

ADDENDUM

ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL

URN: 199584

Inspection No. 197278

The word 'now' has been deleted in lines 11 and 23 of paragraph 61, which now reads as follows:

In the previous report there are no clear judgements about the governing body in respect of their responsibilities. Since the previous report expectations of the role of governors have been raised. The governing body is very supportive of the new headteacher and the school. However, it is insufficiently effective in fulfilling its responsibilities and its understanding of the strengths and weaknesses of the school is unsatisfactory. The annual report to parents and the school brochure do not meet statutory requirements. The minutes of governing body meetings are not published so that parents and staff have access to them. Risk assessments have not been completed. The governing body is also aware that in the past it has not monitored the finances sufficiently closely, so contributing to budget difficulties. However, educational priorities identified in the school development plan are supported satisfactorily through the financial planning. The more detailed reports from the new headteacher are increasing the awareness of the governors and enabling them to make better-informed decisions. For example, a staffing decision that had to be made in February was based on a discussion of alternative strategies put forward by the headteacher for resolving the issue. Under the guidance of the new chair and vice-chair and with the information provided by the headteacher, there is now a basis on which the governors can discharge their responsibilities more effectively. Recently the governing body reviewed the admissions policy for the school so that it is more clearly understood, particularly by parents, and complies with legal requirements. The committee structure that is in place and the decision making process through these committees, particularly the finance committee, before going to the termly governing body meeting, facilitates appropriate decision making. In discussion, the chair and vice-chair of governors, together with the chairs of the building and curriculum committees, demonstrated that they have the interests of the school at heart. This is also true of the literacy and numeracy governors. They recognise that they have a fuller role to play in shaping the direction of the school.

In line 8, paragraph 122, the phrase 'in view of the huge inherited budget deficit' has been deleted and the word 'including' has been inserted after the word 'appointment,'. Paragraph 122 now reads as follows:

No overall judgement can be made about the quality of teaching. The one lesson seen in information and communication technology was good. However insufficient use is made of the computers in the classrooms either to develop specific skills or to support other subjects. There is no school documentation to help teachers select what computer programs or areas of study to cover in each age group, based on the most recent subject guidelines. Among many other roles, the headteacher has taken over the co-ordination of the subject. As much as possible has been done in the light of

other priorities since her appointment, including her need to teach in Year 5 and, prior to the completion of the new suite, the need to improve provision. For example, one priority was to ensure that all teachers had printers in their classrooms. Once the suite is in place there will be a satisfactory number of computers for the number of pupils in the school and monitoring and assessment can take place. There will still be a lack of other information and communication technology equipment such as 'listening posts' (tape recorders with earphones where three or four young pupils can listen to a story at the same time and follow the text together). There are insufficient computer programs to support other subjects. Pupils with physical difficulties have designated computers for home use provided by the Local Education Authority but there are very few resources such as computer programs especially designed to help pupils with special educational needs.

On page 27 in the Key Stage 1 table, the figure giving the percentage at National Curriculum Level 2 or above for mathematics has been changed from 199 to 100. This table is now as follows:

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	6	15	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	12	12	15
	Total	17	17	21
Percentage of pupils at NC level 2 or above	School	81 (91)	81 (82)	100 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	12	15	15
	Total	17	21	21
Percentage of pupils at NC level 2 or above	School	81 (91)	100 (82)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

INSPECTION REPORT

**ST. BERNADETTE'S CATHOLIC PRIMARY
SCHOOL**

Lancaster

LEA area: Lancashire

Unique reference number: 119584

Headteacher: Mrs E M Hesketh

Reporting inspector: Mrs J Randall
1471

Dates of inspection: 30th April – 3rd May 2001

Inspection number: 197278

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Bowerham Road

Lancaster

Postcode:

LA1 4HT

Telephone number: 01524 63934

Fax number: 01524 63934

Appropriate authority: The Governing Body

Name of chair of governors: Mr K Turner

Date of previous inspection: 4th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1471	Mrs J Randall	Registered inspector	Art & design Geography History The foundation stage Equal opportunities English as an additional language	What sort of school is it? The school's results and achievements What should the school do to improve further?
13459	Mrs E Mills	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
4926	Mrs T Aspin	Team inspector	Mathematics Science Information & communication technology Music Special educational needs	How well are pupils taught?
31175	Mr A Allison	Team inspector	English Design & technology Physical education	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a mixture of private and local authority housing on the edge of the town. As a Roman Catholic School it draws its pupils from further afield than the immediate area. There are 172 boys and girls on roll (smaller than average). There are 47 pupils (27 per cent) on the register of special educational needs (above average) and eight of these pupils have statements of special educational need, with difficulties including physical, speech and communication and emotional and behavioural. Seven pupils speak English as an additional language but none of these pupils need special help. The percentage of pupils in receipt of free school meals is 2.4 per cent (well below average). A wide range of prior attainment is represented on entry but attainment overall is average. Since the previous inspection there have been significant staff changes, including newly appointed head and deputy headteachers.

HOW GOOD THE SCHOOL IS

This is an improving school and standards in English and mathematics have risen since the previous inspection. The leadership and management of the new head and deputy headteacher are good and they are effective in identifying areas for improvement and acting upon this. Targets are set and the senior management has a very clear vision for the school and the determination to ensure success. Subject leadership is improving and the analysis of assessment data, teaching and learning is becoming effective in the identification of areas for improvement. Pupils have good attitudes to school, behaviour is good and there is mutual respect for all. The school gives satisfactory value for money.

What the school does well

- Attainment in English and mathematics is above average by the end of Year 6.
- Teaching is good for pupils up to the age of seven and very good in Year 6.
- Behaviour is good; pupils have good attitudes to school and relationships are very good.
- Provision for personal, spiritual, moral, social and cultural development is good with moral development being very good.

What could be improved

- Standards in information and communication technology are below national expectations.
- There is some weak teaching in Key Stage 2.
- The curriculum is not sufficiently broad and balanced and does not meet the latest national guidance. Resources are insufficient. Assessment and subject co-ordination need improvement.
- The governing body has an insufficient understanding of the strengths and weaknesses and the financial aspects of the school. Documentation does not meet statutory requirements.

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 November 1996. Since that time there have been improvements in attainment in English and mathematics. The quality of teaching in the Foundation Stage (reception class) has risen. The improvements in the school in the present school year have been rapid and the new head and deputy headteachers have tackled a number of urgent unsatisfactory features in the school. They are having a strong effect on the curriculum and the way in which subjects are managed, assessed and monitored. Unsatisfactory teaching has been addressed and a number of measures are taking effect. Improvement in the 'key issues' since the previous inspection is satisfactory. The school has maintained the strengths in attitudes, behaviour and support for pupils. The school development plan is now in a format that can easily be understood by all. The accommodation for physical education is now suitable and there is a recent new code of dress and expectations. Steps have been taken to improve the quality of short-term planning and assessment of pupils' work within the recent strategies devised by the new head and deputy headteachers and this is becoming effective. The issue regarding the improvement of attainment of more able pupils by raising teachers' expectations is addressed in some classes but there is still more work to do in this aspect and it is part of the new initiatives and targets for subject leaders in the next year. Standards in information and communication technology are

still below national expectations although much work has been done recently to rectify the unsatisfactory resources and staff training is imminent.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	C	D
mathematics	C	C	A	B
science	B	E	C	D

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

Inspection findings are that standards in English and mathematics and science are above average at the age of seven. At the age of 11 standards in English and mathematics are above average and in science generally in line with national expectations. In the national tests in 2000 standards in reading for pupils age seven were below average, and above average in writing, mathematics and science. By the age of 11 standards in English and science were average and in mathematics well above average. The present Year 6 has a significant number of pupils with special educational needs and the present attainment is achieved because of the very high quality teaching this year. The school results by the age of 11 were below the average for similar schools in English and science and above for mathematics. The rate of improvement over the last four years is similar to that nationally although results fluctuate from year to year. Some year groups have a significantly higher number of special needs pupils than others and the quality of teaching has varied. In English and science, pupils reached the levels expected of them when compared with performance at the age of seven and exceeded this in mathematics. The school exceeded its target in English last year by two per cent and in mathematics by 31 per cent. Higher targets have been set for this year but these were set by the previous headteacher and no evidence exists as to how these were calculated. The school is on course to meet them. Standards in information and communication technology are below national expectations throughout the school. Pupils in the Foundation Stage (reception class) attain above the levels required by the national Early Learning Goals in communication, language and literacy and mathematical development. Pupils with special educational needs and those with English as an additional language make similar progress to that of their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good - pupils of all ages enjoy school, show a keen interest in their work and are eager to learn. They listen well, concentrate and work hard.
Behaviour, in and out of classrooms	Behaviour is good. This helps pupils to learn efficiently.
Personal development and relationships	There are very good relationships between all groups of pupils. Pupils respond well to opportunities for responsibility or helping others.
Attendance	Attendance is very good. There is no unauthorised absence.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. It is excellent in seven per cent of lessons, very good in 20 per cent, good in 49 per cent and satisfactory in 15 per cent, unsatisfactory or poor in 10 per cent. There is a wide variation in the quality of teaching in the different year groups in Key Stage 2 and between the two teachers in Year 5 where teaching is shared. Poor teaching occurs in some afternoon sessions in Year 5 and unsatisfactory teaching in some lessons in Year 3. Teaching in Year 6 is consistently very good and is the reason for the good standards of attainment at the end of the key stage. The teaching of English is good overall. Teachers have a good grasp of the National Literacy Strategy and it is used well to improve standards. The teaching of mathematics is satisfactory overall and the National Numeracy Strategy is implemented well in most lessons. In Years 3-5 mental arithmetic skills are not satisfactory and this restricts learning. In other subjects there is insufficient planned development and use of literacy and numeracy skills. Subjects are not well linked to make best use of time. There are too few planned experiences for pupils to extend learning in information and communication technology in other subjects and teachers do not yet have sufficient subject knowledge. Pupils with special educational needs are generally well supported and individual education plans very good. However a few of these individual educational plans are too general. Additional literacy support is not satisfactory as assessment and recording of progress is inadequate and structured material adhered to rigidly with little reference to individual needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum covers all subjects required by the National Curriculum but there is an imbalance between the amount of time spent on literacy and numeracy and the rest of the curriculum. Full requirements of design and technology and information and communication technology are not met in both key stages and the full requirements of science, music, history, and geography are not met in Key Stage 2.
Provision for pupils with special educational needs	This is satisfactory. Most class teachers and support assistants know their pupils well.
Provision for pupils with English as an additional language	Pupils speaking English as an additional language make progress in line with that of their peers. No extra provision is necessary for the current pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is good overall and a strength of the school. Provision for moral development is very good. Pupils clearly know right from wrong. Provision for cultural development is satisfactory. There is no consistent policy to teach pupils about life in a culturally diverse society or to reflect this in books, resources and subjects.
How well the school cares for its pupils	The school provides effective personal support for pupils. Procedures for assessment are satisfactory and are continuing to be developed. The school has not completed the required risk assessments for health and safety.

The school has good links with parents. Parents are supportive of the education of their children, take a keen interest and are actively involved with the school. The quality of the annual reports about pupils' progress is thorough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the head and deputy headteacher are good, with a very clear vision for the development of the school. The role of subject leaders has been identified by the school as being in need of development.
How well the governors fulfil their responsibilities	The governing body is supportive of the school. However its understanding of the strengths and weaknesses of the school and some aspects of its role is unsatisfactory.
The school's evaluation of its performance	The school is now evaluating its own performance. Strategies for monitoring the quality of teaching, learning and attainment have been set in place. The school has begun to track the progress that pupils are making.
The strategic use of resources	The overall strategic use of resources and understanding of principles of best value are unsatisfactory and have led to a budget deficit. The new school development plan is now linked to the budget, based on identified priorities. Accommodation and the number of suitably qualified teachers and assistants are satisfactory. Resources are insufficient in science, information and communication technology, design and technology, history and geography and some aspects of the curriculum for the reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school. • Teaching and behaviour are good. • Children do well and the school has high expectations of them. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • There were varied views on homework between those who thought it was too little and those who thought it too much. • Information about pupils' progress. • Extra-curricular activities. • Leadership and management.

The positive views expressed by parents are largely consistent with the views of the inspection team. The recently issued homework policy is in line with the national guidelines. The quality of information provided for parents is satisfactory. Extra-curricular activities are similar to those found in most schools of this size. The leadership and management of the school by the new headteacher and deputy headteacher are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection findings are that attainment in English is above average by the age of seven. In the national tests for seven-year-olds in 2000, standards were below average in reading but above the average in writing. When compared with similar schools standards were well below average in reading but close to the average in writing. Over the past four years results in reading and writing have fluctuated but have broadly been above the national trend. The results of the 2000 tests in English for 11-year-olds were close to the national average, but below the average when compared with similar schools. The results were close to the results expected in relation to this cohort's results at the age of seven. Over the period 1997 to 2000 the trend of improvement in English was in line with the national trend, although there was some fluctuation from year to year. The school successfully achieved the target set for 2000. The results were two per cent above the target. Inspection evidence indicates that the standards in English of the present Year 6 are above that expected for pupils of their age and the school is likely to meet the target set. This is an improvement since the previous inspection. The improvement since last year is due to the very good teaching this year in Year 6.
2. In the 2000 national assessments in mathematics at the age of seven, results were above average when compared with national data and in line with similar schools. Although a high proportion of pupils achieved the national expectations in the test, a below average number of pupils achieved higher levels. The teacher assessments did not match the test results. Since the appointment of new senior staff in September teachers have worked together to get a more secure understanding of the National Curriculum and the standard required to reach each level. The overall trend in test results over a four year period shows improvement, but from one year to the next results vary considerably and much more so than in reading or writing. Inspection findings are that standards are above average. In 2000, pupils aged 11 attained national test results that were well above average. They achieved above average results when compared with similar schools. Results were better than those expected when these pupils' performance in Year 2 was taken into account. The overall trend in test results over four years shows improvement. A sudden improvement in results in 2000 was not matched by results in English and science and there is no clear evidence to explain why. Current very good teaching in Year 6 has given pupils a broad base of knowledge and a secure foundation in the subject. Attainment by the age of 11 is judged to be above average in all aspects of the subject, despite a high proportion of pupils with special educational needs. Standards have improved across the school since the previous inspection when they were judged to be in line with national expectations. The target set for 2000 was exceeded by 31 per cent. The targets for the past and present year groups were set by the previous headteacher and no documentary evidence exists to show how these were calculated.
3. Pupils use skills of literacy and numeracy satisfactorily in other subjects although these are not thoroughly planned and best use is not made of time in using the skills from one subject to support another. Apart from Year 6 there are insufficient opportunities to research information either in the library or from CD-ROM or the Internet. Writing skills are insufficiently consolidated through other subjects except in Year 6 where these are used well, particularly in history and geography. Mental arithmetic skills are satisfactory at the end of both key stages but do not match the level of attainment in other aspects of mathematics. Planning for pupils to use and extend mathematical skills in other

subjects is weak except for Year 6 where they have been used well in history and geography, particularly for map work and data handling.

4. In the 2000 teacher assessments in science at the age of seven, the percentage of pupils attaining national expectations was high when compared with national averages. An average number of pupils reached higher levels of attainment. No direct comparison can be made with standards reported in the previous inspection, where the judgement was not clear. Inspection findings are that standards are above average, as almost all pupils attain national expectations, although few have the real depth of understanding required at higher levels. There have been few opportunities in the past for teachers to discuss pupils' work and make sure that they each have the same understanding of each level in the National Curriculum. This explains the difference between the test results and the inspection judgement. This situation is now being addressed by in-service training. By the age of 11, in 2000, pupils' standards in the test results were in line with the national average. When compared with schools in similar contexts, the number of pupils attaining national expectations was well below average and the number attaining higher levels was below average. Over the last four years results have fluctuated wildly, with a drop in 1999 not matched by the outcomes in English and mathematics. No comparison can be made with the previous report, where there was no clear judgement and standards were judged to be 'often good'. Current inspection findings are that standards are broadly in line with those expected. By the age of seven, pupils have good observational skills, which they use to classify materials. They know that different animals require different living conditions. By the age of 11 pupils know many facts related to all the required aspects of science. Using and applying skills is a weaker area. Few pupils have the necessary skills to set up experiments with controls and manage more than one variable.
5. Standards in information and communication technology are below those expected at seven and 11. Satisfactory progress is now being made in improving standards. Teacher training is planned for next term to improve expertise, and a computer suite is almost complete. The draft development plan places the improvement of information and communication technology at the forefront of subject development. Much is done in Year 6 to ensure that all pupils have some basic computer skills. They use a word processor and basic spreadsheets. They control a screen cursor by writing a sequence of simple instructions. Skills such as problem solving and measurement of physical phenomena cannot be undertaken due to a lack of resources. Information and communication technology is insufficiently planned and used as part of learning in other subjects although there are isolated instances of this such as in Year 2 art and design.
6. Standards in art and design are in line with national expectations at seven and 11. Pupils learn something of the work of famous artists. Progress and attainment is haphazard due to the differences in the quality of teaching and teachers' expectations. A lack of resources and time is limiting the range of work undertaken. In design and technology the current provision and the limited resources are insufficient to enable pupils to have a comprehensive range of learning experiences to meet current requirements. Across the school progress is satisfactory in the units of work covered.

7. Standards in history and geography are in line with national expectations at the age of seven. By the age of 11 standards are above national expectations. However attainment and progress in Years 3-5 is more variable and relates to the quality of the teaching both in the past and at present. Geography is the weaker of the two subjects and teachers have fewer skills due to the unsatisfactory co-ordination of the subject in the past. History is often too heavily dependent on the completion of commercial worksheets with little learning content although there are strengths in the number of outside visits that pupils make to gain first hand experience and to consolidate learning. The links made in Year 6 between history and geography and the relating of both to the local area provide a model of very good practice. The interest and excitement generated by the subjects in this class are significant factors in the high quality of work and attainment.
8. Standards in music are in line with national expectations by the age of seven but below those required by the age of 11. The standard of singing across the school is good but pupils have a very limited knowledge of composers and different types of music. No evidence was found of composition and performance at the expected level. There was insufficient evidence to make a judgement on standards in physical education but the few lesson observations indicate satisfactory progress. All pupils in Year 6 can swim a minimum of 25 metres.
9. Children enter the reception class in the September of the year in which they are five. A wide variety of prior attainment is represented on entry but the general level is average. There are no children with special educational needs in this stage. In the Foundation Stage (reception class) work is well planned to meet the requirements of the latest national guidance – The Early Learning Goals that comprise personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. The full range of experiences in physical development is not provided, as the school has no facilities or equipment for outside activity. Some aspects of work are limited by equipment that is old and worn and not of good quality. Resources for technology are limited. Attainment in communication, language and literacy and mathematical development is above the requirements of the Early Learning Goals for these aspects and average in other aspects.
10. Pupils with all types of special educational needs achieve well. They make similar progress to others in their class due to the support of the classroom assistants. In most classes those with recognised behavioural difficulties are well supported and given strategies to deal with their problems and make progress in their learning. Those with physical difficulties have the necessary equipment to enable them to participate in all lessons and to learn alongside their friends. All pupils speaking English as an additional language are fluent English speakers and make progress in line with that of their peers. Pupils from different ethnic minority backgrounds are well integrated in the school and also achieve in line with their peers.
11. Progress and attainment has fluctuated over the last four years. This is partly due to some teaching difficulties that have now been resolved and some present weaknesses that are being addressed. Some general teaching issues such as the lack of understanding of the process of assessment and subject leadership that the present senior management has worked on with staff are now beginning to improve attainment and teachers' expectations. There are considerable differences between the different year groups in terms of prior attainment. For example, the present reception class has no children with special educational needs while the present Year 6 has six. Year 4 has two thirds of the class on the register of special educational needs and some pupils are at the higher levels of this register and require (and receive) much extra help

and support. There are no significant differences in the learning of boys and girls.

12. Since the previous inspection the school has improved its standards in the Foundation Stage and in English and mathematics. Standards remain unsatisfactory in information and communication technology although efforts are now being made to improve this situation. The high standards of pupils' behaviour in the school and their confidence and self-esteem are positive factors in improving standards. The high quality of the leadership and example of the new head and deputy headteachers is improving the quality of teaching, learning and standards. The school has the capacity to continue to improve under this leadership and to raise standards further.

Pupils' attitudes, values and personal development

13. Pupils of all ages, including those in the reception class, enjoy coming to school, show a keen interest in their work and are eager to learn. They show good concentration, listen well to their teachers and work hard.
14. The school encourages pupils to be polite and to listen carefully to each other. Pupils respond well and mutual respect between staff and pupils is evident. In classes, pupils co-operate well with each other when working in pairs or groups. They celebrate the achievements of others, for example in a Year 1 history lesson when some pupils spontaneously congratulated others who displayed their drawings to the class. On occasions when pupils are less attentive and lack interest, this is linked to weaker teaching where pupils are insufficiently challenged.
15. Behaviour in and around school is good. There have been no exclusions in the last year. In classrooms, good behaviour helps to ensure that pupils learn effectively. Pupils are aware of school rules and understand the consequences of their actions. For the most part discipline is based on the expectation of good behaviour. Throughout the school, pupils enter and leave classrooms in an orderly manner, walk around school quietly and file in and out of assembly without noise or fuss.
16. Playground behaviour is also good. Pupils relate very well to each other, with very good relationships between boys and girls and between pupils of different ethnic backgrounds. Instances of bullying or aggression are rare and are dealt with effectively and swiftly.
17. Although pupils respond well to opportunities to take responsibility, for example in the organisation of equipment and resources for physical education and assemblies, opportunities for them to use their initiative and plan their own activities are not as well developed.
18. Attendance at the school is very good. Rates of attendance are well above those achieved nationally and there is no unauthorised absence.
19. Pupils with special educational needs take a full and active role in most lessons, regardless of their specific learning difficulties. They are encouraged to answer questions and their responses are valued. Pupils speaking English as an additional language or from ethnic minority groups are well integrated into school life.

20. Overall pupils have a good attitude to their learning, form constructive relationships and behave well. The school has clearly maintained the strengths of the last report and this makes a positive contribution to their education.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is largely satisfactory but with unsatisfactory and poor teaching at Key Stage 2. It is excellent in seven per cent of lessons, very good in 20 per cent, good in 49 per cent of lessons, satisfactory in 15 per cent, unsatisfactory in five per cent and poor in five per cent. The quality of teaching in the Foundation Stage, which is the reception class, is at least good, with 17 per cent being excellent. In Key Stage 1 teaching is good. Twenty three per cent of teaching is very good, 69 per cent of teaching is good and eight per cent satisfactory. Teaching in Key Stage 2 is largely satisfactory. There is a wide variation in the quality of teaching in different year groups and between the two teachers in Year 5 where teaching is shared. Poor teaching occurred in two afternoon lessons in Year 5 where there is a small amount of part-time teaching, and unsatisfactory teaching in two lessons in Year 3 where the teacher had just returned to a new class after a long absence. The headteacher has taken on a very heavy teaching load each morning to improve the quality of experiences of pupils in Year 5 and because of a budget deficiency. Teaching in 32 per cent of lessons in Key Stage 2 is very good and sometimes excellent. Almost all of this occurs in Year 6 where much is done to compensate for pupils' unsatisfactory experiences in earlier years. Twenty three per cent of teaching is satisfactory and 27 per cent good. There are many initiatives in place to improve the weaker teaching.
22. There is a great improvement in teaching in the reception class since the previous inspection, when teaching was judged to be 'always sound and often good'. The temporary teacher and the nursery nurse provide a secure and happy environment and make sure that all children are involved. Activities are balanced between those that children choose for themselves and those where they are told what to do. The teacher and nursery nurse have a very good understanding of the needs of this age group. A strength of the provision is the very good partnership and relationship between the teacher and the nursery nurse and their efficient use of the time available. Information gained from assessment is used continuously to make sure that activities are matched to children's needs. They stimulate children's imagination and convey enthusiasm. All these features were present in an excellent dance lesson linked to a water theme. Teaching is sometimes restricted in this key stage by the lack of good quality resources particularly for physical development. However those that are in place are used extremely well.
23. The lack of documentation to help teachers understand what to teach and when is having a detrimental effect on teachers' planning and their understanding of whether work in each year group is at the right level. The headteacher and deputy headteacher identified this problem soon after their appointment and much has been done to raise awareness of the requirements of the most recent national subject guidance and the work to be done by each subject co-ordinator.
24. In Key Stage 1, individual lessons are well structured and organised and activities are stimulating. Resources are always well prepared, used well, and appropriate to the tasks undertaken. Teachers have good relationships with pupils. They have good subject knowledge. This was particularly evident in an art and design lesson in Year 2 where the teacher was able to explain the task clearly and demonstrate what she expected through her own high quality work, thus stimulating pupils to try hard and strive to reach high standards. Teachers have high expectations of pupils' behaviour and the amount of work they must cover in each lesson. Classroom routines are well

established and no time is lost changing from one activity to another and pupils do not waste valuable learning time.

25. Teaching in Year 6 is very good and sometimes excellent. Skills are developed rigorously and imaginatively. Classroom routines are extremely well established and there are very high expectations of behaviour, quality and quantity of work, co-operation between pupils and presentation of written work. The high quality of the teacher's relationship with the pupils is a key to the rapid learning in lessons. The pupils volunteered that they are expected to work extremely hard in all lessons. Marking is thorough and supportive. It is used well to show pupils how to improve and also to plan the next lesson. The teacher knows the individual needs of all pupils in the class, including those with special educational needs, and makes sure that all are involved and make progress in their learning. The classroom assistant is well briefed and makes a very good contribution to the learning of those with special educational needs. For example, in a mathematics lesson, the teaching assistant not only supported those pupils with statements of special educational need throughout the lesson, but also used her initiative to support others in group activities. A key to her success was her very good understanding of the subject material. Achievement is recognised and celebrated to give pupils pride in their own efforts and encourage them to strive to improve.
26. Where lessons were poor the subject knowledge of the teacher was inadequate and it was not clear what the pupils were expected to learn during the lesson. Insufficient time had been given to lesson planning, which led to much wasted time and which lacked challenge. Resources were not appropriate and were ill prepared. In these lessons pupils with all levels of prior attainment learned very little or nothing. This poor quality of teaching is reflected in pupils' work in their books, indicating that little has been achieved over an extended period of time. Unsatisfactory features in other lessons are mostly linked to a lack of subject knowledge, dull, slow and tedious teaching leading to the boredom of pupils, unsatisfactory preparation of resources and low expectations. The majority of lessons are well prepared and structured and resources carefully chosen to help pupils achieve the learning targets. For example in a very good science lesson in Year 4, much thought had gone into the choice of containers, the preparation of the soil samples to test permeability and the way in which the demonstration was carried out to make sure all pupils were interested and involved. Relationships between staff and pupils are mostly good.
27. The teaching of literacy is mainly good. Teachers have a good grasp of the National Literacy Strategy and use it well to improve standards. Lessons are well structured and there is a balance between whole class teaching and individual or group activity. Key subject vocabulary is identified and emphasised in most lessons. Many opportunities are provided for pupils to develop speaking and listening skills in all subjects. For example, in a Year 2 music lesson, pupils were asked to describe the sounds they heard when listening to a piece of modern electronic music by Robert Miles. Discrete lessons are provided for writing at length. This reduces the time allocated to other subjects. Some opportunities are provided for pupils to write at length in other subjects although these are not always indicated in planning. In Year 6, planning links subjects together and identifies opportunities for activities such as research and this makes more efficient use of time. Many teachers listen to, value, and use pupils' responses to move the lesson on. For example, in a geography lesson in Year 4 the teacher dealt with misconceptions by skilful questioning to increase geographical thinking.

28. The teaching of numeracy is mainly good, although there is not enough planned development and use of skills in other subjects, except in Year 6. The National Numeracy Strategy is implemented well in most classes but numeracy skills in Years 3, 4 and 5 are not as high as they should be. In these years mental arithmetic skills are not satisfactory and this restricts pupils' learning.
29. Teaching of science is mainly good. It is consistently good for pupils age five to seven and satisfactory for pupils age seven to 11. Very good teaching was seen in Year 4. Teaching in Year 6 is excellent. This leads to rapid learning, confirmed by the quality and quantity of written work produced by pupils in all aspects of science covering not only the Year 6 topics, but also repairing the many omissions in pupils' knowledge and understanding from the Year 5 topics.
30. Only one information and communication technology lesson was seen, and in this teaching was good. There are too few planned opportunities for pupils to use information and communication technology to support learning in other subjects and insufficient use is made of the resources available. A lack of resources, including computer programs, and weaknesses in teachers' subject knowledge also impedes learning. No overall judgement can be made in history, geography, art and design, music, design and technology and physical education as few lessons were seen. The teaching of music for pupils in Years 1 and 2 is good.
31. In most lessons pupils with special educational needs make similar progress to others in the class. Individual education plans, developed by the special needs co-ordinator alongside class teachers, are very good and set clearly attainable and measurable short-term targets. A few individual education plans are too general. Most support assistants and teaching assistants provide good support both in group, whole class and individual activities and use their initiative to give as much help as possible to both the teacher and pupils. They are generally well briefed, although teachers do not consistently link individual education plans to lesson planning. In some classes support assistants are not fully involved in whole class teaching and are not fully aware of the specific learning targets of the pupils. Where support is best, careful assessment of progress is carried out continuously and achievement recorded, for example for one pupil with physical difficulties in Year 2. Pupils with physical difficulties are provided with the necessary resources and given help so they can join in. Pupils with behavioural difficulties are supported well and given strategies to deal with their own problems. Additional literacy support is provided to help the development of literacy skills for a small number of pupils. This provision is unsatisfactory. Assessment and recording of pupils' progress through this support is inadequate and contains no diagnostic statements. The structured material is adhered to rigidly with little reference to pupils' individual needs. No special teaching is required for pupils with English as an additional language.
32. There is an appropriate homework policy and homework makes a suitable contribution to learning, particularly in Year 6. It is not possible to make a direct comparison with the standards of teaching in the previous report due to the many changes in circumstances and lack of qualification of some of the judgements in that report. The previous report set targets to raise teacher expectations and to improve short-term lesson planning and day-to-day assessment. In the most effective lessons these areas are dealt with well and in poor or unsatisfactory lessons there are still weaknesses.

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

33. No direct comparison can be made with the previous report as, since then, the school has implemented the National Literacy and Numeracy Strategies as required and there have been associated changes in the time allocated to other subjects. The key issue relating to accommodation for physical education has been rectified. Efforts have been made to improve information and communication technology but there are still some shortcomings. The present curriculum covers all subjects required by the National Curriculum but there is an imbalance between the amount of time spent on literacy and numeracy and the rest of the curriculum. The full requirements of design and technology and information and communication technology are not being met. In addition, the full requirements of science, music, history, and geography are not met in Years 3 - 6. The school has not yet implemented the latest national guidance on the curriculum and there is no system in place to ensure pupils build progressively on their knowledge, skills and understanding as they move up the school. The subject leaders have received appropriate training to raise their awareness and have the implementation of the latest national guidance as a key target for the next school year. The provision for pupils in the Foundation Stage is good and the curriculum provides experiences that are firmly based on the nationally identified Early Learning Goals although there is no provision for outdoor activity and the use of large apparatus such as blocks. The school ensures that all pupils have equal access to the opportunities provided.
34. The provision for pupils with special educational needs is satisfactory. Most class teachers and classroom support assistants know their pupils well and provide work that allows them to take part in lessons. However, individual education plans are not sufficiently linked to lesson planning to ensure that pupils work towards their identified targets. Every effort is made to provide specialist guidance to enable support assistants to manage individual pupils' particular needs such as physical exercises and to ensure that pupils with all special needs take a full and active part in the life of the school. The programme of learning known as additional literacy support contributes little to the development of pupils' literacy skills. Pupils with English as an additional language and other ethnic minority pupils are valued and supported where necessary. No pupils currently need English support teaching.
35. Personal, social and health education, including citizenship, is being successfully introduced, mainly through the religious education syllabus. Sex and drugs education is taught through the science syllabus and is supported by the school nurse. Healthy eating is promoted through the science curriculum. Visits, particularly by the older pupils to a residential centre, make a significant contribution to personal and social education.
36. The curriculum is enriched by an appropriate range of extra-curricular opportunities to the benefit of pupils. Football, netball, athletics and cricket are offered to pupils in Years 3 – 6 at different times of the year. The school competes against other schools. Pupils also have the opportunity to learn musical instruments. There are recorder groups and instrumental teaching for flute, clarinet, violin, guitar and keyboard instruments is available. Pupils also have the opportunity to participate in performances. Learning opportunities are satisfactorily extended through the school's homework policy.

37. The school has established good links with the local community that further enrich the curriculum. The parish priest visits regularly. Other recent visitors include a grandfather, an author, an artist, and the local Member of Parliament who participated in the school's 'Reading Day' and, during the inspection, pupils in Year 6 were enthralled by a local quilt maker. Visits to support learning have been made, for example, by the reception children to travel agents as part of their work on the theme of 'Journeys', and pupils in Years 3 and 5 visited a local park where there is a butterfly house and a minibeasts centre. Year 6 pupils attended a performance of 'Macbeth'.
38. The school has satisfactory links with the secondary schools to which pupils transfer at the age of 11. In the summer term the 11-year-olds visit the secondary school as part of their induction programme. There is also some curriculum liaison with the school to which most pupils transfer. There is an After School Care Club, based in the school that provides a service for those families who require it. There are also good links with the local college and students following courses in initial teacher training undertake teaching experience in the school. The school has three trained mentors to support the students. Students from the college were also involved in 'evacuating' Year 6 pupils, complete with gas masks, as part of the work in relation to the 1940s.
39. The school has maintained the quality of provision identified in the previous inspection and promotes pupils' spiritual, moral, social and cultural development well through a range of activities that reflect the values expressed in the school's aims. This aspect is a strength of the school and has a strong influence on pupils' learning.
40. Evidence from visits to assemblies and from lesson observations indicates that good provision is made for pupils' spiritual development and this pervades all aspects of the school. In a Year 6 act of collective worship planned by a group of pupils, reverence and spirituality were demonstrated by the way they listened to the music and to each other as they expressed feelings about the death of a loved one or a pet. They valued each other's emotions and feelings. In a Year 1 science lesson, pupils were very fascinated by the wonder of nature when observing snails and stick insects through a magnifying glass. Year 2 pupils were shown a piece of work by the artist, Michael Porter, and the immediate response was 'Wow!'. During a Year 6 design and technology lesson in which a visitor demonstrated excellent samples of quilt making, pupils were entranced when shown some of the quilts, particularly one entitled 'Mariner's Compass'.
41. Provision for moral development is very good. Pupils clearly know right from wrong. From their first days in school they learn to take turns and to be fair in their dealings with others. Classroom rules, devised by the pupils, are clear and simple. Teachers constantly reinforce good behaviour, both in and out of class, by praise and encouragement. Pupils are also expected to apologise if they upset another pupil. Stories in assembly promote moral development. There are also school behaviour and anti-bullying policies that help to underpin the promotion of moral values.
42. Provision for pupils' social development is good. Pupils are expected to relate well to each other and to staff. They are also expected to move purposefully around the school with good self-discipline. Older pupils set out chairs and music stands for assembly. They take younger pupils back to class afterwards when other teachers have not been present. Older pupils also set up the room for the peripatetic music teachers. Pupils are encouraged to respond to the needs of others less fortunate than themselves. They put forward their own ideas for fund-raising for victims of earthquakes and for Red Nose Day and organise raffles and other fund raising events through their own committees. Social development is also promoted through educational visits in connection with their topic work, for example, to Roman and

Maritime museums. Pupils visit the local Nazareth House to sing carols for the residents and learn how they can give pleasure to others through using their talents. Older pupils take part in a residential visit and learn to live together. Pupils with all types of special educational needs are fully integrated into the life of the school and teachers value their contributions in lessons. When appropriate, teachers sensitively use the experiences of pupils from other countries to enrich the lesson.

43. The provision for cultural development is satisfactory. The school admits pupils from several cultures, who are accepted naturally by other pupils. These pupils are encouraged to talk about their own culture. In a Year 5 literacy lesson, examining texts from other cultures, the teacher sought contributions from pupils from Sierra Leone, Nigeria and Malaysia to increase the awareness of the whole class. A Korean parent has visited to explain some of their customs and practices and a doctor has talked about Sikh beliefs and costumes. There is no consistent policy in the school to ensure teaching about life in a culturally diverse society or for reflecting cultural diversity in books and resources. Subjects such as art and design, history, geography and music also contribute to pupils' knowledge and understanding of different cultures and of their own. The geography topic in Year 6 gave an insight into many features of the local area and pupils are currently studying life in the post-war era and listening to reminiscences and music. They are exploring some of the developments in society that have shaped our lives today, such as the Beveridge Plan and the growth of the National Health Service.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school continues to provide very effective personal support for pupils in a safe, secure environment and this contributes well to effort and achievement. This is a school that genuinely cares for its pupils and is concerned about their welfare. Parents are confident that their children are well cared for and that their individual needs are met. During the inspection, teachers and other members of staff were seen to deal sensitively with pupils when they were unwell or upset.
45. The school has good procedures in place that successfully promote good behaviour. Bullying is not tolerated and any incidents are dealt with swiftly and effectively. Pupils from different ethnic backgrounds integrate extremely well. Supervision during breaks and lunchtime is well organised and of high quality.
46. Procedures to ensure the health and safety of pupils have recently been reviewed in order to comply with legal requirements. Appropriate measures are now in place except for the compilation of written risk assessments. The school was aware of this and has already taken steps to rectify the omission. Child protection procedures are in place. Staff with responsibility for this aspect are very experienced and follow local guidelines closely.
47. The school currently utilises the Primary Attendance Support Team to supplement the school's methods of monitoring pupils' attendance and this ensures that procedures for the monitoring of attendance are very effective.
48. Procedures for assessing pupils' attainment are satisfactory. Assessment of each pupil takes place when pupils enter the reception class in accordance with the Local Education Authority guidance. The results of the national tests and assessments at the ages of seven and 11 are analysed and this process is now beginning to influence planning. The school is using the optional national tests for Years 3 - 5 this term. In other subjects the school has begun to devise procedures for assessing pupils at the end of each unit of study in line with the latest national guidance. In English and

mathematics data is beginning to be used to track the progress of individual pupils and the cohort and to consider whether there is any difference in the performance of pupils, for example by gender. This analysis also enables the school to identify those who may need extra support. The assessment strategy is now beginning to provide relevant information for governors about the school's performance and for parents about their children. The school has made some progress towards using assessment to inform medium and long-term planning, for example in identifying reading skills as a priority but assessment is still insufficiently used to inform planning at these levels. Short-term planning usually identifies assessment opportunities but these are insufficiently used to plan activities matched to the needs of all pupils. Marking of work is inconsistent and is not used sufficiently well throughout the school to inform subsequent planning although in some classes, particularly in Year 6, it is used well.

49. Procedures for identifying pupils with special educational needs are good. There is an effective system for identifying specific need and for reassessing those needs regularly. Formal reviews for pupils with statements of special educational need are carried out annually and every effort is made to meet the specified requirements. Individual education plans are mostly good and set specific achievable and measurable targets. The draft school development plan rightly identifies the need to continue the procedures recently set in place since the appointment of the headteacher. The current monitoring of attainment of pupils supported by classroom assistants is variable and ranges from very good to unsatisfactory. Most assistants are extremely conscientious and work hard to assess the progress of the pupils with whom they work. A small number has little understanding of the needs of their pupils and lack awareness of how to use their time efficiently to assess pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. No judgement was made on this aspect in the previous report and so no comparison can be made. Parents are very supportive in the education of their children, take a keen interest and are actively involved in the work of the school.
51. Almost all parents who expressed views about the school feel that their children enjoy coming to school. They feel that the teaching and behaviour are good, that their children do well and the school has high expectations of them, helping them to become mature and responsible. These views are largely consistent with the findings of the inspection team.
52. Areas where parents have reservations are to do with the homework set, information for parents and the school's contact with them, leadership and management and extra-curricular activities.
53. Parents' views on homework vary between those who believe that children are given too much homework and those who believe that they are given too little. Homework set during the inspection was adequate. The school has recently provided a homework policy that is in line with the latest national guidance. The school provides sufficient opportunities to discuss pupils' progress and extra-curricular activities are in line with those normally found in a school of this size.

54. There have been many recent changes in the school, a number of which were necessary in order to comply with legislation. Some parents are not happy at the way in which these changes have been communicated. The headteacher is aware that the pressures put upon her by her teaching commitment and by other issues that required urgent attention in the school have left too little time to build relationships with parents.
55. The quality of information provided for parents about their child's progress is satisfactory. The school is revising the information provided in its brochure and in the governors' annual report to parents. These do not currently meet legal requirements. Information provided about pupils' progress in annual written reports is detailed and useful although reports fail to provide targets for improvement. The format of reports is also under review. Reading records provide an effective means of communication between home and school, most of which are used well. Parents are welcome to help in school and during the inspection provided valuable assistance in classrooms.
56. Parents are suitably informed of the progress of pupils with special educational needs. Those who wish to attend are fully involved in annual reviews. The development of close links with parents and their involvement in the programme of study for their children is at an early stage of development.
57. The school has a thriving 'Friends Association' that raises considerable funds for the school with well-supported events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management provided by the headteacher and deputy headteacher are good. The newly appointed headteacher has a very clear vision for the school, shared by the newly appointed deputy headteacher, and their determination to take the school forward is having a positive influence on staff. Since her arrival effective action has been taken in relation to some earlier unsatisfactory teaching. She is currently tackling other identified teaching weaknesses. Changes in national requirements, staffing and different circumstances within the school make a direct comparison with the previous report difficult. Given that the new headteacher has to teach a class for a significant part of the week because of the inherited financial circumstances of the school, the progress towards ensuring that the school meets the requirements of the National Curriculum is a significant achievement.
59. The issues identified in the previous report have been addressed, some only recently. The school development plan is now in a format that is a more useful aid to management and the new headteacher has devised a layout that is a further improvement. The use of accommodation for physical education has been resolved, as the school hall has been available and used since shortly after the previous inspection. Steps have been taken to improve the quality of short-term lesson planning and assessment of pupils' work within the strategies devised by the new headteacher and deputy headteacher to raise the awareness of the subject leaders of their role within the school. This strategy is also helping to raise most teachers' expectations of pupils' progress and achievement, so improving the attainment of all pupils. Attainment in information and communication technology has not improved but is being tackled through the purchase of further hardware and software, the setting up of a computer suite – delayed by a week because of the inspection – and the planned in-service training for staff. Resources for design and technology are still insufficient to ensure the school meets National Curriculum requirements. The school recognises this and is addressing the issue.

60. The management of provision for pupils with special educational needs is good. All legal requirements are met with the exception of the inclusion of financial details in the annual report for parents. Formal records are carefully maintained. Links with support agencies are very good. The headteacher has taken on the role of special educational needs co-ordinator in order to establish policy and to develop teachers' understanding of how to prepare and use individual education plans. Support assistants are currently provided by the Local Education Authority and are suitably trained. The school makes good use of specialist support such as speech therapy and learning support teachers. It is not possible to comment on the use of the budget in the past due to the lack of records. There are few resources specifically for the support of those pupils with special needs except equipment provided by the Local Education Authority for those with physical difficulties. The governors are kept well informed of provision and developments. A governor for special educational needs has been appointed who is keen to develop the necessary understanding of the role.
61. In the previous report there are no clear judgements about the governing body in respect of their responsibilities. Since the previous report expectations of the role of governors have been raised. The governing body is very supportive of the new headteacher and the school. However, it is insufficiently effective in fulfilling its responsibilities and its understanding of the strengths and weaknesses of the school is unsatisfactory. The annual report to parents and the school brochure do not meet statutory requirements. The minutes of governing body meetings are not published so that parents and staff have access to them. Risk assessments have not been completed. The governing body is also aware that in the past it has not monitored the finances sufficiently closely, so contributing to budget difficulties. However, educational priorities identified in the school development plan are now supported satisfactorily through the financial planning. The more detailed reports from the new headteacher are increasing the awareness of the governors and enabling them to make better-informed decisions. For example, a staffing decision that had to be made in February was based on a discussion of alternative strategies put forward by the headteacher for resolving the issue. Under the guidance of the new chair and vice-chair and with the information provided by the headteacher, there is now a basis on which the governors can discharge their responsibilities more effectively. Recently the governing body reviewed the admissions policy for the school so that it is more clearly understood, particularly by parents, and complies with legal requirements. The committee structure that is in place and the decision making process through these committees, particularly the finance committee, before going to the termly governing body meeting, now facilitates appropriate decision making. In discussion, the chair and vice-chair of governors, together with the chairs of the building and curriculum committees, demonstrated that they have the interests of the school at heart. This is also true of the literacy and numeracy governors. They recognise that they have a fuller role to play in shaping the direction of the school.
62. Although the overall use of strategic resources is unsatisfactory and has led to a budget deficit, the school development plan is now linked to the budget and is based on the priorities that have been identified. Principles of best value are becoming clearer. The imminent provision of an information and communication technology suite is a good example of the efficient use of additional grant money. Another example is that of the Springboard mathematics initiative. Monitoring of finances within school and liaison with the Local Education Authority accounts section now enables the headteacher and governors to have regular updates of the spending to ensure that it is in line with budget allocations. The school now uses information and communication technology effectively in the day-to-day administration of the budget and correspondence. The secretary is confident and competent in the use of information and communication technology. The use of information and communication technology in lessons to

support learning in a range of subjects is insufficient.

63. There is a sufficient number of suitably qualified teachers and teaching assistants. Accommodation is satisfactory overall. The school refurbishes the building as the budget and educational priorities permit. Carpeting and displays of work in the classrooms and the hall and corridor areas enhance the environment and these both reinforce learning and provide an interesting and pleasant place to work. The playground and grassed areas allow sufficient space for pupils to play safely during supervised break times. However, there is no secure outdoor area for pupils in the Foundation Stage and there is a lack of large construction and other resources and this restricts full access to the Early Learning Goals. The facilities in the hall are underused. In Years 1 - 6 learning resources are insufficient to meet the demands of the National Curriculum. The subject leaders are carrying out audits of resources for all subjects so that deficiencies, particularly in science, information and communication technology, design and technology, history and geography, can be remedied to ensure full teaching of the National Curriculum. Resources in other subjects, for example English, are just adequate.
64. The school has several strengths that ensure that the quality of education provided for its pupils, including those with special educational needs, contributes to their progress. This is evident in the way the school manages its pupils, the relationships between pupils, and between pupils and staff and, most significantly, the quality of leadership and management provided by the new headteacher and deputy headteacher. Given the average attainment of pupils on entry, the effectiveness with which staffing, accommodation and learning resources are used and the progress that pupils make, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve further the school should:-

Raise standards in information and communication technology by:

- improving the expertise of teachers;
- ensuring that efficient use is made of the resources available to support other subjects;
- providing resources to meet the requirements of the National Curriculum;
- completing the proposed installation of a computer suite and using it effectively;
- providing subject support materials to help teachers know exactly what to do in each year group.

(paragraphs 117 - 122)

Raise the quality of the weak teaching in Key Stage 2 by:

- improving subject knowledge and expertise;
- raising teachers' expectations of attainment;
- ensuring adequate preparation for lessons;
- developing appropriate teaching methods and strategies;
- matching work to pupils' prior learning and attainment.

(paragraphs 26 - 32)

Improve the breadth and balance of the curriculum by:

- fully implementing the latest National Curriculum guidance;
- implementing as soon as possible the proposed model for subject co-ordination;
- providing appropriate subject documentation in all subjects;
- implementing the proposed model for assessment;
- monitoring, and evaluating the quality of teaching, learning and attainment;
- providing sufficient and appropriate resources.

(paragraphs 33, 48, 59, 63)

Improve the effectiveness of the governing body by:

- developing a greater understanding of its role in evaluating all aspects of the school;
- meeting statutory requirements in respect of the annual report to parents, the school brochure and the carrying out of risk assessments;
- having a firmer understanding of the financial aspects of the school and their implication for shaping its direction;
- taking a more active role in understanding current national guidance and requirements.

(paragraphs 61 - 63)

These areas for development are incorporated well in the latest draft school development plan.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Improve the range and quality of resources for the Foundation Stage, particularly for physical activity.

(paragraph 67)

Improve the provision to teach pupils an understanding of life in a culturally diverse society and ensure that books and resources reflect this.

(paragraph 43)

Improve the quality of the additional literacy support.

(paragraph 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	20%	49%	15%	5%	5%	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)	-	172
Number of full-time pupils known to be eligible for free school meals	-	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	8
Number of pupils on the school's special educational needs register	-	47

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	12	12	15
	Total	17	17	21
Percentage of pupils at NC level 2 or above	School	81 (91)	81 (82)	199 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	12	15	15
	Total	17	21	21
Percentage of pupils at NC level 2 or above	School	81 (91)	100 (82)	100 (100)
	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	13	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	19	20	19
	Total	29	32	31
Percentage of pupils at NC level 4 or above	School	83 (75)	91 (62)	89 (72)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	11
	Girls	18	18	18
	Total	26	29	29
Percentage of pupils at NC level 4 or above	School	74 (76)	83 (59)	83 (62)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	141
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	26.9
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	140

Financial information

Financial year	1999/2000
	£
Total income	305,009
Total expenditure	306,029
Expenditure per pupil	1,664
Balance brought forward from previous year	14,810
Balance carried forward to next year	13,790

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	172
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	7	1	0
My child is making good progress in school.	36	50	8	2	4
Behaviour in the school is good.	41	50	3	2	3
My child gets the right amount of work to do at home.	22	45	23	9	2
The teaching is good.	37	42	10	4	7
I am kept well informed about how my child is getting on.	23	21	41	13	2
I would feel comfortable about approaching the school with questions or a problem.	32	38	13	11	7
The school expects my child to work hard and achieve his or her best.	42	51	3	1	2
The school works closely with parents.	20	30	33	11	7
The school is well led and managed.	15	30	23	9	23
The school is helping my child become mature and responsible.	34	52	4	2	8
The school provides an interesting range of activities outside lessons.	14	21	30	21	14

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children enter the reception class in the September of the school year in which they are five. A wide variety of prior attainment is represented on entry but the general level of prior attainment is average. There are no children with special educational needs in this stage.
67. Teaching in the Foundation Stage (reception class) is good. It is good in 83 per cent of lessons and excellent in 17 per cent. This is an improvement since the time of the previous inspection. A significant strength of the reception class is the way in which the teacher and the nursery nurse plan and work together to ensure the children's best welfare and progress. They interact well with children to support, question and develop understanding, knowledge and vocabulary skills. Assessment is well focussed on small steps of development and used well to plan work and activities. Overall planning is good and based on the latest national guidance - 'Early Learning Goals'. A theme or topic links learning and adds interest. This theme is currently about water. There is an appropriate balance between teacher-directed activities in groups or as a class and child-initiated work where they can pursue current interests, develop creative and imaginative skills and experiment. Teaching and learning is sometimes inhibited by a lack of resources or by the limitations of old and worn or poor quality resources. There is no secure outside play area and there are no facilities for large creative construction work or other outdoor educational play. Sand and water trays are old and worn and the 'small world' equipment is very limited in quality and quantity. Construction equipment is inadequate in range, quantity and quality. There is no provision for food technology. There are too few good quality books and there is a heavy emphasis on one reading scheme at the expense of a breadth of reading and some choice of books. The classroom is attractive with good quality display that values children's efforts and adds to the latest topic. The present teacher is temporary and has not been in post for the whole year.
68. Provision for personal, social and emotional development is good. Children learn to relate to each other and to adults. They learn to share and take turns. The good quality of teaching ensures that children develop confidence and independence. They dress and undress for physical activity, drink milk in a sensible manner and learn to say 'please' and 'thank you'. By the end of the Foundation Stage most children listen in a group for an appropriate amount of time and concentrate on tasks chosen both by themselves and the teacher. Children make good progress in this aspect of learning and all meet the required learning goals by the time they leave the reception class. Teaching is good and it prepares them well to take an active part in school life.
69. The teaching of communication, language and literacy is good and attainment is above that required by the national Early Learning Goals. A very well developed discussion around the topic of caring for goldfish encouraged children to take turns to speak and to listen to each other. The teacher encouraged children to speak clearly and carefully developed an understanding of vocabulary. Children know the parts of a book and understand 'author', 'illustrator', and 'title'. Large text books for a class to share about 'The Rainbow Fish' were used well to develop early reading skills. The teacher cleverly 'rewrote' the book with mistakes and the children were encouraged to spot them and so learned to use context of the book in their reading. Questions were well targeted at different ability groups and the nursery nurse made a significant contribution by noting progress or misunderstanding for each child. Higher and average attaining children

can use both the context of a story and simple letter sounds to tackle new words. Most children know the sounds and groups of sounds at the beginning and ends of words and write their name using joined script. The few youngest or lower attaining children recognise simple sight vocabulary, use pictures as clues to the story and 'read' a book with adults. Higher and average attaining children write recognisable attempts at sentences and phrases and begin to spell simple words correctly. The many worksheets completed are at the expense of more opportunities for children to write for themselves.

70. The teaching of mathematical development is good and attainment is above that required by the Early Learning Goals. Both teacher and nursery nurse take every opportunity to count with children, for example counting to 100 with a rhythm. Most children can achieve this and a few higher attaining children knew that 101 came next. The teacher has high expectations of suitable participation in group sessions and tasks are set for groups in relation to the nursery nurse's careful assessments during whole class sessions. Some children understand and can add on 'one more' and make 'one less' and many can achieve this by recounting. Many children write 20 and 21 with the digits the right way round. Lower attainers work with the nursery nurse to 'catch' magnetic fish and count. Higher attaining children add and subtract mentally within 10 with confidence and speed, complete multiple repeated patterns and are articulate in the use of words to describe position and to compare size and quantity. Their attainment is well above the national expectations for the age. Average attainers use vocabulary competently to describe position, size and quantity. They use 'more' or 'less' to compare two numbers and know simple shapes. Their attainment is above the national expectations. The few lower attaining pupils are almost achieving the expectations and would be expected to do so by the end of the Foundation Stage. These children still reverse digits and work with smaller numbers. They add and subtract within five.
71. Knowledge and understanding of the world is developed well and teaching is good. During the inspection children learned much about fish and water and were fascinated and enthused by the work. The role play area was a boat and dressing up clothes enabled children to play different parts. During the inspection, children learned a great deal about the care of goldfish and the names of parts of a fish. The 'small world' area provides equipment for children to learn about dinosaurs and animals, to use dolls and cars and to discuss and experiment. Children use a mouse successfully to control events on the computer screen to explore an adventure game about a magic fish. An interesting display reminds children of an investigation about nests. Children are in line to meet the requirements of the Early Learning Goals in this aspect.
72. Teaching in the one physical education lesson was excellent although children do not meet the full requirements of the Early Learning Goals due to the lack of provision for outdoor creative play. Only one session of physical activity is provided each week and this is insufficient to meet the full range of learning needs of children of this age. In the lesson observed the teacher and nursery nurse were fully and actively involved in a movement and drama activity in which all children participated as creatively and energetically as possible and high standards were achieved. They made up suitable movements to music and a highlight of the lesson was the cool-down time when children closed their eyes and imagined the sea and the breeze. The staff then used a large piece of silk to wave gently over children in time to the music to create atmosphere and imaginative thought. Co-ordination skills are also developed when children learn to manipulate a mouse to control a computer screen, to hold and use pencils, paintbrushes and scissors correctly. They piece together pieces of construction materials and learn how they fit in different ways.

73. Creative skills develop both through independent work and good quality direct teaching. Children meet the required standard for their age. As part of the topic on fish and water, children have studied the work of Paul Klee and painted fish in this style. Some children attempted observational drawings of gold fish. During the inspection, children did not have opportunity for mixing their own colours and the range of different kinds of art materials and equipment is limited. Listening and moving to music played a significant part in developing imagination in a physical activity lesson. Children learn songs and play percussion instruments. They attempt to keep the rhythm of a song and a few can do this well. They recognise the sounds and know the names of instruments and identify changes in sound, for example when a triangle is held by string or metal.

ENGLISH

74. In the national tests for seven-year-olds in 2000, standards of attainment were below the national average in reading, but above the national average in writing. Standards of attainment were well below the average in reading, but close to the average in writing when compared with similar schools. Over the past four years results in reading and writing have fluctuated but have broadly been above the national trend. There is no significant difference between the attainment of boys and girls. The inspection findings, based on an analysis of pupils' work and lesson observations, are that attainment by the age of seven is above national expectations in all aspects of English. The difference is accounted for by the insecure understanding that teachers had previously of assessing the different levels of attainment. The school has improved on the standards identified in the previous report.
75. The results of the 2000 tests in English for 11-year-olds were close to the national average, but below the average when compared with similar schools. The results were close to the results expected in relation to this cohort's results by the age of seven. Over the period 1997 to 2000 the trend of improvement in English was in line with the national trend, although there was some fluctuation from year to year. There is no significant difference between the performance of girls and boys. The school successfully achieved the target set for 2000. The results were two per cent above the target. The current target is higher and the school is likely to achieve this. Inspection evidence indicates that the standards in English of the present Year 6 are above that expected for pupils of their age. This is an improvement from the previous report and is due to the high quality teaching in Year 6.
76. The attainment of seven-year olds in speaking and listening is above the national average. The attainment reflects the good progress made since they were admitted to the school because of the opportunities to talk with teachers and support staff. Most pupils express themselves clearly, for example when discussing the legend of St. George, a girl explained that she thought the town of Silne was not real because it was in the story but now knows that it is a real place and is known as Beirut. Pupils listen carefully to the teacher during the literacy hour and in all other lessons. The views and opinions of other pupils are treated with respect.
77. Inspection findings indicate that by the age of seven attainment in reading is above national expectations. Higher and average attainers read fluently and often self-correct when they make a mistake. They are beginning to read with expression, for example, 'Brilliant!' said James' was given very appropriate emphasis by a pupil of average ability. Pupils have strategies for using the sounds of letters or groups of letters, and average and higher attainers use other clues in the writing to help with unfamiliar words. Pupils talk about the main characters and retell the story. They all enjoy reading and this is very clear from their attitude to books. Some pupils borrow books

from the local library. They know about the contents and index pages of non-fiction books but do not yet have the necessary skills to locate books in the library. Lower attaining pupils read more hesitantly and only occasionally self-correct. They have a more limited sight vocabulary and use picture clues or sound out the words when they encounter words they do not recognise. Books are taken home to read regularly. All pupils know that the author is the person who wrote the story and that there is also often an illustrator. All pupils also have appropriate strategies for choosing books. The higher attainers know about and use the term 'blurb'.

78. Seven-year-olds attain standards in writing that are above those expected when compared with all schools. Pupils are given a range of writing experiences. They complete in their own words, well-known stories such as 'The Gingerbread Man'. They learn the importance of sequencing, not only in stories but also in writing instructions, for example recipes for a Gingerbread Man. They also learn to write questions, captions and labels. They know about verbs and plurals. Dictionaries are used to find antonyms. Spelling of simple and more complex words by higher attainers is usually correct. Lower attainers' writing is less detailed and less accurate. Work in the handwriting books shows that the skills of all pupils have progressed well. Letters are usually evenly formed and joined.
79. By the age of 11, pupils' attainment in speaking and listening is above that expected of pupils of this age. All pupils in this key stage listen well to their teachers and most older pupils, including those with special educational needs, listen very well. In a literacy hour, Year 6 pupils listened very attentively to 'The Write Stuff' by Betsy Byars. In response to the challenging question, 'Why is this a clever title?' they were able to give a very clear explanation.
80. Inspection evidence indicates that standards in reading by the age of 11 are above those expected for pupils of this age. Pupils make good progress. Higher attainers read a range of texts fluently and with understanding, using a variety of strategies, including the context, to decipher words that they do not recognise. Lower attainers break the word into syllables when they do not recognise a word. They are also less able to predict what may happen next in a story. All have good strategies for choosing books. They look at the front cover to see the title, author and the cover illustration. They read the blurb and sometimes follow this by reading the first few sentences of the first chapter. However, younger pupils are not always allowed to choose books themselves and there is a limited range of books from which to select. There is also some mismatch of books to ability in Years 3 and 4. All pupils have a record of books they have read. These records, particularly of the younger pupils, occasionally contain comments made by parents. Discussion with pupils indicated that older pupils take books home less frequently, but read books of their own at home. Year 6 pupils now keep a reading journal in which they write, for example, details of the book and their first impressions. This helps them to be reflective readers but does not limit their enjoyment of books. One pupil had written at the beginning of a comment on the book at the halfway stage: 'This book is jam-packed with excitement'. At the back of the journal they also give the book a star rating that summarises their thoughts. Journals are being introduced in Year 5. Some pupils are members of the local library.

81. Attainment in writing by the age of 11 is above that expected of pupils of this age. Key skills are being learned; for example punctuation using exclamation marks, question marks and speech marks. Writing by most pupils is well formed, joined, legible and fluent. Spelling of simple and more complex words by the higher and most average attainers is usually accurate. The spelling of lower attainers of simple words is accurate, but less so when words are more complex. Writing opportunities are provided in each year group in line with National Curriculum requirements. Year 3 pupils write, for example, a play script with a narrator and two characters. In Year 4, pupils develop their writing skills by drafting or planning their story first. In a piece entitled 'Cellar Dragon' one pupil wrote: 'Caitlin has found a secret cave and goes exploring, but ends up in an old, underground lagoon'. Pupils in Year 5 undertake diary and report writing, learning to give an account written in the third person. In Year 6, pupils add considerably to their writing experiences. They construct a balanced argument, for example, after analysing government leaflets on foot and mouth disease, about the strategies being used to combat the epidemic. They also write poems in a range of styles, including haiku and tankas. One pupil wrote a very moving poem about the foot and mouth disease entitled 'The Law'.
82. Some opportunities are given to use literacy skills, particularly speaking and listening, in other subjects although these are not thoroughly planned. In a Year 2 physical education lesson, pupils listened attentively to instructions and then to constructive comments from their peers and from the teacher. In a design and technology lesson with a visitor who was talking about and showing examples of quilt making, Year 6 pupils listened with rapt attention and responded appropriately to questions. However, there are insufficient opportunities to research information in the library or using CD-ROM or the Internet. The school is aware of this and the imminent provision of a computer suite and the purchase of a wider range of software is expected to provide the opportunities the pupils need. An analysis of displays and written work also indicates that there are insufficient opportunities to consolidate and further writing skills in other subjects, particularly history and geography.
83. The school promotes reading through visiting authors, reading days, and displays of books in the classrooms. There are insufficient books to stimulate an interest in reading outside of school. Thesauri and a range of dictionaries are available in classrooms. Other support for reading is provided through additional literacy support, but this is neither securely based on specific learning needs nor related to individual education plans.
84. The quality of teaching in English is good. There was no unsatisfactory teaching. In Years 1 and 2 teaching is good. It is very good in one third of lessons. In Years 3 - 6 teaching is good overall. It is very good in a quarter of lessons, good in a quarter and satisfactory in a half. The best teaching is in Years 5 and 6. This is an improvement since the previous report when teaching was identified as being 'sound, though sometimes good'. Teachers have a secure knowledge and understanding of the format and purpose of the National Literacy Strategy. The structure of lessons reflects this. However, where the number of pupils with special educational needs in a class is very high, the approach is insufficiently flexible to meet the needs of the pupils although they generally make satisfactory progress. Insufficient use is made of information and communication technology to support teaching and learning.
85. In the best lessons there is a clear thread that links each section of the lesson, the pace of lessons is good and very good questioning skills are used effectively to recap previous learning and to challenge pupils' thinking. Texts are well chosen and tasks are well matched so that the needs of all pupils, including those with special educational needs, are met and learning is increased. In a Year 1 lesson, the lively enthusiasm of

the teacher generated interest, attention and good behaviour. Using the nursery rhyme 'Little Miss Muffet' the teacher very effectively taught pupils how to structure a story with a beginning, middle and end. In a Year 6 lesson about how to record and use memory scraps as the basis for a story that begins with a captivating sentence, very good questioning by the teacher and high expectations were linked to challenging tasks. This ensured very good learning on the part of all pupils. In the closing session the teacher showed that she valued their writing. She also used the session well to assess learning. In both of these lessons the knowledge and understanding of the teachers was very secure and was effectively used to promote good learning. Where lessons are only satisfactory, the pace is less demanding and teachers do not use on-going assessments effectively enough to match work to the prior attainment of all pupils. Sometimes the task is insufficiently challenging and at other times the task is too difficult. This restricts learning and progress.

86. Written work is marked regularly, often with detailed and encouraging comments. In the best examples marking was accurate, comments constructive, detailed, encouraging and, importantly, indicated how pupils could improve their writing. All pupils have targets set as a result of regular analysis of, for example, their ability to write at length. Year 6 pupils analyse and assess their own writing and that of their peers. This gives them a greater understanding of their achievements and enables them to set realistic targets for further progress, in discussion with the teacher. Homework makes a satisfactory contribution to pupils' learning.
87. Behaviour in lessons is usually good or very good and never less than satisfactory. In all classes pupils listen attentively to their teachers and respond well. They apply themselves well in the literacy hour, notably so in Years 5 and 6. The level of concentration of pupils is often high, particularly when they find the task interesting and challenging, as shown in a Year 5 class investigating texts from different cultures to identify the attitudes and beliefs of other people. The interest and understanding of pupils in this lesson was heightened by the sensitive use of questioning by the teacher of pupils from Sierra Leone, Nigeria and Malaysia. The school is striving to provide a learning environment that will help to promote pupils' literacy skills. All classrooms, the entrance area and some corridors, contain displays that reflect and support learning. In classrooms there are also displays of, for example, word banks, guidance for story writing or sentence building and book displays. In a Year 4 classroom, pupils were invited to 'Curl up with a book'. A considerable number of appropriate books have been purchased since the previous inspection to support the implementation of the National Literacy Strategy. Resources are adequate although there is an insufficiently wide choice of fiction and non-fiction and often reading is restricted to moving through all books and stages of one reading scheme. There is a small amount of software to support literacy but this is of limited value.
88. Management of the subject is satisfactory. The subject leader has a clearly identified role. Test results are carefully analysed for strengths and weaknesses, to track the progress of pupils, and to see whether there is any significant difference in the performance of boys and girls. One outcome is that reading in Year 1 and 2 has been targeted as a key area for improvement. Another outcome is that the school is seeking to improve speaking and listening skills further by placing more emphasis on drama and debate. Long and medium-term planning is monitored by the co-ordinator. Short-term planning is monitored by the headteacher. Teaching has been observed but staffing constraints this year have limited opportunities for continued monitoring. Teachers and the co-ordinator also moderate pupils' work. The quality of this moderation has been improved since the previous inspection. All these developments have had a good effect on teaching and learning.

MATHEMATICS

89. In the 2000 national assessments at the age of seven, results were above average when compared with national data and in line with similar schools. Although a high proportion of pupils achieved the national expectations in the test, a below average number of pupils achieved higher levels. The teacher assessments did not match the test results. Since the appointment of new senior staff in September, teachers have worked together to get a more secure understanding of the National Curriculum and the standard required to reach each level. The overall trend in test results over a four year period shows improvement, but from one year to the next results vary considerably and much more so than in reading or writing. Inspection findings are that standards are above average.
90. In 2000, pupils aged 11 attained national test results that were well above average. They achieved above average results when compared with similar schools. Results were better than those expected when these pupils' performance in Year 2 was taken into account. The overall trend in test results over four years shows improvement. A sudden improvement in results in 2000 was not matched by results in English and science and there is no clear evidence to explain this fully. Current very good teaching in Year 6 has given pupils a broad base of knowledge and a secure foundation in the subject. Attainment by the age of 11 is judged to be above average in all aspects of the subject, despite a high proportion of pupils with special educational need. These pupils make progress similar to their peers. Standards have improved across the school since the previous inspection when they were judged to be in line with national expectations. There are no differences between the performance of boys and girls throughout the school
91. The school has successfully adopted the National Numeracy Strategy and this has improved standards. This is helping teachers understand what pupils should know, understand and do at each stage of their education. The planned use of numeracy skills to support other subjects and the use of different subjects to develop mathematical understanding is in the early stages of development but there is some good practice in some classes. For example data handling skills are linked to scientific experiments in Years 5 and 6, tabulation skills are developed consistently in Years 1 and 2 and printing blocks used in art are used to practise quarter turns. There is insufficient use of information and communication technology to improve mathematical skills although it is used well in Year 6. The governor with responsibility for numeracy has undertaken suitable training and is keen to develop her role.
92. By the end of Year 2 mental arithmetic skills are satisfactory. Those with lower attainment add to ten using fingers to help them, but those with average and higher attainment respond quickly. They are developing strategies to count in twos, threes, fives, and tens. Written calculation skills are good and even those with lower attainment are beginning to develop an understanding of place value. Although pupils have some knowledge of shape, this is the weaker area. Those with higher and average attainment are not able to name many two or three-dimensional shapes accurately, or describe the shapes. Pupils are beginning to realise that some problems can have more than one answer.

93. By the end of Year 6, pupils produce much good quality, well presented work. There are some weaknesses in mental skills that affect their speed of work and pupils lack some strategies to perform rapid calculation, for example of percentages of money. However the breadth of knowledge and understanding of the work that pupils with all levels of prior attainment have done in number, shape and space and data handling is very good. Diagrams such as those that require accurate angle measure and graph work are extremely neat and accurate, and pupils understand the importance of details such as titles and labels on axes. Despite the high proportion of pupils with special educational needs in Year 6, almost all pupils achieve national expectations in all areas of mathematics and all pupils achieve this standard in some aspects of mathematics. An above average number of pupils achieves higher standards.
94. The progress of pupils in Years 3 - 6 is erratic and linked to the quality of teaching. Not enough progress is made in the early part of this stage. Standards of attainment in Year 5 are below those expected due to previous experiences, but are improving with current teaching by the headteacher. Mental arithmetic skills in Years 3, 4 and 5 are unsatisfactory. Very rapid progress is being made in Year 6 from a low baseline.
95. The quality of teaching is satisfactory. Teaching in one in six lessons is very good, four out of six is good, and one in six is unsatisfactory. Teaching in Years 1 and 2 is consistently good. In Years 3 - 6 it is satisfactory overall. There is very good teaching in Year 6 and good teaching in Years 4 and 5, but one unsatisfactory lesson was observed in Year 3 where a teacher has just returned from a long absence to a new class. Where teaching is most effective, lessons are very well planned. There is careful development of skills, knowledge and understanding. Work is marked thoroughly to find any weaknesses, and planning for lessons reflects this knowledge of the pupils' specific needs. Those with high attainment are challenged and work is adapted to the needs of those with lower attainment. Very good subject knowledge, excellent relationships and high expectations of behaviour, work rate and of pupil participation in all activities, are key features of the very good teaching. In the best lessons, teachers develop and insist on the use of correct mathematical terms. For example, in a Year 2 lesson where pupils were learning strategies to add numbers mentally, the teacher consistently asked pupils for a better way of saying 'go down 10', when using a number square. Pupils were expected to use terms such as 'ten less than'. In this lesson the teacher also showed her understanding of the subject by responding positively when pupils made mistakes, valuing their contribution, correcting them sensitively and using the errors to move the lesson on, thus giving pupils confidence to answer questions without fear of failure. Where teaching is least effective, subject knowledge is not good enough, the pace of teaching is slow and pedantic, there is a tendency to address all questions to one group of pupils and resources are not quickly accessible.
96. Much work has been done to raise awareness of what is required for effective subject co-ordination. The co-ordinator is aware of what needs to be done to make sure that pupils in each class are making the right progress and that teachers have a consistent approach. Assessment and recording attainment depends very much on individual teachers, although legal requirements are met. All pupils' work is marked and positive comments made. Although targets were set for standards in tests by the end of Year 6, there is no documented basis available to explain the choice of these targets set prior to the appointment of the current head and deputy headteacher. A judgement on the likelihood of the school to achieve these targets is not appropriate. The deputy headteacher has begun to develop ongoing recording of attainment to provide effective tracking of pupils' progress from one year to the next and is introducing voluntary testing throughout Years 3 – 6 to enable the school to set realistic targets based on factual knowledge. Homework makes a suitable contribution to learning. Resources

are sufficient to support all areas of learning except that there is a lack of suitable computer programs.

SCIENCE

97. In the 2000 teacher assessments at the age of seven the percentage of pupils attaining national expectations was very high when compared with national averages. An average number of pupils reached higher levels of attainment. No direct comparison can be made with standards reported in the previous inspection as the judgement was not clear. Inspection findings are that standards are above average, as almost all pupils attain national expectations, although few have the real depth of understanding required at higher levels. There have been few opportunities in the past for teachers to discuss pupils' work and make sure that they have the same understanding of each level in the National Curriculum. This explains the difference between the test results and the inspection judgement. This situation is now being addressed by in-service training.
98. By the age of 11, in 2000, pupils' standards reflected in the test results were in line with the national average. When compared with schools in similar contexts, the number of pupils attaining national expectations was well below average and the number attaining higher levels was below average. Over the last four years results have fluctuated wildly, with a drop in 1999 not matched by the outcomes in English and mathematics. No comparison can be made with the previous report where there was no clear judgement and standards were judged to be 'often good'. Current inspection findings are that standards are generally in line with those expected.
99. By the age of seven pupils have developed good observation skills, which they use to classify materials. Those with average attainment and above name materials such as wood and plastic and understand why they are used for different tasks. Those with the lowest attainment match some materials with their source and a product made from the material, for example, a jumper is made from wool that comes from a sheep. Pupils have a good understanding of physical phenomena, such as the volume of the sound heard decreases as you move away from the source. They understand that animals are living creatures and should be treated with respect. They know that different animals require different living conditions. They use simple charts and tables to record findings.
100. By the age of 11, pupils with average and higher attainments know many facts related to living things, materials and their properties and physical changes. They have a very secure grasp of scientific words such as 'conductivity' and 'solubility' and understand processes such as evaporation. Those with lower attainment have a broad foundation of knowledge in all areas and also use many scientific words. Pupils make predictions, experiment with materials, test their predictions and draw conclusions. They have a basic understanding of fair testing. Few pupils have the necessary skills, knowledge and understanding to set up experiments with controls and to manage more than one variable.
101. The quality of teaching is good overall. During the inspection it was either very good or excellent in 50 per cent of lessons, good in 17 per cent and satisfactory in 33 per cent. A scrutiny of pupils' work revealed that work produced in Year 5 has been poor in the early part of this year and standards in this class are well below those expected. However there have been recent changes in staffing to improve the situation. Teaching is good in Years 1 and 2 with half of lessons being very good. In Years 3 - 6 teaching is satisfactory. Half the lessons were very good or excellent and half were satisfactory. The excellent teaching that occurs in Year 6, the vast number of topics covered, and

the rigour with which key subject knowledge is developed helps pupils make rapid progress in all aspects of science. They make up ground lost previously so that almost all reach national expectations by the end of the year. However this still means that pupils do not achieve results as high as they should in view of the good start they are given in Years 1 and 2. In the most effective lessons, teachers demonstrate very good subject knowledge. Questioning skills are used well to draw information from pupils and review previous work. In the Year 6 lesson, the teacher used the introduction to the first lesson in a series to assess previous knowledge about pupils' understanding of light and of the eye. She moved the lesson on at a rapid pace, eliciting words such as 'reflection', 'translucent', 'transparent' and 'opaque' from pupils, reviewing meaning and revising the path of the sun before starting to experiment with mirrors and light sources. In most lessons resources are well prepared and used to stimulate interest. In a lesson in Year 1, live snails caused much excitement, and pupils responded to the teaching by handling them with care. Where teaching is less effective, not enough resources are available or teaching is dull, uninteresting and pupils are allowed to chatter while the teacher is talking. In some lessons assessment is not used sufficiently to ensure that work is matched to the needs of all pupils; those with higher attainment are not sufficiently challenged and tasks are not matched to the requirements of those with special educational needs.

102. Speaking and listening skills play a significant part in the best lessons and key vocabulary is carefully developed. Skilful questioning is used to get pupils to predict outcomes and give reasons for their predictions, as for example, in a lesson where pupils were looking at permeability in relation to different soil types. In this lesson pupils used what they had observed in one test to predict the outcome of the next. With the exception of Year 6, writing skills are not used well to support science in Key Stage 2, although in Years 1 and 2 pupils are encouraged to record their experiments and findings in different ways. Numeracy skills such as measure and data handling are used appropriately and particularly well at the end of Key Stage 2. Opportunities are not always identified in planning in other year groups. Pupils with special educational needs make progress in line with their peers.
103. Co-ordination is in the very early stages of development. Much work has been done by the recently appointed headteacher to produce a scheme of work to ensure that teachers know what is to be covered and at what level, but this has not had time to affect standards. A recently appointed co-ordinator is aware that there are many things to be done to improve the quality of provision, for example checking the standards of work in pupils' books in each year group. Legal requirements are met to record attainment and assess at the end of Years 2 and 6 but other assessment procedures are very haphazard and dependent on the class teachers. A model has been put in place to serve as a guide for the development of assessment in science. Practical resources are old and of poor quality, although much is done to reinforce what is available in the school by borrowing from different sources to give pupils the experiences they need. There are sufficient textbooks for pupils to use for research but as yet, information and communication technology is not used enough, although older pupils carried out some good data analysis.

ART AND DESIGN

104. Because of the way in which the school organises its curriculum, few lessons were seen during the week of the inspection but judgements made from discussion and photographic evidence indicate that standards are in line with national expectations at seven and 11, with some examples of higher quality work. This reflects the judgement of the previous inspection. Pupils use a variety of media and techniques and all, including those with special educational needs, make satisfactory gains in skills and understanding as they move up the school. Textile work, printing and clay modelling are featured alongside work with paint, pastels and charcoal. Pupils in Year 2 know some facts about Monet and studied the work of Michael Porter as part of a topic about art based on nature. Pupils in Year 4 recorded sketches in their art diaries to remind them of things seen on a 'journey' round the school grounds. They discussed what would make each person's work different – angle, own choice, space, and linked this to a discussion based on the work of Paul Klee about symbols, shape and colour. They know and understand the concept of shade and higher attainers used the word 'tone'. Pupils made good suggestions about the work – "It looks like a busy city" was the comment from a pupil with special educational needs. Pupils in Year 5 attempted to draw moving figures but achieved little as the poor level of teaching gave little support.
105. No judgement can be made on the quality of teaching as too few lessons were observed. Of the three lessons seen one was very good, one good and one poor. The good and very good lessons were characterised by clear planning that led pupils through a series of stages of understanding using both the work of famous artists and pupils' own creative ideas. The lesson in Year 4 focused well on the large number of pupils with special educational needs to enable them to participate and to succeed. The lesson in Year 2 utilised information and communication technology well to add a further dimension to the pupils' repertoire of tools. Pupils experimented with the computer program, pastel crayons, chalk and charcoal to draw a variety of objects. The teacher taught skills of attention to line and shape and introduced terms such as 'blending' and 'smudging'. As a result of careful teaching all were able to draw at the required level objects such as a feather or bark. The poor lesson was ill prepared, explanations were unclear and pupils were not provided with suitable equipment for the task required. Unsatisfactory learning took place and the lesson finished early leaving pupils with nothing to do.
106. Co-ordination of the subject by the leader is good. Very useful subject guidance is clearly linked to other subjects and cross-referenced with a design and technology document. This documentation is very supportive of teachers and of a clear coverage and steady growth of skills, knowledge and understanding. This policy has not been used this year and some confusion exists. The co-ordinator is knowledgeable and has a clear view of the strengths and weaknesses of the subject. No in-service training has taken place for a few years and the subject has not been a focus for development for some considerable time. There is no specific planning to ensure that art and design add to pupils' awareness of other cultures. Resources are limited and spending on the subject has been minimal for some time. The art club is in abeyance as there is a lack of resources.

DESIGN AND TECHNOLOGY

107. There was insufficient evidence in this inspection to make a judgement about attainment and no comparison can be made with the previous report, when levels of attainment were identified as being in line with national expectations at both key stages.
108. By the age of seven pupils, including those with special educational needs, are beginning to understand that the subject is about designing, making and evaluating the end product to consider how they could improve it. They use sketchbooks to design and make simple evaluations of the end product. In Year 2, for example, pupils design and make a clown with moving joints. Evaluations include statements such as, 'I am happy with my design. I would change my design by adding a shoulder.' In Years 3 - 6 further experiences are provided. In Year 4, for example, opportunities are taken to develop a unit of art and design work, 'Take a seat', to include aspects of design and technology. Pupils design, make and evaluate simple seats and the display of clay models shows work of good quality. The display of masks made by pupils in Year 6, together with their designs and evaluations, shows an increased understanding of the principles that underpin design and technology. Across the school, progress is satisfactory in the units of work covered. However, the current provision and limited resources are insufficient to enable pupils to have a comprehensive range of learning experiences to meet current requirements. For example, resources and provision for food technology are poor.
109. In the one lesson observed, in Year 6, the teaching was excellent. This was the first lesson in a unit of study based on textiles. In the course of the unit, the planning identified opportunities to enhance the skills and knowledge of pupils in art and design, mathematics and information and communication technology, as well as in speaking and listening. The pupils were enthralled by a visiting speaker who talked about quilt making and showed a range of very good examples that she brought with her. Throughout the session all pupils were captivated. They listened very well to the visitor, to their own teacher and to each other. They responded well to questions and were able to express themselves very clearly. The very good attitudes shown were reflected in their enthusiasm and perseverance when given a challenging task. Behaviour was excellent throughout. As a result they made very good progress with their design skills during the lesson. They also benefited from good opportunities to consolidate their very good speaking and listening skills.
110. The subject is being managed satisfactorily. The co-ordinator has only very recently taken on responsibility for this subject. She is clear about her role, including the agreed targets set by the senior management team. She has undertaken a preliminary audit of the subject. The priorities identified include the urgent need for a new policy and scheme of work based on the latest national guidance to enable provision to meet the requirements of the National Curriculum, although there is a scheme of work linked well to the art and design documentation. Linked to this is the need to develop assessment in line with the school's new assessment strategies and the monitoring of teaching and learning. Additional resources are being identified to enable the subject to meet current requirements. Information and communication technology is insufficiently used to support the subject.

GEOGRAPHY

111. Very few geography lessons were time-tabled for the week of the inspection and evidence is taken from samples of pupils' work and discussion. No direct comparison can be made with the previous report as since then schools have been required to concentrate on literacy and numeracy and requirements have changed. By the age of seven, pupils have visited the local park and studied the surrounding area. They know where to find Barcelona on a map of Europe and compare school life there with their own. They know the four parts of the British Isles. Limited evidence indicates satisfactory standards by seven. In Years 3 - 6 very little evidence was available for scrutiny. It is clear from pupils' folders, books and discussion that little geography has been taught except in Year 6, where standards are above those expected for 11 year olds. In the lesson in Year 4, pupils increased their geographical thinking in an introductory lesson on St Lucia by the challenging questions asked by the teacher in relation to an aerial photograph. They learned to spot certain geographical features and to research using globes, maps and pictures. Literacy skills were used well to support this. Pupils in Year 6 studied a geographical unit looking at the local area. This was cleverly linked to two history units relating to life in the Second World War and life post World War 2. Pupils know why settlements grew up where they did. They understand the development of 'new towns' and the need for them. They hypothesise, gather evidence and draw conclusions. They know and understand 'relief' and 'climate' in relation to types of agriculture. They make very good use of literacy and information and communication technology skills to produce brochures to 'advertise' places. Mathematical skills support understanding of contours, heights and graphs. They confidently handle resources such as video recordings, CD-ROM, Ordnance Survey maps, aerial photographs and reference books for research.
112. Too few lessons were seen to make a judgement on teaching. Of the three lessons seen, one lesson was good, one unsatisfactory and one poor. The good lesson was well planned with clear learning objectives. The teacher had a secure knowledge of the subject and developed pupils' geographical thinking well through skilful questioning and well-structured tasks. The class had a large proportion of pupils with special educational needs and these pupils were well supported and were active learners. Teachers in the other two lessons had insufficient subject knowledge to teach geography. Lessons had no clear learning points and the poor lesson was badly prepared. There were insufficient resources for pupils to complete the task and the two work sheets did not match together and so pupils were unable to find the answers. Basic resources such as crayons were not readily available and pupils became restless and off task. Little learning took place.
113. Co-ordination of the subject is unsatisfactory. The co-ordinator left the school in February and the headteacher has recently added geography to her already large burden of responsibility. There is no subject documentation and few resources. Some teachers supply their own. The few resources that are in school are badly stored and there is no list of what is actually available in the school. Good quality books are in short supply but there are a number of sets of atlases of varying quality. As yet the subject does not meet the latest national guidance. No monitoring of teaching and learning takes place and no assessment of attainment. Information and communication technology is insufficiently used to support the subject. The use of literacy and numeracy skills is not planned as part of the curriculum except in Year 6, which provides a very good model of how subjects can be linked to make best use of time and to use and extend skills.

HISTORY

114. Very few history lessons were seen during the inspection. Evidence was taken from an examination of pupils' work and from discussion. No comparison has been made with the previous report as since this time the school has given particular attention and time to the introduction of the National Literacy and Numeracy Strategies, and this has affected the time allowed to history. Pupils in Key Stage 1 have studied 'Families', where visiting grandparents were questioned about the past; school life in the Victorian Times, including a role play day and a visit to a Victorian school building, and Samuel Pepys and the Great Fire of London. By the age of seven, pupils gain a satisfactory sense of history and can make comparisons between life now and at other times. Very little work was available from Years 3, 4 and 5. All pupils in each year group complete the same work and this is heavily dependent on the completion of commercial worksheets with little real learning. In Year 6 most pupils achieve standards above national expectations in their use of research, written work and knowledge of history. They remember their lessons well and particularly enjoyed being 'evacuated' by local students. They know that Winston Churchill was Prime Minister and why people liked him and many could quote the famous 'On the Beaches' speech. This knowledge was being cleverly linked to current work on the post-World War 2 era and pupils brought it to bear on the new discussion of the five aspects of reform in the Beveridge Plan. In this lesson, pupils demonstrated great interest and enthusiasm for learning. Literacy skills were well used and higher attainers knew that a slogan is 'a sentence with a strong message'. Pupils with special educational needs make progress in line with that of their peers.
115. Only two lessons were observed. No judgement has been made about the overall quality of teaching. The lesson in Year 2 was good and the lesson in Year 6 was very good. Both were well planned and teachers use good questioning skills to ensure that pupils are thinking, particularly in comparing today with the past. In both lessons pupils with special educational needs were well accommodated and tasks were appropriate to challenge and support the learning of different groups. In Year 1, groups were supported with cards with relevant vocabulary. In Year 6, a video recording was used very well to give an understanding of the challenge of rebuilding Britain, and pupils were expected to offer the reasons for change. These pupils debate and discuss with maturity because of the high quality of the teaching. The teacher had high expectations of the standard of work and supported the pupils with special educational needs well with a structured worksheet. A strength in the teaching across the school is the number of visits that pupils make to gain first hand experience.
116. Co-ordination of the subject is unsatisfactory. There is no subject documentation that gives teachers a clear understanding of the standards and level of work expected. Regard has not yet been given to the latest national subject guidance and the subject does not yet meet the latest requirements. There is no clear view of development in the subject, and assessment procedures have yet to be developed in accordance with the school's new model of practice. No in-service training of teachers has taken place for some time. The resources are very limited, muddled and not readily accessible. No audit of resources has taken place for some time. Many staff provide their own resources or borrow them. The lack of development in the subject and the lack of teacher expertise in some parts of the school has limited the gains in skills, knowledge and understanding that pupils might have made, although the high quality of teaching in Year 6 is compensating for some of this. The links between history and other subjects in Year 6 are an excellent example of how best use can be made of time and the way in which subjects can strengthen each other.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards of attainment in information and communication technology are below those expected throughout the school. They were judged below national expectations in the previous inspection and a target was set to improve standards. Money provided by the National Grid for Learning was used to set up a suite of computers in the school hall. This restricted provision for physical education and the decision was rightly made by the recently appointed head and deputy headteachers to move the computers into the classrooms. A new extension is currently being set up as an independent suite, which will have an Internet link and E-mail facilities, with additional grant money and money raised by parents. Teacher training is planned for next term to improve teacher expertise, which is currently not sufficient to deliver the requirements of the most recent National Curriculum guidance. Satisfactory progress is now being made towards the target of improving standards. The draft development plan correctly places the development of information and communication technology at the forefront of future subject development.
118. Only one whole lesson of direct teaching and a part of an art and design lesson that involved a computer program were observed. Judgements are based on discussions with pupils, observations of pupils when seen using a computer, scrutiny of the small amount of work available around the school, and a scrutiny of planning.
119. By the age of seven pupils have had some experience of using a keyboard and simple word processor to type some work. Although some pupils have basic skills such as saving and printing work and loading programs, knowledge is very patchy and often dependent on experiences at home. All pupils have taken part in a class lesson using a programmable toy but few have had any extended experiences programming it for themselves. Pupils use a mouse to control a cursor on the screen and draw pictures. They understand that different devices collect or store information and require electricity to operate them.
120. By the age of 11 experience using information and communication technology is equally patchy, although much is done in Year 6 to ensure that all pupils have some basic computer skills. For example they use a word processor to produce poems. However, although they check spellings and grammar using the program, editing skills are not high enough. Pupils use very basic spreadsheets to record results from science experiments and produce graphs. They control a cursor on the screen by writing a sequence of simple instructions. Skills such as problem solving and measurement of physical phenomena using sensors cannot be undertaken due to a lack of resources. Until the new suite is completed pupils are unable to learn how to send E-mail or do research using the Internet.
121. On the few occasions pupils were seen using the computers they worked well. In an art and design lesson in Year 2 pupils with lower attainment concentrated hard when drawing a feather using a mouse to control a pen which produced lines of different thickness.
122. No overall judgement can be made about the quality of teaching. The one lesson seen in information and communication technology was good. However insufficient use is made of the computers in the classrooms either to develop specific skills or to support other subjects. There is no school documentation to help teachers select what computer programs or areas of study to cover in each age group, based on the most recent subject guidelines. Among many other roles, the headteacher has taken over the co-ordination of the subject. As much as possible has been done in the light of other priorities since her appointment, in view of the huge inherited budget deficit, her

need to teach in Year 5 and, prior to the completion of the new suite, the need to improve provision. For example, one priority was to ensure that all teachers had printers in their classrooms. Once the suite is in place there will be a satisfactory number of computers for the number of pupils in the school and monitoring and assessment can take place. There will still be a lack of other information and communication technology equipment such as 'listening posts' (tape recorders with earphones where three or four young pupils can listen to a story at the same time and follow the text together). There are insufficient computer programs to support other subjects. Pupils with physical difficulties have designated computers for home use provided by the Local Education Authority but there are very few resources such as computer programs especially designed to help pupils with special educational needs.

MUSIC

123. Standards of attainment are in line with national expectations by the age of seven but below those required by the age of 11. In the previous inspection standards were judged to be in line with those required in the National Curriculum. The necessary emphasis on literacy and numeracy in the years between inspections has had a detrimental effect on the standards in music of older pupils.
124. By the end of Year 2 pupils' singing is of a high standard. Almost all pupils sing some very demanding hymns and liturgies with accurate pitch. They have a good sense of rhythm and words are pronounced clearly. They perform songs that require two or three groups singing different parts. They respond very well to a conductor, watching carefully and following the beat. They have begun to select and use symbols to represent the different sounds that they hear. They listen to music intently and talk about what the composer is trying to convey.
125. No class lessons were seen in Years 3 - 6 during the inspection. Judgements are based on discussions with pupils, the singing in assembly, scrutiny of planning and the performance of pupils who have instrumental lessons. Standards by the end of Year 6 are below those expected in the most recent subject guidance. The standard of singing in assemblies is good and pupils have good voice control. They perform familiar two part songs accurately unaccompanied. Every pupil has the opportunity to have instrumental tuition in woodwind, guitar, keyboard, violin or recorders and a small proportion of pupils take up this option. Of these, a few have above average standards in understanding of musical notation. No evidence was found of composition and performance at the expected level. Pupils have a very limited knowledge of composers and different types of music.
126. The quality of teaching in Years 1 and 2 is consistently good. Teachers convey their enthusiasm to the pupils, which makes them want to learn and so they behave very well and enjoy lessons. Teachers expect and get their full attention and participation in the lessons. Resources are well prepared. Teachers have good subject expertise that helps them to plan lessons that are well structured to provide interest and develop skills. For example, one teacher first used voice, then two chime bars to develop the idea of high and low pitch and carefully overcame the usual confusion that young pupils have between loud and soft sounds, and high and low pitch. There are no formal assessment procedures, but teachers know their pupils well and make sure that all pupils, including those with special educational needs, are fully involved and make good progress.

127. The co-ordinator has the required subject expertise. However, the role of the co-ordinator is in the early stages of development. As yet there is no specific subject guidance to make links between commercial materials used and the most recent national subject guidance. The very good proposed model introduced by the deputy headteacher for checking standards of both attainment and teaching has not yet been implemented. There are sufficient untuned percussion instruments to meet the requirements of the National Curriculum and a limited amount of tuned instruments. Some instruments are of poor quality. There are very few books for pupils to use for research and not enough music for pupils to listen to from other countries. The school is making use of visitors to improve musical awareness, as for example the planned visit from an Asian music group. Except for the occasional use of keyboards, information and communication technology is not used to develop pupils' musical knowledge and understanding.

PHYSICAL EDUCATION

128. Standards identified in the previous report were in line with national expectations at the age of seven and 11. There was insufficient evidence to make a judgement about the standards of attainment in this inspection so there can be no comparison with the judgement in the previous report. However, lesson observations of Years 2 and 3 indicate that pupils make satisfactory progress. The key issue identified in the previous report has been successfully addressed.
129. Pupils in Year 2 are beginning to understand the importance of the warm-up and of the need to cool down after exercise. They make good use of the available space. They observe other pupils and comment critically on their performance so that their own performance and that of others can be improved. This was shown in a games lesson in which the skills of under-arm and over-arm throwing, using a bean bag and catching a bean bag, were developed effectively using these strategies. Pupils in Year 3 perform slow, heavy and stretching movements and link them into a sequence using a dinosaur theme. They improve the quality of their dance work by listening carefully to the music. By observation of others and through skilful questioning by the teacher, pupils improved the quality of their work during the lesson and so make progress. All Year 6 pupils are able to swim a minimum of 25 metres. All pupils, including those with special educational needs, show positive attitudes and are keen to participate. They listen carefully to instructions and apply themselves well to the activities. Concentration levels are never less than satisfactory and in Year 4, in swimming, are high. The attitude to swimming is very good. These factors have a positive effect on learning.
130. In the two lessons observed the teaching was satisfactory. There was insufficient evidence to make a judgement about teaching overall. In each of the lessons observed there were some good points that enhanced learning. In a Year 2 lesson there was good use of praise and encouragement and pupils were effectively used to demonstrate skills as others observed and commented. The teacher also ensured that a pupil with physical disabilities was fully involved in the lesson through good use of support staff and careful choice of pupils to work with him. In a Year 3 lesson, learning was fostered through well-chosen music, the use of pupils to demonstrate, ensuring that non-participants had specific tasks in relation to observing their peers and identifying good points about the quality of the activities. In both lessons pupils and staff were appropriately dressed in line with school policy and this also enabled pupils to make progress during the lessons.

131. The school continues to provide a range of extra-curricular opportunities for pupils in Years 3 – 6 that enrich the curriculum. There are opportunities for boys and girls to develop skills in football, netball, cricket, athletics and rounders. Later this term all Year 6 pupils are to be given some lessons in golf.
132. The subject is appropriately managed. The subject leader now has a clearly defined role in line with the new strategies for ensuring full curriculum coverage and raising attainment through monitoring and evaluation, including assessment. As part of this role a new policy is being devised and the current scheme of work is being modified in line with the requirements of the latest national guidance. The subject leader has identified some of the in-service needs of staff. A course for staff on gymnastics led to an increase in confidence and this has had a beneficial effect on pupils' learning. Adventurous activities are incorporated in the programme for the residential week at an activity centre. Swimming provision meets curriculum requirements. Swimming is taught by qualified instructors at the local pool, supported by the teacher. Learning resources are adequate in both quality and quantity to facilitate pupils' learning in the different aspects of the subject but the hall facilities are insufficiently used.