Some pupils are learning to play the guitar and others, brass instruments. This very good opportunity provided by the school enables pupils to extend their knowledge and understanding further. The pupils attend the tuition enthusiastically and make very good progress. Pupils with special educational needs and those with English as an additional language are fully included in the provision. The support they receive from adults
138. The co-ordinator has adapted a published scheme of work for music and has worked alongside colleagues to improve the quality of teaching composition, singing and playing instruments. The resources have been improved with percussion instruments in each classroom. All of these developments are having a beneficial impact upon the quality of teaching and learning.

PHYSICAL EDUCATION

139. Standards in the aspects of physical education observed, in gymnastics and indoor games, are below average at seven and eleven and lower than in the previous inspection when they were described as 'in line with national expectations'. Swimming and dance were not observed during the inspection and standards in these elements of the subject cannot be judged.
140. Staffing reductions have led to the headteacher taking responsibility for the subject in addition to the many other elements of his work. The subject has not been a recent priority for development and the school is aware there are weaknesses in the current provision. The scheme of work for physical education is currently under review. The expertise of a governor, with specialist knowledge in the subject, is enabling the school to move forward. Currently, there is no structured guidance available to support the teaching of dance or to guide progression in the teaching and learning of gymnastic skills.
141. Facilities at the school for physical education are unsatisfactory. The surface of the hard play area is uneven and makes the learning of ball skills difficult. The school does not have a field on site. The good partnership with a local secondary school has provided the opportunity for the school to use its playing fields. While this example of generosity is welcome, travelling time to and from the school reduces the time allocation for teaching and learning. The hall space is satisfactory. The school improvement plan identifies the need to replace outdated, heavy apparatus to extend skills in gymnastics. The school has prioritised provision for swimming and pupils benefit from the facilities at a local pool. Only a small proportion of pupils can swim and the school's aim is to support pupils to gain sufficient confidence in water to ensure their health and safety.

142. Seven-year-old pupils' enthusiasm for physical education is reflected in the speed with which they change for activities. They entered the hall sensibly and found a space to begin their warming up exercises. The quality of teaching with this mixed age class of Year 1 and 2 pupils was unsatisfactory. The teacher, who was substituting for the regular teacher, did not know the pupils sufficiently well. The challenging behaviour of a minority of pupils disrupted the flow of the lesson and the teacher did not draw the lesson to a close early enough to prevent disruption. The classroom assistant was very supportive. The tasks planned for the class required more space than the hall could provide to successfully ensure that pupils did not encroach upon the space of other class members. Pupils worked in pairs to practise receiving and sending balls. The pupils' skills were insufficiently developed to avoid balls disappearing under apparatus and interfering with the activities of others.
143. Pupils with special educational needs and those with English as an additional language receive very good support and make good progress. For example, in a mixed class of Year 3 and 4 pupils the classroom assistant provided excellent support to pupils experiencing difficulties. She spoke quietly, encouraging them to attempt new work and remain included in the lesson. Her manner was successful and these pupils made good gains in their progress in gymnastics. By the age of eleven pupils understand the difference between symmetrical and asymmetrical balances. They work hard to improve their skills and incorporate balances into imaginative and challenging sequences. The teacher has very good class management skills and there is a strong feeling of mutual respect between pupils and adults in the class. Well earned praise contributed to the enjoyment of activities. Good use was made of pupils to demonstrate good techniques to the rest of the class. However, there were occasions when pupils were inactive because too much time was used to evaluate techniques. This resulted in pupils having to wait too long before extending their skills.