

INSPECTION REPORT

COLLINGTREE CE (VA) PRIMARY SCHOOL

Collingtree, Northampton

LEA area: Northamptonshire

Unique reference number: 122107

Headteacher: Mr Peter Spong

Reporting inspector: Mr Michael Allcock
19834

Dates of inspection: 28th – 30th January 2002

Inspection number: 197807

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	South Lawn Lodge Avenue Collingtree Northampton
Postcode:	NN4 0NQ
Telephone number:	01604 761469
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Riches
Date of previous inspection:	30 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19834	Michael Allcock	Registered inspector	History; physical education; English as an additional language	What sort of school is it? What should the school do to improve further? The school's results and achievements. How well are pupils taught? How well is the school led and managed?
9843	Sarah Drake	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?
23818	Alison Pangbourne	Team inspector	Information and communication technology; art and design; foundation stage	
22092	Derek Watts	Team inspector	Mathematics; science; design and technology; special educational needs	How good are the curricular and other opportunities offered to pupils?
23009	Anne Hogbin	Team Inspector		Evaluation of teaching assistant support in literacy and mathematics
23483	Gillian Allen	Team Inspector	English; geography; music; equal opportunities	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Collingtree Church of England Voluntary Aided is a six class primary school, with 126 pupils on roll, so is smaller than average. It serves the village and surrounding areas, particularly new housing developments nearby. There have been considerable changes to the school roll in recent years, both in the number of pupils entering and also in those leaving the school, other than at normal times of admission and transfer. Seven per cent of pupils come from ethnic minorities. About two per cent of pupils, above the average, have English as an additional language. The pupils concerned are bilingual and fluent in English. No pupils are known to be eligible for free school meals, which is well below average. Seventeen per cent have special educational needs, which is slightly below average. Of these, just under two per cent have statements of special educational need, which is close to the national and Northamptonshire averages. Children enter the Foundation Stage in the reception class with above average attainments, as measured by the local education authority's baseline assessment procedures.

HOW GOOD THE SCHOOL IS

The school is providing a sound standard of education for its pupils, primarily because the quality of teaching is good. The standards of the current Year 6 are about average overall but are above average in English and mathematics. There are, however, significant weaknesses in some aspects of leadership and management. There is not a clear enough educational direction set by the headteacher, and the governing body does not understand the school's strengths and weaknesses in enough depth. These weaknesses do not at the moment have too great a negative effect on the pupils, because they are not seriously affecting how well teachers teach. Another positive sign is that there are indications of recent improvements to leadership. However, there was a significant dip in results in 2001, partly due to specific circumstances of that year group. Teaching remains weaker in Years 1 and 2 than in the rest of the school. This, together with the weaknesses in management should be of concern and receive urgent attention. Running costs are very high, and so the school provides unsatisfactory value for money.

What the school does well

- Standards are above average in English and mathematics by the end of Year 6, because of consistently good teaching of the basic skills of literacy and numeracy.
- Children get a good start to their education in the reception class. They are very sensitively managed in well-planned lessons.
- Pupils behave well, have positive attitudes to their work and have very constructive relationships with adults and classmates.
- The quality of teaching is good or better in two out of three lessons, promoting effective learning from the pupils.
- Provision for pupils' spiritual, moral, social and cultural development is good overall, strongly supporting their personal development.

What could be improved

- There are significant weaknesses in some aspects of the leadership and management of the school.
- Standards in the increasingly key subject of information and communication technology are below average throughout the school.
- Procedures are not sufficiently developed and formally recorded to promote some aspects of care and guidance of pupils.
- The school does not devote enough time to lessons overall, and to subjects like science and art and design, leading to lower than average attainment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made broadly satisfactory progress since it was inspected in September 1997. The key issues for improvement brought to the school's attention then have mostly been addressed. Procedures have been established for monitoring lessons to ensure the quality of education, more particularly in English and mathematics. The school has improved its curricular planning and the procedures to assess

pupils' attainment. However, weaknesses in standards in information and communication technology and design and technology, identified then, still remain.

The school has effectively implemented its strategies for teaching literacy and numeracy and responded appropriately to other national and local initiatives. The quality of teaching and learning is higher but some strengths of the school identified in 1997 are weak features at present, most crucially leadership and management. However, following a period of instability and division, there are promising signs, both from the new partnership between the headteacher and the newly appointed deputy head and from the governing body, under a new chairman, that the healing process is now under way. The need to provide sufficient places for a rapidly changing population has meant that costs have increased, reducing cost effectiveness and overall value for money.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	D	E
Mathematics	A	B	D	E
Science	B	C	E	E*

Key

well above average A

above average B

average C

below average D

well below average E

Standards attained by pupils in English and mathematics at the end of Year 6 in 2001 were below the national averages for all schools and well below those of schools with similar levels of free school meals. Standards in science were well below the average for all schools and in the bottom five per cent of similar schools. In recent years, trends in standards have been below that seen nationally. However, caution must be exercised when making these comparisons due to fluctuation caused by the size of the school, the small numbers in some year groups and the high levels of pupil mobility. Children enter the reception class with above average attainments overall. They achieve satisfactorily or better in all areas of learning by the time they enter Year 1. The standards seen during the inspection indicate that the present Year 2 are attaining broadly average standards in reading and writing but that they are above average in speaking and listening. Standards in mathematics and science are above average. Achievement is broadly satisfactory during Years 1 and 2 overall, compared to pupils' prior attainments.

By the end of Year 6, pupils reach above average standards in English and mathematics. This shows satisfactory achievement in these subjects over the pupils' time in the school. In all other subjects, pupils are underachieving and not doing as well as they could. Standards in science, geography, music and physical education are about average. Standards in information and communication technology, art and design and design and technology are below average. There was insufficient evidence to judge standards in history. Achievement is satisfactory overall, as teaching is stimulating, ensuring a positive learning response from pupils. A significant proportion of pupils entered or left the 2001 Year 6 group since they took the Year 2 tests. There were also high levels of disruption during their final year in the school. This partly explains the difference between last year's test results and the judgements on standards in lessons of a different group seen by inspectors. Pupils with special educational needs are effectively supported. They make good progress in lessons and achieve well overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy being at school. They come to their lessons keen to take part and they work hard in them.
Behaviour, in and out of classrooms	Good throughout the school and in the playground. There have been no exclusions in recent years.
Personal development and relationships	Very good. Pupils relate very positively to each other and adults. They are willing to take responsibility and work well on independent tasks.
Attendance	Good. Attendance is above the national average and levels of unauthorised absence are broadly average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection, teaching was satisfactory or better in all lessons seen. It was good or better in two out of three lessons and very good in one in eight. This shows improvement from the standard of teaching seen in the last inspection and promotes good quality learning by the pupils. Despite this good teaching, insufficient direction is provided for teachers, so that pupils build on their previous attainment as they move through the school, enabling them to achieve as well as they should.

English and mathematics are well taught throughout the school, so that key literacy and numeracy skills are acquired quickly and reinforced effectively in subjects across the curriculum. Science lessons for Years 3 to 6 pupils are now delivered to year groups rather than mixed age classes, as with other subjects. This is to ensure subject coverage but also helps teachers focus on a narrower range of attainment than normal, in a subject targeted for improvement. Teachers also show sound or better subject knowledge in all other subjects, except information and communication technology. Pupils with special educational needs are effectively supported in lessons and in carefully planned withdrawal sessions. They achieve well compared to their prior attainment. Pupils are very well managed so overt discipline is seldom needed and lessons can proceed at a brisk pace. In the best lessons, teachers challenge pupils but not all planning establishes different tasks to be attempted by pupils of varying attainment in mixed age classes. Pupils respond well to the good provision. They acquire skills and understanding at a good rate and work productively in most lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Broad and relevant but not sufficiently balanced, as the day is too short and some key subject areas do not have sufficient time devoted to them. There is a good range of extra curricular activities for the older pupils.
Provision for pupils with special educational needs	Good. Their needs are accurately assessed and progress towards targets is carefully monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Good provision is made for spiritual, moral and social development. Sound overall provision for cultural development but the multicultural dimension is less well promoted.
How well the school cares for its pupils	Satisfactory overall. Procedures for monitoring and supporting pupils' academic progress are good. Procedures for child protection and

	ensuring pupils' welfare are unsatisfactory.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. Lack of clear educational direction by the headteacher. Insufficient delegation of responsibility to staff team. Promising signs of effective partnership between the headteacher and deputy.
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body has not been sufficiently well informed to act as a critical friend. Not all statutory requirements are met.
The school's evaluation of its performance	Sound. Satisfactory level of monitoring of teaching and learning by some senior staff. Governors are just beginning to be involved in lesson observations. Good level of analysis of national test and other assessment information by the headteacher.
The strategic use of resources	Satisfactory. Specific grants well used to support targeted pupils. Available money is appropriately used to support agreed priorities on the school development plan, using the principles of best value. Inefficient use of new technology and available governing body expertise wastes administrative time.

There is a generous number of appropriately qualified teachers, three on temporary contracts, to meet the needs of the school curriculum, resulting in small class sizes. However, learning support hours have been reduced recently due to budgetary difficulties caused by the fall in roll. Resources are adequate overall. The school's accommodation is satisfactory overall but there is little available outdoor hard surfaced play space.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The quality of teaching is good. • Good behaviour and positive attitudes are promoted. • Levels of attendance are high. 	<ul style="list-style-type: none"> • The amount and consistency of homework set. • Information they receive about their children's progress. • The partnership the school has with them, including responding to questions or problems. • The way the school is led and managed. • The range of activities provided by the school outside lessons.

Inspection findings support the positive views parents have of the school. Inspectors found homework to be appropriate and sufficient for all pupils in the school. As parents identified at the meeting with the registered inspector, the good level of extra curricular activities is wholly aimed at Years 3 – 6 pupils. The school is now aware that parents would like to see some activities for younger pupils. Written reports meet statutory requirements, give an assessment of what their children can do and include targets for improvement. However, they do not at present tell parents how their children are doing against national expectations. The partnership with parents is satisfactory but fragile. The school is aware of this and has taken steps to improve it recently. There are many areas where improvements may be too recent to have had an impact on parents' views: for example, changes to behaviour management, the suggestion book in the school office and headteacher's weekly surgeries to sample parent opinions. There are significant weaknesses in leadership and management, which the school must address before the confidence of all parents is restored.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The leadership and management of the school have not provided sufficient direction to improve pupils' standards year on year as they move through the school. Despite the best efforts of individual teachers, there is no guarantee that teachers will build each year on what pupils already know and can do. Current weaknesses in information and communication technology, art and design, and design and technology, result from this. Standards in national test results have not improved sufficiently since the school's last inspection. There has been insufficient educational direction offered by the headteacher to deal with changes in the school roll. Pupil mobility has been high for such a small school. Since September 2000, 36 pupils have left the school and 44 have been enrolled. The number of pupils taking end of Year 2 and 6 tests is below that normally regarded as being statistically reliable. Furthermore, significant disruption to the education of Year 6 pupils last year have distorted figures, as the headteacher, who taught the class for the majority of the week was absent for part of the year. A succession of supply teachers and deterioration in attitudes and behaviour by a proportion of the oldest pupils further undermined their results. 19 pupils took the Year 6 national tests in 2001. Of these, only nine remained of the group who took the 1997 Year 2 tests. Of the ten who entered during Years 3 to 6, seven entered during Years 5 and 6, including three as Year 6 pupils already this school year. This level of mobility also affects other year groups. The 2002 Year 6 who will take the national tests later this year contains only three pupils who took the Year 2 tests in 1998 and reached above average standards in reading, writing and mathematics.
2. Standards in English, mathematics and science, the core subjects assessed at the end of Years 2 and 6, have varied from year to year, as is often the case in small schools. Since the school was last inspected, there have been changes to the way schools are compared. Previously, judgements about results in national tests were based on the proportion of pupils attaining the expected levels, Level 2 in Year 2 and Level 4 in Year 6. Now, points are allocated to the levels attained by pupils and schools' average points compared. By the end of Year 6, when pupils leave the school, results in all three core subjects were above the national average in recent years, until 2001. However, the downward trend in average points scored goes back further, particularly in mathematics. Over time, results in English have been the most consistently high. Girls outperform boys overall with the gap widening over the last three years. In last year's national tests at the end of Year 6, pupils' results were below average in English and mathematics and well below average in science compared to all schools. When compared to schools with similar levels of free school meals, standards were well below average in English and mathematics and in the bottom five per cent of all schools in science.
3. In the 2001 national tests at the end of Year 2, the school achieved very creditable results. Pupils attained well above average standards in reading, writing and mathematics compared to all schools. Standards remained well above average in reading and writing compared to schools with similar levels of free school meals, with those in mathematics above average. Teacher assessments in science also indicated well above average standards. The gap in performance between boys and girls is less marked in Year 2 tests, particularly in mathematics, where boys have done better over time than girls.
4. The school has analysed these results carefully. Science has been identified as a key area of weakness. A range of measures has been put in place, including teaching the subject to single year groups, instead of the usual mixed aged classes, in Years 3 to 6. This has allowed teachers to focus on smaller than normal ranges of attainment, particularly where tasks are also well matched to pupils' attainments, as in Year 3. Good teaching in the core subjects and an increasingly stable context for education in the upper school will also help restore standards. Targets set for the current and next Year 6 groups indicate that the school anticipates standards to be above the national averages for English and mathematics and close to the average in science. Inspection evidence confirms these expectations for the 2002 group.

Achievement is satisfactory overall in Years 3 to 6. Expectations for the 2003 group differ, showing a detailed and realistic assessment of the strengths of individual year groups, based on the school's own comprehensive testing programme.

5. Children entered the reception class in September 2001 with above average attainments overall, as measured by the local authority's baseline assessment procedures. However, a wide range of attainments was seen. Children are on track to reach standards above the expectations of the early learning goals set out for children in the Foundation Stage by the time they enter Year 1. Many have already attained these goals and are working at National Curriculum levels. This shows at least satisfactory achievement during the time children are in the reception class, due to good teaching and learning.
6. Achievement is broadly satisfactory in Years 1 and 2. Teaching is satisfactory overall and good for Year 1 pupils. However, class sizes are small and children enter reception with consistently above average levels of attainment. Results in Year 2 tests are variable, due to differences seen within the small groups taking them. Inspection evidence indicates that the present Year 2 class will attain broadly average standards in the national tests overall, with those in mathematics and in teacher assessments of science higher. However, in some lessons seen during the inspection variable progress was seen, particularly from the higher attaining pupils who are not always sufficiently well challenged.
7. By the time they leave the school, pupils attain above average standards in all aspects of English and achieve satisfactorily. Teachers provide regular opportunities for pupils to listen carefully to adults and peers in lessons across the curriculum. Pupils are attentive and active listeners, respond appropriately to what they hear and speak confidently. Most link ideas fluently into complex sentences and present their point of view persuasively, both in lessons and when taking part in larger groups, such as during assemblies. Pupils have positive attitudes to books. Almost all are keen to discuss favourite authors and genres. They read widely, with fluency and expression. Homework is usefully employed to promote skills further and a productive home school partnership is being forged. Older pupils write extended pieces for a range of purposes and with different audiences in mind, often for children in reception or Year 1 and 2 pupils. More complex vocabulary, specific to the subject involved, develops as pupils move through the school. This gives writing greater interest and vigour. Spelling is secure and grammar accurate. Fewer photocopied resources or frameworks for writing are seen in Years 3 to 6, so that pupils' writing is unimpeded by artificial boundaries. Standards in literacy are above average.
8. Standards are above average in mathematics by the time pupils leave the school. Pupils achieve appropriately compared to their prior attainment. In work seen during the inspection, pupils attained higher standards in the aspects of number and algebra and in shape, space and measure than in using and applying mathematics and data handling, which were broadly average overall. Standards of numeracy are above average. Subject specific language is well taught in lessons and promoted by displays in classrooms. Insufficient evidence is seen of information and communication technology (ICT) supporting pupils' learning in the subject.
9. Measures taken by the school have reversed the steeply downward trend in standards in science by the time pupils leave the school. Pupils attain average standards in science by the end of Year 6 but achievement over time is unsatisfactory. The school devotes a lower proportion of time to teaching science than the average in Year 6. It may wish to consider adding to time allocated to the subject to help drive up standards further. This should also improve the rate at which pupils achieve. ICT is not sufficiently used to support teaching and learning in science.
10. Standards in information and communication technology (ICT) are below average by the time pupils leave the school. Standards are low throughout the school, although the school does meet the statutory requirement to teach all the strands of the subject. Pupils do not achieve well enough in this key subject. Time stated as devoted to ICT appears to be about that seen nationally but during the inspection too little evidence was seen of computers in use. Pupils'

standards indicate that they have spent insufficient time acquiring and refining skills. This is disappointing, as it was a key issue for improvement following the last inspection. The recently appointed subject manager has produced an effective policy, which, along with schemes of work in draft form, is focused on the development of skills. However, these are newly in place, so pupil outcomes are not yet reflecting improvements in planning.

11. Insufficient evidence was gained to judge levels of attainment and pupils' achievement in all the foundation subjects at the end of Year 2 and Year 6. Standards in history are high by the end of Year 2, with pupils achieving well. However, standards are below average in art and design at the end of both Year 2 and Year 6 and design and technology at the end of Year 6. Achievement is unsatisfactory in these subjects for those pupils. As with ICT, design and technology was also identified as a key issue for improvement in 1997. Standards in music and physical education are average by the end of Year 6. Pupils achieve appropriately in these subjects.
12. The school works hard to ensure the inclusion of all its pupils. The few pupils who are bilingual, with English as an additional language, are well integrated and need no extra support. Those pupils with special educational needs make good progress overall. They make good progress towards the targets set for them in individual education plans. This is due to the good teaching and the good support they receive. Pupils with special educational needs, of whatever nature or difficulty, are well integrated into the school. This ensures that they have full access to the curriculum and learning opportunities.

Pupils' attitudes, values and personal development

13. Pupils enjoy attending school, have positive attitudes towards their work, behave well and form very good relationships with staff members and each other, all of which means that they benefit well from the educational opportunities that the school provides for them. The recent high levels of pupil mobility, accounting for about a thirty per cent turnover in the most recent academic year and continuing into this year, are a contributory factor towards pupils' attitudes being less positive than at the time of the previous inspection. However, parents and teachers agree that pupils' behaviour is better now than it was last year.
14. Year 6 pupils are proud to show off their school and talk very positively about it. Pupils of all ages arrive happily in the morning, settle well at the beginning of sessions and listen with interest to what teachers have to say. They are quick to volunteer to take part in activities and many of those in Years 3 to 6, participate in the different lunchtime and after school clubs that are available. Many pupils are bubbly and enthusiastic, for example, relishing the challenge in a physical education lesson about exploring different parts of the body that take weight, or showing high levels of motivation in reading and mathematics games. Their enthusiasm can lead to them being noisy at times but on the whole this does not distract them from their work.
15. Pupils behave well which generates a relaxed but disciplined atmosphere within the school. There have been no exclusions since the last inspection. Pupils are polite, courteous and generally treat resources and each other with respect. They want to please their teachers and so respond well to even the mildest query about their behaviour. They also form very constructive relationships with each other and say that pupils are generally kind to each other. There is no evidence of any bullying between pupils. Those from different ethnic heritages, with different abilities and of different gender treat each other equally well, and older pupils are particularly good about helping with younger ones.
16. Throughout the day, pupils demonstrate a good awareness of others' needs. They take care when moving round each other, think about their actions and are generous in their praise of others' skills. When conducting a tour of the buildings two Year 6 pupils volunteered that one teacher was "very talented" with the displays in her classroom and expressed appreciation of another pupil's artwork. Pupils generally co-operate well, sharing equipment and helping others who may be having difficulty with their work. They are generous in their support for charities and readily offer to help tidy up at the end of sessions or in the hall after lunch. They work well independently and happily conduct their own research or choose their own resources. In an art

and design lesson, pupils in Year 4 talked confidently about their work, making real decisions about which medium to work with and explaining their reasons. A young child in reception trotted off into another room without any prompting to 'look at the numbers' which would help her to complete the sequence she had chosen to write out.

17. Levels of attendance are good, with a low incidence of unauthorised absence. In the most recent academic year levels of unauthorised absence, although broadly in line with the national average, were unusually high for the school. Staff went to great efforts to help the pupil involved, and there are few instances of unauthorised absence this year in any class.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good overall. It contributes significantly to the effective learning pupils make in the school. Teaching was good or better in two out of every three lessons seen during the inspection. It was very good in one in eight. This represents an improvement on the standards of teaching and learning seen at the time of the school's previous inspection. Then, although teaching was good overall, the proportion of good or better lessons was lower at one in two. Furthermore, about one in four of lessons seen for Year 1 and 2 pupils was unsatisfactory in 1997. In this inspection, no unsatisfactory teaching was seen. Higher levels of monitoring lessons by senior staff, using an agreed format which clearly identifies strengths and areas for development, and improvements to curricular planning since 1997 have contributed to the better quality of teaching now seen. However, insufficient educational direction to enable pupils to build upon above average attainment when they enter the school, means that the good teaching seen in lessons leads to satisfactory rather than good achievement as pupils move through the school. Inspection findings support parents' views about the quality of teaching in the school, with a very small minority of respondents being critical in this crucial aspect of the school's work.
19. Lively and challenging lessons stimulate pupils' interest. They are motivated by the good teaching they receive and the appropriate tasks they are set, and respond well. They learn quickly and work productively. Lessons, particularly in literacy and numeracy, are often long but pupils concentrate well. They are becoming increasingly independent as learners but the school could stimulate this further, particularly in the area of personal research, by using computers at school and home. Pupils are capable of taking a greater part in setting their own learning goals in this way, which the school has acknowledged by involving them in personal target setting. Pupils with special educational needs are well supported in lessons and by well-planned withdrawal sessions. They learn well. The small number of bilingual pupils are independent English speakers and attain high standards. They too learn well.
20. Teaching is good for children in the reception class. The newly qualified teacher and her learning support assistant work very productively together. The class teacher displays very sensitive understanding of the needs of these young learners and matches activities well to their needs. Strengths include very good management of children in three different rooms and good use of assessment. Consequently, children are keen to learn and show a good level of independence. The children are secure in routines because the teacher and classroom assistant share the same high expectations. The two practitioners plan effectively for a rich and varied curriculum, so that children make a good start to their school life. Teaching standards dip in Year 1 and 2 but teaching is good overall in Year 1. It is satisfactory overall. Teaching standards are consistently high in Years 3 to 6, where all the very high quality teaching was seen, representing one in every four lessons for those pupils. Overall, teaching is good in four out of five lessons for the pupils in the junior phase. This helps prepare pupils for their secondary phase, as standards are now back on track at the top of the school, especially in the key areas of English and mathematics.
21. Parents, while convinced that teaching was good, were not sure that homework was always consistently set, effectively marked and discussed and used to raise standards. Inspectors found that the work set for pupils to complete at home is satisfactory but agreed that many of the improvements to this provision were recent and may not have had time to percolate through

into embedded support for pupils' learning. However, parents were grateful of the homework record book that is now in place, so that they can monitor more closely what their child is expected to do at home and help them with their work and research, where necessary.

22. Teachers show good subject knowledge in most areas of the curriculum throughout the school, including in the key areas of English and mathematics. The teaching of literacy and numeracy skills is good. This has a substantial impact on the progress pupils make in lessons and to their achievements over time. The school has made good progress in planning and implementing the National Literacy and Numeracy Strategies consistently, so that pupils effectively build on previous learning and develop skills sequentially. Teachers plan opportunities across the curriculum to ensure that pupils reinforce and refine literacy and numeracy skills acquired in English and mathematics lessons. This was seen in a Year 3 science lesson on oral hygiene, where higher attaining pupils read fluently from toothpaste packaging aimed at an adult audience. In speaking and listening activities, they used subject specific terminology, for example dentine and enamel, and were also able to supply synonyms for decay, including infection and rot, after defining the word. Average and lower attaining pupils used persuasive writing skills to produce instructional posters to warn younger pupils of the perils of tooth decay. Teaching is also a strong feature of work in science, music and physical education. It was sound in art and design. There was insufficient evidence to judge the quality of teaching in information and communication technology (ICT), design and technology, geography and history. Teachers do not plan sufficiently for ICT skills to be taught or computers to be used to support work in other subjects.
23. In all lessons seen there are strong features, which help create the positive ethos and effective working environment in the school. Teachers plan appropriately on a common lesson format. However, planning is more detailed for reception children, helping them make good progress in most lessons seen and ensuring at least satisfactory achievement over their time in the Foundation Stage. Efficient organisation carries planning effectively into practice. Teachers use a good mix of methods, including direct teaching, question and answer and purposeful activities, to achieve lesson pace but, where too long is spent on the carpet, time is not used well and activities chosen do not reinforce learning objectives sufficiently. This was seen too often in Year 2. Lesson pace is mostly brisk, with teachers using learning resources to inspire effective learning in the pupils ensuring efficient deployment of limited classroom assistant and volunteer helper time to support pupils appropriately.
24. Most lessons are challenging. Teachers in almost all classes have high expectations of their pupils. Work is appropriately matched to pupils' capacity and need in English and mathematics lessons. However, in most other subjects in most classes, pupils attempt similar work with only the expected outcome or the level of support different for pupils with differing attainments or needs. Pupils are very well managed in reception and in Years 3 to 6. Teachers have high expectations of pupils' behaviour in all classes but noise levels are higher in Year 2 and appropriate action not always taken quickly enough to restore calm. However, pupils are managed satisfactorily.
25. The school has worked hard to improve the quality of assessment since its last inspection. Ongoing assessment of pupils within lessons is satisfactory overall but it is a strong feature of work in the reception class. Teachers share the learning intentions with their classes during the introductions to lessons. Most are clearly promoted by the activities teachers select for pupils, which enable teachers to evaluate appropriately what pupils have learned. This is checked by well-focused questions, specific to the pupil's individual ability to respond and aimed mostly at the appropriate level. Whole class end of lesson sessions are usually well used to reinforce key learning intentions. Some are too brief or rushed but when sufficient time is allocated, as in a Class 3 history lesson, where Year 2 pupils moved between groups, sharing the learning of their classmates and allowing the teacher to make specific teaching points based on artefacts or outcomes produced during the lesson, gainful learning takes place. Marking is variable. It is always up to date but ranges from diagnostic and purposeful to wholly supportive, often without cause and certainly without any helpful suggestion as to necessary improvement that should be made. Teachers set regular targets for pupils. In Years 3 to 6 current targets in literacy and

numeracy are pasted on the covers of pupils' books to focus their attention on improvement. They are monitored regularly, so pupils know by the teacher signing them off, when a target has been reached.

26. The teaching of pupils with special educational needs is good and this leads to good learning. Pupils' needs are carefully assessed. Language and tasks are generally well matched to pupils' abilities and needs. Learning support assistants are well deployed and they make a significant contribution to pupils' learning through effective support. Good relationships between pupils and staff are in evidence. As a consequence, pupils have positive attitudes and behave well.

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

27. The Foundation Curriculum for children in the reception classes is satisfactory and is based appropriately on the specified areas of learning for children of this age. It is carefully planned and this ensures that the youngest children in school have full access to a wide range of suitable and stimulating experiences. This is an improvement since the previous inspection, when there was insufficient provision for outdoor play and children were given too few opportunities to make choices. Children are offered a good range of stimulating, relevant and well-matched tasks, but some time is lost when children move between the buildings and this reduces the time available for learning. Children are well prepared for their National Curriculum studies.
28. The curriculum for pupils between Years 1 and 6 is broadly based and relevant. Statutory requirements for all National Curriculum subjects and the requirements of the Leicestershire Agreed Syllabus for religious education are met. Long and medium term curricular plans are in place using national guidelines from the literacy and numeracy frameworks and Qualification and Curriculum Authority (QCA). These plans provide a consistent framework for teachers to plan their lessons. The introduction of a clear curricular framework represents an improvement since the last inspection. However, the plans are not yet fully implemented in the subjects of art and design, design and technology and information and communication technology. This has an adverse impact on standards in these subjects and leads to the balance of the curriculum being unsatisfactory. The school has implemented the National Numeracy Strategy well and the National Literacy Strategy appropriately. As a consequence, strategies for the teaching of numeracy are good and for the teaching of literacy satisfactory.
29. The time allocated to teaching is at the minimum recommended time for Years 1 and 2 and Years 3 to 6. However, for Years 1 and 2 pupils the time allocation is in the bottom 25 per cent of all schools nationally. During the inspection, teaching time was also lost when lessons did not begin on time. There were also examples of changes to the planned timetable. The less than recommended teaching time and lessons starting late represents the loss of considerable teaching time over a 38 week school year. This is having an adverse effect on pupils' learning, as achievement is not as good as it could be.
30. The school offers a good range of extra curricular activities for pupils in Years 3 to 6, which enrich the pupils' learning opportunities and contribute well to their social development. These include art, basketball, drama, football and recorders. However, there are few opportunities for pupils in reception, Year 1 and Year 2.
31. The provision for pupils with special educational needs is good. Pupils receive good support from teachers and learning support assistants. Pupils are organised in a variety of ways including support in the classroom and group or individual teaching. These organisational arrangements are appropriate to promote learning. Effective assessment and planning helps to ensure that pupils with special educational needs are provided with broad and relevant learning opportunities. Individual education plans have targets that are specific, relevant and sufficiently challenging.
32. The school's approaches and strategies for promoting equal opportunities are satisfactory. Through sound planning and good support, all pupils have equal access to the curriculum and a

full range of learning opportunities. The school has an appropriate equal opportunities policy. All pupils, including those with special educational needs and those from ethnic minorities, are well integrated. Boys and girls work together and teachers encourage mixed groupings in the class. Extra curricular activities are open to all. Boys and girls play musical instruments, attend football, basketball and drama club. Texts in reading have been selected to appeal to boys and girls. Gifted and talented pupils are not specifically identified but where teaching is good or very good, pupils are presented with challenging work and teacher expectations are high.

33. The school deals appropriately with the withdrawal of pupils for additional literacy and numeracy support or for instrumental music lessons. The problem of pupils missing parts of the curriculum for music lessons is addressed partly by either the music teachers changing the order of the pupils' lessons or the class teacher changing the order of lessons in the classroom. Inevitably something is missed but not necessarily the same subject every week. Teachers endeavour to move some planned activities to accommodate pupils withdrawn for additional support in literacy or numeracy.
34. Provision for pupils' personal, social and health education is good. The school is successful in developing pupils' confidence and responsibility. Health and safety issues are promoted well particularly in assemblies, science and design and technology. Appropriate attention is given to sex education and drug education. All the staff promote good relationships and respect for the differences between pupils in lessons throughout the curriculum. The contribution of the community to pupils' learning is satisfactory. The school has good links with the church. Members of the church still contribute to the school's assembly programme despite the current absence of a village vicar. Through a cluster group of schools, the school has sound links with partner schools.
35. Overall, the school's provision for spiritual, moral, social and cultural development is good. This is a similar picture to the time of the last inspection. The provision for spiritual development is good. Pupils have appropriate opportunities for prayer and reflection in assemblies. For example, pupils are asked to consider people who are not in the best of health and to consider people who look after our health. However, during reflection absolute stillness is not always achieved and this reduces its impact. Assemblies have a strong Christian ethos and this is appreciated by the parents. Opportunities for spiritual development in lessons were less evident during the inspection.
36. Provision for moral development is good and this results in good pupil attitudes and behaviour. Teachers, support assistants and other adults in the school are good role models to pupils in terms of courtesy, respect and fairness. Staff promote moral and social development as a natural part of their work. Their calm, caring and positive approach has a favourable impact on pupils. Praise and encouragement are used effectively to build pupils' confidence and self-esteem.
37. The provision for pupils' social development is also good and this leads to very good relationships within the school. Pupils are given opportunities and encouraged to work in pairs and small groups in most areas of the curriculum. Pupils are encouraged to work cooperatively and share in using equipment and learning resources. They show initiative and responsibility when working in groups. All pupils, particularly those with special educational needs of whatever nature or difficulty, are included well in all activities by adults and other pupils.
38. Provision for cultural development is satisfactory overall. Pupils are introduced to a satisfactory range of music. For example, the piece of music for the week during the inspection was 'The Entertainer' by Scott Joplin. There are numerous opportunities for pupils to receive instrumental tuition. The works of famous artists such as Paul Klee, Monet, Renoir, Salvador Dali and L S Lowry are appropriately used to promote an appreciation of art and design and help to inspire pupils' creativity. Pupils are taught about the principles of the major world religions. However, overall opportunities to raise pupils' awareness, knowledge and understanding of non-western culture and about life in multicultural Britain are not as well promoted.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school provides satisfactory levels of care for pupils but its formal procedures relating to this area are not sufficiently systematic to ensure that all those concerned, both governors and staff, understand what action to take in a given circumstance and then act in a consistent, appropriate manner. Although staff treat pupils pleasantly and have good relationships with them, the lapses in direction relating to pupils' care mean that there is room for improvement in this aspect of the school's work.
40. There is a named staff member with responsibility for child protection, who has received up-to-date training. The school has adopted the local area child protection committee procedures and, in cases of need, takes appropriate and confidential action, involving outside agencies as necessary, to deal with concerns. However, other than to refer concerns to the named person, there is no clear guidance for staff about what action to take, for example, the importance of believing children and not asking them leading questions. There is no governor with responsibility for this area and no school specific guidelines about the exact procedures to follow when problems arise. As at the time of the previous inspection, not all members of staff have been given even oral guidance about their responsibilities relating to child protection. The current situation is unsatisfactory.
41. The procedures to ensure health and safety are in a similarly unsatisfactory state. On a day-to-day basis in lessons and, for instance, when pupils are moving around the site, staff take good care to ensure their safety. The assembly theme during inspection week was 'Health and Safety' and the school makes sure that the necessary equipment checks and fire drills are carried out. However, the policy is outdated, refers to staff who no longer work at Collingtree, and the school has not yet conducted risk assessments although this has been required by law for many years. Although there are suitably trained staff to provide first aid, there is inadequate recording of accidents. Lunchtime arrangements make it difficult to provide sufficient supervision of pupils and, when it rains, it is only due to pupils' good behaviour and relationships that the cramped conditions do not create a problem. Inspectors raised concerns about various safety issues; one of which, the absence of a barrier between the school grounds and the road, the school is hoping to tackle in the coming financial year.
42. Teachers register pupils appropriately at the beginning of sessions and the school follows up any absence about which parents have not informed staff. There is suitable and effective liaison with the education welfare service if necessary. However, teachers do not all use the same symbols to denote reasons for pupils' absence and, despite guidance at the front of the registers, the majority use an inappropriate one, indicating sporting activity rather than a circumstance such as illness which has been authorised by the school.
43. Staff members have very good relationships with pupils and this is effective in the promotion of good behaviour and discipline. Teachers are skilled at noticing possible areas of conflict and nipping them in the bud, with the result that pupils of all ages behave well. Pupils respond well to receiving house points and the recently introduced 'smiley buttons' for good behaviour and helpfulness. Staff take the time to encourage pupils to think about their actions, which guides them to treat each other well rather than unkindly. The behaviour policy is outdated, in that it does not guide current practice, particularly in relation to rewarding pupils. Staff record some instances of poor behaviour but this is not sufficiently systematic to provide clear information about specific individuals or trends.
44. The school has a clear and up-to-date policy on assessment. Procedures for assessing pupils' attainment and progress are effective in numeracy and literacy but assessment in the other subjects is underdeveloped. There is not yet an effective system established in science. The school is awaiting a science profile from the local education authority, which will provide objectives based on the Qualifications and Curriculum Authority guidelines. Science and foundation subjects have an assessment record sheet for each pupil. At least one comment is made for each subject each term.

45. The school administers a variety of tests in numeracy and literacy on an annual basis and plans an assessment week each term. During the assessment week, pupils' work in numeracy, literacy and science is assessed against clear criteria and used to set appropriate targets for individuals and small groups of pupils. Teachers are allocated time to assess, record and agree targets with pupils. The work is levelled according to National Curriculum guidelines and placed in pupils' profiles of work. These, as yet, have not been established long enough to build up a long-term picture of pupils' achievement. A portfolio of moderated pupils' work has just been started in the core subjects but there are no portfolios in the foundation subjects.
46. The school monitors pupil performance effectively in the core subjects and has established additional literacy support and Springboard mathematics groups for those identified as needing these. As a result of monitoring assessment results, the school identified a decline in standards in boys' writing over a period of time. When booster classes in numeracy and literacy were established, one was set up to address boys' writing skills, resulting in their increased confidence as writers. Teachers acknowledge pupils' success and achievements when marking work.
47. There are no structured procedures for monitoring and supporting the personal development of pupils. Teachers have good relationships with pupils and know them well. Assessment is informal, noted by teachers in particular lessons such as personal, social and health education or circle time. There is a statement on personal development in the annual report to parents; otherwise comments are made in pupil portfolios on an ad hoc basis if they have a particular significance.
48. The assessment and referral procedures for pupils with special educational needs are good and comply fully with the Code of Practice. Assessment information is used well to guide future planning, teaching and learning. Pupils' records are well kept and individual education plans and statements of special educational needs are reviewed and monitored on a regular basis.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. At the time of the previous inspection, the partnership with parents and carers was judged to be good. Since that time the school has gone through a very difficult period during which a significant number of parents lost confidence in the school while, at the same time, its character changed rapidly with the increase of new houses and consequent influx of new pupils. The responses to the pre-inspection questionnaire and at the meeting with parents were unusually negative about certain aspects of school life, particularly the leadership and management of the school and partnership with parents. However, the great majority of parents spoken with during the inspection, and all of those encountered on an informal basis, expressed positive opinions about the school. Those who are new to the school spoke of how well their children had settled and been welcomed by staff and other pupils, while those whose children have been pupils for some time expressed the opinion that 'things are improving.' The partnership is currently satisfactory, but needs much work from both school and parents in order to achieve a truly effective working relationship for the benefit of pupils.
50. Parents welcome the recently introduced weekly newsletter through which they can keep track of school events and important dates. On a termly basis, class teachers also issue information about what their pupils will be learning. The quality and usefulness of these sheets varies from class to class, with only a few giving hints on how parents can help their children at home. Activities such as Wilf the teddy bear, about whose adventures reception class children, with the help of their parents, have to write when they take him home for the weekend, are highly effective at strengthening the school/parent relationship. The governors' annual report is clearly written but, as at the time of the previous inspection, does not include much of the statutorily required information. Pupils' progress reports do comply with requirements and teachers' comments show that they have a good knowledge of individuals but, although they state what pupils can do and give written targets for them to work on, they do not make it sufficiently clear what levels pupils are working at and whether this is average, above or below for their age group.

51. The Friends of Collingtree Primary School have taken it upon themselves to try and increase the sense of partnership, and are proving very effective at doing so. The relatively large and active committee, which includes the headteacher, organises a lively programme of events, which are well supported by parents. These raise considerable funds for the school which recently helped to finance, among other things, pupils' pantomime visit. Parents also help, for instance, to provide books for school through their support of the Book Fair, and most hear their children read at home and write comments in their log books. Some parents help in school on a regular basis. One has recently made a significant contribution to the school's number of computers, and others do sterling work keeping the garden plants under control. Parents are less willing to attend events such as that organised in the autumn to open their eyes to how children learn to read, but the overwhelming majority attend the interviews about their children's progress that teachers mount each term.
52. Links with parents are begun in the Foundation Stage. The results of baseline assessments are shared with parents and clear instructions about how to help with reading, matched to individual books, contribute positively to standards in reading. Parents are welcome to talk to the teacher about any concerns at the beginning or end of the day. The partnership between parents with children with special educational needs and the school is good. Parents are involved in the assessment and referral process from the beginning. There are meetings each term with parents and teachers to review progress.
53. There would appear to be good will on behalf of both staff and parents but this is not yet enough to form a truly productive partnership. Until staff and governors welcome and capitalise on parents' great interest in their children's education by welcoming them into school, keeping them well informed and listening to their suggestions, and parents, in their turn, channel their interest into productive suggestions and support for the school, pupils will not benefit from the quality of education that such a strong partnership can bring.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Overall, the leadership and management of the school are unsatisfactory. Pupils' standards are inconsistent, even though teaching is good in lessons. Without the efforts of teachers being led in an appropriate direction, standards are not rising and not all pupils are achieving as they should. Ineffective leadership is also responsible for the unsatisfactory care, safety and welfare of pupils. There are outstanding issues from the last inspection, in terms of standards in information and communication technology (ICT) and design and technology. A significant proportion of the parents do not have confidence in the headteacher and governing body. Standards have fallen in tests at the end of Year 6. Difficulties with planning for anticipated growth have caused budget management problems, leading to small class sizes but reductions in support staff. There has been unsatisfactory improvement in this aspect of the school's work since its last inspection.
55. Change to the school's status following the abolition of grant maintained schools alienated some parents. Since then there has been disharmony within the school's community, both among and between the governing and parent bodies. More recently, serious complaints by parents have only partly been addressed. The governing body should consider implementing outstanding local education authority recommendations about the outcomes of complaints, having now adopted appropriate procedures, to close an unhappy period in the school's life. The headteacher has not provided sufficient educational direction for the school. Policies and procedures have not been developed and embedded quickly enough to anticipate and prevent problems, as is found both in subjects, like ICT, and in aspects of pupil care and guidance, including the management of behaviour. The new partnership forged between the headteacher and deputy show positive signs of improvement in this key aspect of the school's work. Many initiatives are recent but almost all are welcomed wholeheartedly by all the school's community. These are helping to ensure that the school is beginning to address clearly stated aims and values that at present it is not fulfilling; for example in terms of high standards for pupils and a strong partnership with parents.

56. There is growing delegation to teachers who have management responsibility. The deputy headteacher and the special educational needs co-ordinator are effective in their roles. They are given sufficient time to perform them adequately. Those teachers with responsibility for subjects other than English and mathematics get little or no time to assess the quality of teaching and learning in their subjects or to measure the impact that curricular developments or spending have had on the pupils' standards. Managers' roles are also capable of further development in the management of funds for their aspect and subject areas. At present, financial control is not widely delegated.
57. The governing body has been divided and ineffective. Statutory responsibilities to ensure such key features as parental access to the school's results via the annual governors' report to parents have not been met. Proactive measures to ensure health and safety and pupils' welfare have been overlooked. So there is insufficient lunchtime supervision, made more problematical by the present lack of a barrier between the school and the road, and inadequate recording of accidents. The governing body has not been provided with sufficient information and has not taken the necessary steps to understand core strengths and areas for development within the school. This has been exacerbated by dissent and disagreement within, leading to excessive turnover of governors, for example there were four chairs of the governing body in 2001. The governing body has lost the confidence of many parents, some of whom have withdrawn their children, which has made more difficult still the school's problems in managing growth in numbers. The appointment of a new chair of governors, who is working very hard to unite and reassure all within the school's community, is a positive initial step in ensuring that governors take an active role in helping shape the direction the school should take.
58. The school plans appropriately for improvement. There are sound systems in place to monitor and evaluate its performance. National Curriculum test results and the outcomes of the school's own assessment programme are analysed carefully. For example, the school is aware of the impact of pupil mobility on its poor results in the 2001 Year 6 national tests and how close some pupils came to achieving the next level, which would have had considerable impact on the points scored. However, it has not taken enough action to improve the situation. School development planning is detailed and establishes clear success criteria. It deals with longer-term goals, as well as the present year's targets, and is a positive instrument for institutional development. However, outcomes of planning are not yet feeding through to bring about effective school improvement. Planning reflects educational priorities, apportioning finances according to costs that have been carefully established. Specific grants to support pupils with special educational need are well used, so that these pupils make good progress.
59. Financial control and management are satisfactory. However, the headteacher has been slow to delegate responsibility to the staff, including the administrative assistant. The governing body's finance sub-committee includes several finance professionals but too little use has been made of their expertise. They have also been denied appropriate access to information and excluded from relevant meetings. The terms of reference of the finance and other governing body sub-committees are newly in place. Minutes of meetings have not routinely been kept, nor a formal agenda always drawn up beforehand. Arrangements to monitor spending are adequate. As there is not a well developed partnership between the headteacher, administrative assistant and governing body and the school is only just starting to use new technologies to improve its efficiency, day-to-day financial management is time consuming and inefficient. A considerable list of recommendations was made at the time of the school's last audit. Most of these have now been addressed.
60. Overall, there is an appropriate match of teachers and support staff to meet the demands of the curriculum. However, there is a good number of teachers but a small number of support staff. There has been a reduction in the number of classroom assistants in order to address financial difficulties caused by the recent decrease in the number on roll. Consequently, classroom assistants are deployed to support specified pupils with special educational needs, although they also support groups of pupils who work with these pupils. This arrangement means that the reception class does not have a fulltime classroom assistant and places demands on the newly

qualified teacher, who manages her class very well in difficult accommodation. The school has sound induction procedures for her.

61. The accommodation is well cared for and is satisfactory overall. Most of the pupils are housed in the new building, which includes a large hall, a library and suitably sized classrooms. The provision for them is good. The younger pupils are accommodated in the Victorian building, which although recently refurbished to a high standard, has cramped classrooms for the very youngest children. It is also necessary for them to be escorted along the road to the main building for lunch. As a result, there is some lost time when the children are moving from one building to another. The school is currently exploring the possibility of a perimeter fence to the front of the main building. There is an appropriate range of resources with strengths in physical education and weaknesses in the use of computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governors, headteacher and staff should now address the following in their action plan in order to raise standards and the quality of education further:

(1) Improve the quality of leadership provided by the headteacher so that:

- effective action is taken to ensure that standards are raised in all subjects; (paras. 1, 18, 29, 54, 75, 82, 83, 92)
- the good work of teachers is directed and coordinated, so that pupils achieve well in every class as they move through the school; (paras. 18, 54, 75, 82, 83, 92, 99, 116)
- delegating more responsibility to those teachers who manage subjects, to facilitate their monitoring of lessons, and develop their role by taking responsibility for budgets;* (paras. 56, 59, 122, 141)
- providing more information for governors, and involving them more directly in the life of the school, so they can sample its strengths and areas for development and act more robustly as critical friends; (paras. 57, 59)
- increasing the use of ICT for administration and to reduce the workload of the headteacher; (para. 59)
- reviewing the aims and values of the school and matching practice more closely to this aspirational policy document. (para. 55)

(2) Raise standards in information and communication technology (ICT) by:

- planning fully the integration of ICT into lessons; (paras. 8, 9, 19, 22, 61, 93, 99, 105, 106, 117, 123, 125, 128)
- fully implementing the recently introduced scheme of work for ICT to ensure that pupils develop their skills systematically as they move through the school;* (paras. 28, 55, 123)
- increasing the amount of time pupils spend using computers and other ICT products to further develop their skills and understanding in the subject;* (paras. 10, 19, 22, 61, 127, 128, 129, 130)
- improving class teachers' own personal ICT competence, so that they feel confident when introducing new programs and skills to pupils; (paras. 22, 128, 129)
- setting up whole-school assessment procedures for ICT, so that teachers know what individuals and groups of pupils are capable of achieving and can move them quickly on.* (paras. 44, 45)

(3) Improve procedures for pupils' care and welfare by:

- providing clear written guidance to staff on child protection matters; (paras. 39, 40)
- updating the health and safety policy and instituting the required risk assessments; (paras. 39, 41, 57, 119, 139)
- instituting a rigorous system for the reporting of accidents; (paras. 41, 57)
- coordinating procedures for the registration of pupils, so that all teachers use the appropriate symbols;* (paras. 39, 42)
- updating policies which no longer reflect current practice, however effective, such as the behaviour policy.* (paras. 39, 41, 43, 47, 55)

(4) Improve the intended teaching time available and the balance between subjects by:

- extending the length of the school day; (para. 29)
- ensuring that the current imbalance in the allocation of time to subjects, like English, science, art and design and physical education is addressed;* (paras. 9, 28)
- avoiding slippage at the start and finish of school sessions and individual lessons. (paras. 27, 29, 61, 139)

In addition to the above, the following points for development should be considered for inclusion in the action plan:

- Raise standards and pupil achievement in art and design and design and technology. (paras. 11, 28, 54, 101, 102, 103, 104, 108, 109, 111)
- Establish effective systems of assessment, like those in English and mathematics, in all subjects where there are weaknesses at present. (paras. 44, 45, 83, 96, 100, 111, 117)
- Plan more carefully in all classes for activities which challenge all pupils, especially the higher attaining. (paras. 6, 24, 77, 80, 93, 96, 99)
- Amend the annual report to parents to include all statutory information required.* (para. 57)
- Make more productive use of parents' interest and support for their children's education. (para. 53)

*Items already identified for improvement by the school.

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	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	5	22	14	-	-	-
Percentage	-	12.2	53.7	34.1	-	-	-

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	126
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	20

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.6

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	8	9	10
	Total	17	18	19
Percentage of pupils at NC level 2 or above	School	89 (87)	95 (87)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	8
	Girls	9	10	10
	Total	17	19	18
Percentage of pupils at NC level 2 or above	School	89 (87)	100 (100)	95 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	7	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	8
	Girls	6	6	6
	Total	12	12	14
Percentage of pupils at NC level 4 or above	School	63 (82)	63 (64)	74 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	6	6	7
	Total	16	17	18
Percentage of pupils at NC level 4 or above	School	84 (80)	89 (80)	95 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	1

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)	7.5
Number of pupils per qualified teacher	17
Average class size	21

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	57

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	220,960
Total expenditure	232,956
Expenditure per pupil	2,239
Balance brought forward from previous year	7,394
Balance carried forward to next year	-4,602

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	119
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	-	-	-
My child is making good progress in school.	50	33	14	-	3
Behaviour in the school is good.	38	52	10	-	-
My child gets the right amount of work to do at home.	40	45	10	5	-
The teaching is good.	60	24	7	-	9
I am kept well informed about how my child is getting on.	43	31	12	14	-
I would feel comfortable about approaching the school with questions or a problem.	57	24	5	14	-
The school expects my child to work hard and achieve his or her best.	57	21	2	10	10
The school works closely with parents.	36	33	10	21	-
The school is well led and managed.	41	26	14	19	-
The school is helping my child become mature and responsible.	52	30	5	8	5
The school provides an interesting range of activities outside lessons.	40	25	2	23	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Children are admitted to the reception class on a part time basis at the beginning of the school year in which they have their fifth birthday. Most attend full time by the end of their third week in school. Evidence from baseline assessments together with inspection evidence shows that children's attainments on entry are above average. This is a similar picture to the findings of the previous inspection.
64. The children receive a positive start to school and they make sound progress, firmly consolidating and developing their skills. Their achievement is satisfactory and by the end of the Foundation Stage they are on course to exceed the early learning goals in all the areas of learning. The weaknesses identified in the previous inspection, where children had insufficient opportunities to choose their own activities and to experience outdoor play have been addressed appropriately.

Personal, social and emotional development

65. The children enjoy coming to school because they are offered interesting activities and know that they are valued. They are secure in routines and take responsibility for tidying up and for fetching their own snacks. Most children work and play independently when the teacher is working with another group. The quality of teaching is good and children are on course to exceed the early learning goals by the end of the Foundation Stage, achieving appropriately.
66. Adults encourage children to develop their social skills in a variety of ways. For example, they are encouraged to play together when playing in 'the three bears' house and to pass 'Wilf', the class teddy, round the circle, before having their turn to tell everyone what they are good at. They take turns to be helpers and show a developing sense of independence when changing for physical education. They take responsibility for choosing their own activities and are encouraged to show good manners. Children with special educational needs are well integrated and other children show sensitivity to their needs. Children behave well and show particularly mature behaviour when they move to and from the main building, especially when it is raining. They show sensible behaviour when using a parachute to develop their physical skills. A particularly good example of the way in which children are expected to take responsibility is the opportunity to take 'Wilf' home for the weekend. Children and their parents are expected to complete 'Wilf's' diary and to bring him safely back to school. This opportunity contributes positively to personal development, language skills and to the partnership with the parents.

Communication, language and literacy

67. Most children are on course to exceed the early learning goals by the end of the Foundation Stage. They make sound progress and achieve as they should. As was identified in the previous inspection, children have well-developed skills in this area of learning. They develop their speaking and listening skills through role-play in 'the three bears' house and through regular opportunities to share their news. They talk about items that they have brought to school and learn to listen and respond at the right time when reading the story of 'the three bears' with their teacher. They talk about similarities and differences between versions of the story. They have good opportunities to develop their writing skills. For example, they use the attractive display in the writing area to remind them that they can write postcards, lists, stories, letters and labels using a range of tools. Most children write their names and use recognisable spelling in their writing. Higher attaining children can already write several sentences correctly. They use a floor map and small toys to organise their thoughts before writing stories about the three bears. In the lessons seen during the inspection, the quality of teaching was good. As a result, children made good gains in learning to recognise and use capital letters and full stops. Good emphasis on the text meant that the children learned that large text in 'bold' type can give a clue about

how to read the words. This encouraged them to join in reading the story with appropriate voices.

68. Good emphasis is placed on the teaching of reading skills and this contributes to high standards. High priority is given to literacy in class displays. Most children are already confident readers and willingly discuss their favourite books. A particularly positive feature is the system where children take home detailed instructions with each book to enable parents to help them with their reading. This regular dialogue with parents in the reading record books also contributes positively to standards.

Mathematical development

69. As was identified in the previous inspection, children have many opportunities for developing their mathematical language and numeracy skills. Consequently, children are on course to exceed the early learning goals by the end of the Foundation Stage and they are achieving as they should. Classroom displays introduce children to terms such as 'thin', 'wide' and 'diagonal'. During the inspection, children learned the difference between heavy and light through many opportunities to weigh their own teddies and those made from play dough. The children were fascinated to see how far round the scale the pointer went according to the weight of the teddy on the scales. They develop numeracy skills through number rhymes and matching games. Computers are used effectively to develop mathematical skills and children use a good range of mathematical games. The quality of teaching in this area of learning is satisfactory. In the lesson seen during the inspection, the children made sound gains in learning the difference between heavy and light through opportunities to balance teddies. However, some children have not yet fully understood that large teddies are not always heavy and the opportunity to develop this was missed.

Knowledge and understanding of the world

70. The children's knowledge and understanding of the world is on course to exceed the early learning goals by the end of the Foundation Stage. Children are achieving as they should. As identified in the previous inspection, learning in this area is based on first hand experience. Children learn about the natural world through observation of the class goldfish and experiment with sand and water. During the inspection, the sand tray was filled with porridge, which gave children the opportunity to explore its texture while filling containers. They learn about healthy eating and use the computer and tape recorder confidently. The rhyme 'five little ducks went swimming one day' was used very effectively during an assembly to explore safety issues and, as a result, the children learned that God keeps them safe. A 'Welcome' poster in several languages helps children develop an awareness of other cultures. It was not possible to make a judgement on the quality of teaching in this area of learning because no lessons were seen during the inspection.

Physical development

71. In their physical development, children are on course to exceed the early learning goals by the end of the Foundation Stage and they are achieving appropriately. There has been good improvement in this area of learning since the previous inspection, where there was a lack of opportunity to use wheeled toys in an outdoor area. During the inspection, children had several opportunities to develop their skills in the school hall. For example, in the lesson seen, children developed their skills through handling a parachute, showing dexterity as they made waves and ran under it. The quality of teaching was satisfactory. A planned opportunity to use wheeled toys in the outdoor play area was thwarted due to inclement weather but the covered area was used well to develop physical skills through assembling large cardboard boxes to make beds for the three bears. Children in the playground show well-developed skills in running, dodging and stretching. All children develop their manipulative skills well through regular opportunities to use scissors, small toys and play dough. Their scissor skills are particularly well developed.

Creative development

72. The children's creative development is on course to exceed the early learning goals by the end of the Foundation Stage and they are achieving as they should. They experiment with paint, showing good hand control. They make collages of skeletons using a range of media. They mix colours to produce pictures of various foods and develop printing skills by making snowmen prints. There are regular opportunities to develop musical skills, through singing a wide range of well-known nursery rhymes. The quality of teaching is good in this area of learning. In the lesson seen during the inspection, the children made good gains in learning about tempo and dynamics because the teacher used them effectively to demonstrate. The children then moved on to illustrate fast and slow and loud and soft using a range of musical instruments.
73. The quality of teaching is good overall and leads to good learning. During the inspection, over half the lessons seen were good and the rest were satisfactory. Features of the good quality of teaching include very well managed lessons so that children were able to work independently in three separate rooms in the small area designated for the Foundation Stage. A good understanding of how young children learn ensures that there is a good balance of activities that are well matched to the needs of all, including those with special educational needs and higher attaining children. A good partnership with the talented classroom assistant, who is designated to work with children with special educational needs, and who gives extra time voluntarily, ensures that there is sufficient small group support.

ENGLISH

74. The 2001 national test results show a wide variation in standards. By the end of Year 2, the pupils' performance in reading and writing was well above the national average, while the pupils' performance in English by the end of Year 6 was well below the national average. There were significant problems in school at the time of the 2001 tests, which have contributed to the poor results in Year 6.
75. Pupils enter school with above average attainment. Lesson observations and analysis of pupils' work during the inspection show that the current pupils in Year 1 are doing as well as expected and achieving above the national expectation in speaking, listening, reading and writing. In Year 2, the pupils are not doing so well and currently achievement is barely satisfactory, as they are only meeting the national expectations for reading and writing. This is due to weaker teaching for this year group and insufficient educational direction to promote effective achievement as pupils move from class to class. The pupils in Years 3 to 6 are doing as well as expected and are exceeding the national expectation in English. Pupils with special educational needs are supported well and make good progress. The National Literacy Strategy is fully implemented in all classes and information and communication technology is used to support learning in literacy lessons. The teaching of key literacy skills is appropriately promoted in subjects across the curriculum.
76. Pupils' attainment in speaking and listening is above average throughout the school. Pupils listen carefully to adults and each other and speak with confidence. In Years 1 and 2, role-play situations provide suitable opportunities for speaking and listening. Year 1 pupils act out the story of Cinderella and perform it for their class. They are encouraged with effective questioning to talk about what they are doing. Year 2 pupils describe how they feel while acting out movements aboard ship. They are able to express themselves clearly. In Years 3 to 6, pupils have the confidence to voice their opinions and produce reasoned arguments to counter those differing from their own. They are developing appropriate vocabulary to use. For example, very good speaking and listening skills were seen in a Year 3 science lesson, where pupils knew and applied such words as enamel and dentine. Year 5 and 6 pupils argue the pros and cons of a village by-pass in a guided reading session.
77. The pupils' development of their reading skills is helped by good quality home school links. The pupils' reading record books appropriately show the variety of books read and the frequency pupils read. Careful records are kept by teachers for the pupils' guided reading sessions. Pupils in Years 1 and 2 have good word building skills, read with confidence and can talk about the

story read. Pupils' reading skills in Year 1 are above average. In Year 2 pupils talk about books enjoyed, know author and title and can identify the characters in their story. They self-correct and can predict what might happen. Higher attaining pupils know about contents page and index, but the books they are given to read are insufficiently challenging for pupils to demonstrate their reading ability.

78. The higher attaining and majority of average attaining pupils in Years 3 to 6 use texts effectively to predict and infer. They learn to identify different types of text, such as explanatory and instructional texts. They develop higher order reading skills and use scanning and skimming effectively. They make good use of dictionaries and thesaurus. All pupils use the library but there is very little knowledge of the numbered classification system used. Higher attaining Year 3 pupils read a challenging text on 'Life in Calcutta.' They can read independently and understand why and how paragraphs are used to organise and sequence information. They can compose questions on the text and think of subheadings for paragraphs. Higher attaining Year 5 and 6 pupils are studying a letter and a newspaper article. They are developing an understanding of persuasive techniques, which words create an emotional response, and which sentences might be subjective or biased. This results in more powerful, descriptive writing, with greater impact on the reader.
79. Presentation of the majority of written work is good throughout the school. Work is finished, dated and consistently marked. Teachers use ticks, constructive comments and praise to inform and encourage. A structured approach to teaching spelling is used by teachers, although there are still key words incorrectly spelt in different year groups. Pupils are taught cursive writing from Year 1. However, in Year 2, the majority are still printing except for some higher attaining pupils. In Years 3 to 6 groups of pupils are still not consistently joining their writing.
80. Pupils in Years 1 and 2 experience a variety of different forms of writing. Year 1 pupils write a character profile from Cinderella. The teacher encourages pupils to concentrate on the character's appearance and challenges them to use interesting words. Higher attaining and average pupils write sentences using capital letters and full stops. Lower attaining pupils write letter shapes unaided, and complete sentences using capitals and full stops with help. Pupils in Year 2 show evidence of some good descriptive sentences and are developing imaginative stories. Higher attaining pupils are using some speech marks in their work and use a variety of connectives, but their work does not appear to challenge them sufficiently.
81. In Years 3 to 6, there is evidence of pupils planning their work and drafting and redrafting. Pupils write in different forms for different audiences, including play scripts, poems, reports and diaries. An interesting letter by one pupil requests an opportunity to train with the British Olympic squad. Higher attaining and average pupils in Year 3 show evidence of paragraph work. Writing contains some good imaginative ideas and descriptive phrases. Year 4 and 5 pupils produce their own poems modelled on Christina Rossetti's poem, 'What is Pink?' By Year 6 higher attaining pupils write longer pieces of work, with a good paragraph structure, good use of connective words, using more interesting words in complex sentences. The work of the average pupil does not always contain consistent paragraph structure but some good descriptive work. Lower attaining pupils produce longer pieces of work and sequence stories.
82. The quality of teaching is good overall. Teaching ranges from satisfactory to good in Years 1 and 2 and from good to very good in Years 3 to 6. However, there has been insufficient educational direction to focus this good quality of teaching onto raising pupils' standards higher and making sure that they achieve as well as they are able. Teachers employ effective and focused questioning strategies, which are used to assess pupils' knowledge and to extend pupils' thinking. Teachers have a good knowledge and understanding of their subject and plan well. Literacy skills are developed in other curriculum areas. Where teaching is good or very good, challenging work is provided, high expectations set and lessons have a good pace. Pupils learn well. Where teaching is satisfactory, work is less demanding, pace is slower, expectations are lower and pupils' work does not reflect ability. Where teachers generate enthusiasm in their lessons, pupils are interested and well motivated. There are good relationships between teachers and pupils and between pupils. Pupils listen well and have a positive attitude to work.

They stay on task and concentrate well. Special educational needs pupils are fully integrated and are well supported. Groups of pupils receive additional literacy support and booster classes have been set up for pupils in Year 6. These are also used to improve boys' writing skills, which have shown a decline over a period of time.

83. Assessment for English is good. Teachers keep good records and identify assessment opportunities in their planning. In the good lessons seen, teachers used plenaries well to identify pupils who have achieved the learning objectives. There is evidence that teachers are assessing as they mark pupils' work. An assessment week is held every term where pieces of writing are assessed, and the level of achievement identified. These go into the pupils' individual portfolios. Individual targets are discussed with the pupil. These are placed in pupils' books. The school is compiling a school portfolio of moderated literacy work but this is as yet at a very early stage. The lack of firm leadership has meant that the school has not yet completed this essential task, which explains problems with boys' writing and the achievement pupils make in the subject overall.
84. The literacy co-ordinator provides good leadership for this subject. She has received appropriate training and has used opportunities provided to work alongside colleagues and monitor the teaching and learning of literacy. The headteacher and deputy also monitor teaching. A scheme of work has been prepared to aid planning. This ensures coverage and continuity. The English policy does not yet reflect the implementation of the literacy strategy. The school is appropriately resourced for this subject.
85. The school makes satisfactory provision for English. It is now taught well in most classes and pupils are now showing satisfactory achievement in this subject over their time in the school. However, there are weaknesses in Year 2 and these pupils are currently underachieving. Although the literacy strategy has been satisfactorily implemented, the school has made barely sufficient improvement in the subject since the last inspection and standards over time have not been sufficiently raised. Assessment procedures are fully implemented.

MATHEMATICS

86. In the 2001 National Curriculum tests for Year 2, results in mathematics were well above the national average. When compared with similar schools, the results were above average. Year 2 test results were well above average in 1998 and average in 2000 and 2001. In the 2001 National Curriculum tests for Year 6, results were below the national average and well below average when compared with similar schools. This represents a significant fall in results as previously results were above average in 1998 and 2000, and well above average in 1999. During 2001, the Year 6 pupils experienced considerable disruption as different teachers taught them. These changes and some other difficulties in the school had an adverse effect on the Year 6 pupils' attitudes and motivation. This has contributed to the lower than usual test results last year.
87. The findings of the inspection team are that standards in mathematics are above average by the end of Year 2 and pupils are achieving satisfactorily. This represents an improvement since the last inspection when standards were judged to be average. By the end of Year 6, pupils are attaining above average standards and are achieving satisfactorily. This is a similar judgement to the time of the last inspection.
88. In Year 2, higher attaining pupils recognise number sequences. They show a clear understanding of simple fractions. They solve money problems. For example, they calculate the change given for purchases involving pounds and pence. Pupils use appropriate mental strategies to halve and double given numbers up to 50. Most pupils recognise odd and even numbers. They identify the properties of two- and three-dimensional shapes. Most pupils use appropriate strategies for addition and subtraction problems. They use mental strategies to halve and double numbers to 30. Lower attaining pupils recognise common two-dimensional shapes and simple number sequences. They calculate money problems up to 50 pence. These pupils can halve and double numbers below 20.

89. In Year 3, most pupils use appropriate written strategies when solving addition and subtraction problems. Their mental calculations are strong. For example, knowledge of number bonds to 100 is impressive. Most pupils in Year 4 demonstrate a clear understanding of place value and number sequencing.
90. In Year 6, higher attaining pupils calculate percentages of given numbers. They divide whole numbers and decimals by 10 and 100. They accurately interpret line graphs. Most pupils employ efficient written methods for addition, subtraction, multiplication, and division. They convert simple fractions into percentages. Lower attaining pupils work out whole number problems involving multiplication and division. They recognise negative number in exploring temperature and interpret simple graphs. In a Year 5/6 class, pupils were studying fractions. All pupils could order a set of fractions on a number line. Lower attaining pupils recognised that two simple fractions could have the same value. Most pupils could convert improper fractions into proper ones. Higher attaining pupils named fractions that would fit between those fractions positioned on the number line.
91. Pupils use numeracy skills well in other subjects. For example, in a Year 3/4 class, pupils used their knowledge of symmetry when creating repeating symmetrical patterns in art and design. In a Year 5 science lesson, pupils applied their measuring and graphical skills effectively when investigating different pulse rates.
92. The quality of teaching is good overall and this is a similar judgement to that made during the last inspection. It ranges from satisfactory to very good. Teaching is very good in the Year 3/4 and the 5/6 classes. It is satisfactory in Year 2. Teaching is good in other classes. The consistently good teaching has a positive impact on standards and pupils' learning. However, due to lack of educational direction the good work of teachers in the subject is not resulting in pupils achieving as well as they are able. Teachers plan their lessons well and set clear learning objectives. These are effectively shared with the class so that pupils know what they are expected to learn. The National Numeracy Strategy has been well implemented throughout the school and this provides a clear structure to lessons. Mathematical vocabulary is promoted well through direct teaching and effective wall display. A strength of mathematics teaching, particularly in Years 3 to 6, is that pupils are arranged into groups of similar attainment and tasks are well matched to the differing attainments and needs of pupils within the class. This helps to ensure that all pupils are appropriately challenged and they make good gains in mathematical knowledge, understanding and skills. Teachers generally manage their pupils well and have established good relationships. As a consequence, pupils display good attitudes and behave well. Pupils work independently or collaboratively when required. Pupils with special educational needs are well provided for by class teachers, specialist teachers and learning support assistants and this contributes to the good progress they make. Pupils' work is regularly marked. Constructive and encouraging comments help the pupils to improve.
93. In the very good lessons, the teacher's enthusiasm and lively approach inspires and motivates the pupils. Instructions, demonstrations and explanations are clear and informative. This enables pupils to make very good gains in knowledge, understanding and skills. Skilful questioning challenges and engages all pupils including those with special educational needs. Pupils rise to the challenge and respond to questions with enthusiasm. Questioning is used to check pupils' understanding before moving on. Learning resources such as flash cards and number lines are used well to illustrate points and clarify pupils' understanding. The lesson is well structured and maintains a brisk pace. Expectations of work and behaviour are high. Pupils demonstrate high levels of concentration, are productive, 'on task' and learning time is maximised. Teachers' manage the pupils very well and this results in very good behaviour. Where teaching is satisfactory rather than good or very good, the pace of the lesson and levels of challenge could be higher in order to maximise learning. Explanations and questioning are not always sufficiently effective in ensuring that all pupils understand what is required. The management of pupils is satisfactory and this leads to satisfactory attitudes and behaviour. Lesson observation and the study of pupils' past work indicates that information and communication technology is rarely used to support teaching and learning in mathematics.

94. The headteacher is currently the mathematics coordinator. He provides good leadership. The school uses the National Numeracy Strategy framework as the basis for curricular planning. Planning is appropriately modified in Years 3 to 6 in order to provide for the mixed aged classes. The balance of mathematical areas is sound although using and applying mathematics and handling data is under represented in Years 1 and 2. Using and applying mathematics is under represented in Years 3 to 6. The headteacher and deputy headteacher have observed and supported the teaching of mathematics and provided teachers with feedback. The school has established an effective system for the assessment and recording of pupils' attainment in mathematics. Assessment is used effectively to guide future teaching and learning and to set groups of pupils targets for development. As a consequence, tasks provided are frequently well matched to pupils' differing attainments. This enables all pupils, including higher attainers and those with special educational needs, to make good gains in their learning. Additional funding designed to raise standards in mathematics is effectively used. Except for the disappointing and unusual Year 6 test results in 2001, the school has made sound improvements since the last inspection.

SCIENCE

95. In the 2001 statutory teacher assessments for Year 2 pupils, the percentage of pupils attaining the national standards of Level 2 or above was in line with the national average. The percentage of pupils who attained the higher Level 3 was well above the national average. In the 2001 National Curriculum tests for Year 6, results were well below the national average. When compared with similar schools these results were very low. In the recent past, the Year 6 science results were above average in 1998 and 1999. They were average in 2000. During 2001, the Year 6 pupils experienced considerable disruption and had a number of different teachers. The school was also experiencing a number of other difficulties. These factors had an adverse impact on pupils' attitude and motivation and this has contributed to the lower than usual Year 6 test results.
96. The findings of the inspection are that by the end of Year 2, standards are now above average and pupils are achieving satisfactorily. This represents an improvement in standards since the last inspection when they were judged to be average. By the end of Year 6, standards are broadly average. Standards are therefore similar to those judged at the time of the last inspection. While attainment in Year 6 is considerably better than the 2001 tests, there is still some under achievement. This is because the school has not yet established an effective system for assessing pupils' attainment in science. This restricts teachers' ability to plan future teaching and learning. As a consequence, work is not always well matched to the different attainments and needs within a class.
97. In Year 1, pupils make observations and describe how toys move. They identify whether movement is caused by a push or a pull. Pupils record their results on a simple chart. Lower attaining pupils need help with this. In Year 2, most pupils identify properties of common materials. They describe similarities and differences in materials and sort them into groups. Most pupils name which household appliances need electricity to work. They make simple electrical circuits to make a bulb light. Higher attaining pupils can suggest why a buzzer or bulb does not work when set up in a circuit. For example, they say that the battery is low or a wire is missing.
98. In Year 4, most pupils know that friction is the force that slows objects down. In Year 5, pupils observe and measure accurately when investigating pulse rates. They record results in teacher-produced charts. They produce bar graphs of their results and interpret these clearly. Pupils use and apply their numeracy skills in science. In Year 6, most pupils know and understand the processes involved when solids, liquids and gases change state. However, lower attaining pupils are less confident about condensation, gas changing to liquid. Higher attaining pupils show a clear knowledge and understanding of opposing forces on an object. Lower attaining pupils demonstrate an understanding of pushes, pulls and friction on moving objects. During the inspection, a Year 6 class were investigating the growth of micro-organisms on bread. The bread samples had been left in different conditions for two weeks. Most pupils made suitable

predictions and could say how they had made their tests fair. Higher attaining pupils made detailed and accurate observations of their results. They also identified in which conditions microbes grow best. In Year 6, there was an over dependence on work sheets for recording practical work in the autumn term. This restricted science report writing and opportunities for pupils to design ways of recording results. This situation has recently improved.

99. The quality of teaching seen during the inspection was mostly good and this led to good learning. This improvement in teaching is not yet showing in better achievement for the pupils but now forms a solid basis for raising standards further. Lessons have clear objectives and these are shared with the pupils. The pupils were clear about what they are to learn. Teachers' demonstrations, explanations and instructions are effective in promoting pupils' acquisition of knowledge and skills. Pupils show interest and enthusiasm for the subject. Effective questioning is used to check pupils' understanding. Teachers manage their pupils well and have established good relationships. As a result, pupils are motivated, work cooperatively and behave well. Lessons are well structured and maintain a good pace. In science, all pupils often pursue the same task. While pupils with special educational needs are supported well by learning support assistants or the teacher, work is not always sufficiently challenging for higher attaining pupils. However, a good example of extension work for higher attaining pupils was seen in Year 3. Teachers provide classes with practical work but opportunities for pupils to plan and design investigations of their own are limited. This restricts the development of investigative skills. Pupils' written and illustrative work is regularly marked. Teachers make constructive comments, which help pupils to improve. Where teaching is satisfactory rather than good, the level of challenge and pace of the lesson are insufficient. Introductions are overlong and this leads to some restlessness among the pupils. Behaviour falls to satisfactory levels. In the Year 6 lesson seen, pupils used a computer program to find out how bacteria multiply. However, other lessons and the study of pupils' past work indicates that information and communication technology is rarely used to support teaching and learning in science.
100. The science coordinator provides sound leadership and management of the subject. She has been in post since September 2001 and has attended useful in service training provided by the local education authority. The science policy has been updated. The school has revised its curricular planning and has adopted the Qualifications and Curriculum Authority (QCA) guidelines for its schemes of work. The school has recently made arrangements to teach pupils in single year groups in Years 3 to 6 rather than mixed aged classes. This should help to ensure a more effective and systematic coverage of the National Curriculum Programmes of Study. The school has yet to establish an effective system for assessing and recording pupils' attainment and this is a significant weakness. The coordinator has had the opportunity to observe science being taught in other classes to gain knowledge of pupils' learning. Learning resources are adequate in range and quality. Except for the unusual Year 6 test results in 2001, the school has made satisfactory improvements in science since the last inspection.

ART AND DESIGN

101. Judgements are based on the four lessons seen during the inspection, one in Year 2 and three for older pupils, examination of work on display and from discussion with the pupils. These indicate that standards are below average by the end of both Year 2 and Year 6. Achievement is unsatisfactory and there has been a decline in standards since the previous inspection.
102. There are several reasons why standards are below average. Until the recent appointment of the co-ordinator, the subject has had a low profile in the school and the policy has insufficient emphasis on the teaching of skills. This policy is now being reviewed. Consequently, pupils are only just beginning to develop their skills systematically as they move through the school and this has not yet had a positive impact on standards by the end of Year 2 and Year 6. A lack of an up to date and relevant policy was identified in the previous inspection and the school has been slow to address this. The co-ordinator has developed an appropriate draft scheme of work, which is designed to ensure that pupils develop their skills in all strands of the subject. Although displays in some classrooms show that teachers value pupils' work and celebrate it, this is not consistent in all classes.

103. Younger pupils are beginning to develop their skills satisfactorily. Pupils in Year 1, for example, experiment with a range of media to produce attractive collages of teddies, based on observation of their own teddies. Plate faces show attention to detail with freckles included. They learn to mix colours to produce realistic leaf prints. However, in Year 2, the work produced by the pupils is more representative of younger pupils. In Years 1 and 2 overall, class displays show little emphasis on the subject. Observational drawings of the moving parts of a bicycle show reasonable attention to detail but painted figures are of poor quality. No other work was on display during the inspection but photographs of previous work indicate that pupils have used pastels and poster paint to represent sunflowers and irises, based on the work of Van Gogh.
104. By Year 3, observational drawings of shoes show good attention to detail and the use of tone. Pupils also use a variety of media to collage 'wacky shoes'. They understand primary and secondary colours and are familiar with the use of a viewfinder. By Year 4, pupils use chalk to draw bottles and paint abstract patterns based on shapes in the environment. Patterns based on random lines with blocks of colour mixing are of a standard usually seen from younger pupils. By Year 6, pupils use Van Gogh as a stimulus to produce basic portraits using pastels, pencil and crayon, showing attention to detail but little use of texture and tone. They use a range of media to produce simple landscapes based on the work of Monet. They develop their three-dimensional skills through the use of wire to make sculptures of figures.
105. There is insufficient evidence to make a judgement on the quality of teaching by the end of Year 2 as only one lesson was seen during the inspection. In this lesson, the quality of teaching was satisfactory. Pupils were motivated by posters of Chagall's 'Clown on a Horse' and Seurat's 'The Circus' to draw their own crayon pictures of the circus. They learned to press hard to ensure that the colours would show when they painted a thin 'wash' over their pictures in the next lesson. Appropriate organisation enabled half the class to work on this task while the rest developed their weaving skills with a variety of attractive ribbons and wool. By the end of Year 6, the quality of teaching is satisfactory overall. A good lesson was seen during the inspection, for pupils in Years 3 and 4. Here, pupils learned to create repeating patterns using lines of symmetry, using commercial wrapping paper as a stimulus. This lesson also made a good contribution to the development of mathematical skills, but the opportunity to use information and communication technology to support the subject was missed. In a satisfactory lesson for pupils in Years 4 and 5, appropriate tasks and good resources enabled pupils to improve their individual work in collages based on the work of Paul Klee. In a short lesson for pupils in Years 5 and 6, pupils learned to layer tissue paper to create different effects due to the clear explanation by the teacher and the opportunity to evaluate each other's work.
106. Opportunities to use information and communication technology to support the subject are sometimes missed. Pupils use drawing packages, but teachers do not yet routinely plan to use information and communication technology during art and design lessons. The co-ordinator has drawn up a clear action plan to address the weaknesses in the subject, including the introduction of sketchbooks to provide a record of pupils' skills as they move through the school. However, these have yet to be systematically adopted in every class so that standards can be raised.

DESIGN AND TECHNOLOGY

107. During the inspection, only one lesson in design and technology was seen. Judgements about standards in the subject are made from assessing the quality of work on display, discussions with staff, and looking at teachers' planning.
108. By the end of Year 2, pupils attain average standards and achieve satisfactorily. This represents an improvement since the last inspection when standards were judged to be below national expectations. Standards by the end of Year 6 are below average and pupils are not achieving in this subject as well as they should. This is because the pupils do not have sufficient contact with the subject and opportunities to work with a range of materials, tools and techniques are at

present limited. Standards by the end of Year 6 have not improved sufficiently since the last inspection.

109. In a Year 1 lesson, pupils were designing and making an animal with moving parts using a simple lever system. The pupils produced annotated pictures of their designs. They used tools safely in marking, cutting and joining materials. Butterflies, birds and fish were made. In Year 2, pupils designed and made a well with a wind up mechanism made from doweling and a cotton reel. This was used to raise and lower the pail of water. An appropriate range of materials and joining techniques were used to construct the well and it was attractively finished. A previous Year 2 project included the design and making of seed packets. The design and finished product fulfilled a specific need. The Year 3/4 class designed and made basic photo frames. These were constructed with card and split pins. They are currently investigating and making biscuits. This project is linked with the work on instructional writing in English. The Year 4/5 class had designed and made a range of musical instruments including drums and wind instruments. Pupils' models demonstrate a sound knowledge and understanding of structures. The Year 4/5 class from last year had designed and made pop up books. Class Year 5/6 designed and made slippers in the autumn term. Pupils produced annotated sketches of their design, identified the tools and materials needed and set out a step-by-step plan for construction. The slippers were made of a range of textiles and stitching was used as a joining technique. Most pupils paid appropriate attention to the function and quality of the product. Most pupils' slippers were well made and finished. Many of the finished products were comfortable, practical and fashionable. Higher attaining pupils evaluated their design and product and made suggestions for improvement. However, evaluation was not a strong feature and only a few pupils evaluated their work on the briefing sheet provided. While this project promoted the development of designing and making, this was the only design and technology project tackled so far this year. The study of work indicates that pupils have not had opportunities to work with cams, gears, pneumatics or controllable vehicles. The limited opportunities provided and the infrequent contact with the subject results in attainment being lower than expected by Year 6 and unsatisfactory progress in the development of designing, making and evaluating skills.
110. It has not been possible to make an overall judgement about the quality of teaching because only one design and technology lesson took place during the inspection. In the Year 1 lesson seen, the quality of teaching was good. This lesson was well planned. Learning resources were well selected and organised. The teacher effectively demonstrated marking out, cutting and making holes using a bradawl. This helped pupils to develop these skills themselves. The pupils listened with interest and watched the demonstrations well. The teacher promoted safety procedures effectively. When working with materials and tools, the pupils worked cooperatively and safely. Most pupils displayed good levels of concentration and behaviour was good. Pupils with special educational needs were well supported. During the lesson, all pupils including those with special educational needs made good gains in the acquisition and application of construction skills.
111. The leadership and management of the subject are unsatisfactory at present. The policy is dated and in need of review. The school has revised its curricular planning. Schemes of work are based on the Qualification and Curriculum Authority (QCA) guidelines. However, the units are not yet fully implemented. There is not an effective system for assessing and recording of pupils' attainment against National Curriculum standards. This restricts teachers' ability to plan future teaching and learning. As standards at the end of Year 6 have not improved sufficiently since the last inspection, improvement in this subject is judged to be unsatisfactory.

GEOGRAPHY

112. No lessons in Years 1 and 2 were observed during the inspection. There was insufficient evidence to judge standards of work for these pupils. Attainment in Years 3 to 6 was in line with national expectation with some good work seen in Years 3 and 4. Some classes have only just started their geography topic this term, so there was very little work upon which to make a judgement. Achievement is broadly satisfactory.

113. Long-term plans indicate that pupils in Year 1 cover topics on 'Making the local area safer' and 'Around our school'. Year 2 pupils are studying the Isle of Struay. They can describe the physical features of the island and draw on their map bridges, a row of cottages and the school hall. They identify different forms of transport on the island. They create an imaginary treasure island and use a key to identify different features. They construct a plan of a park and identify what one may find there.
114. In Years 3 and 4 pupils are learning about a village in India called Chembakolli. They can locate India on a globe and know it is in Asia. They know where the river Ganges is located and that there are 800,000 villages in India. Pupils use compass points to identify adjacent countries and places in the country. Higher attaining pupils make notes using photographs and captions; other pupils contribute. Pupils deduce that Chembakolli is warm, the fields are on the valley floor and they appreciate the importance of clean water and immunisation. Higher attaining pupils use a multi-media resource with video link to locate information and answer questions. Good cross-curricular links are made with Hinduism and temples.
115. Year 4 and 5 pupils develop an understanding of how people affect the environment. They understand the concept of recycling and identify which items it is possible to recycle. They discuss food waste and the possibility of using a compost to 'recycle' this in the soil. Year 6 pupils have just commenced a study of Ascension Island. One higher attaining pupil has identified how to reach the island by boat, plane and car with relevant routes for each.
116. Teaching is good overall. However, due to weaknesses in management of the subject this quality provision does not yet promote sufficiently high standards or good achievement for the pupils. Teachers plan well and use appropriate resources supplemented by library topic packs. They challenge pupils' thinking and use effective questioning strategies. Teachers develop pupils' understanding of relevant technical vocabulary for this subject. Pupils are enthusiastic and well motivated. They listen and concentrate well but some younger pupils in Years 3 and 4 are more immature in their attitude and find it sometimes difficult to share and co-operate in their groups. Those with special educational needs are given appropriate support.
117. The co-ordinator for this subject has only had responsibility for geography for a short time and some of the issues identified at the last inspection have not yet been addressed. The lack of schemes of work has to some extent been met by the adoption by the school of the Qualification and Curriculum Authority's guidelines, which are now used when planning work. Long-term plans indicate geography coverage across all year groups. ICT is now being used as a teaching resource for some areas of this subject. However, there does not appear to be any co-ordination in planning for this across the school. There is still no updated policy for geography and evidence of assessment for this subject is still very limited. There has been unsatisfactory improvement in geography since the last inspection.

HISTORY

118. There has been good improvement made in history since the last inspection. There are more opportunities for pupils to refine key literacy skills while writing extended pieces in the subject. Documentation for the subject has improved, both in terms of national guidelines the school has adopted, and adapted for its own purpose, and by devising material of its own. During the inspection only two history lessons took place, both in the same class. However, using the evidence from these two observations, a detailed scrutiny of pupils' work and brief discussions with pupils and teachers, judgements have been made.
119. By the end of Year 2, pupils reach above average standards in history. This is an improvement since 1997, when standards were about average. Pupils achieve appropriately in their time in Years 1 and 2. Year 2 pupils, in their work on the voyages of discovery of Christopher Columbus, know that he was commissioned by the King of Spain to find a new route to India to find spices and the other trade goods of the East. Higher attaining pupils name his flagship, the Santa Maria, and the two other small vessels of his fleet, the Nina and the Pinta. They create well-built models, using Lego, including a credible quarterdeck, which they name, and cabins for

the crew. However, despite being able enough to correctly spell 'carrack' in his writing, one pupil still printed his letters. Lower attaining pupils promoted their reading and research skills appropriately, finding information on Columbus from a range of reference books. A hectic role-play session, on the class reconstruction of the Santa Maria, involved rather too realistic an enactment of 'man overboard.' Pupils were not able to identify Great Britain on a map of the world used to put Columbus' achievements into context. Only one higher attaining pupil, with some help, could do so on a globe.

120. As no lessons were seen in Years 3 to 6, it is not possible to accurately judge pupils' standards of attainment or their achievement by the time they leave the school. However, the scrutiny of their completed work indicated that they had the full range of experiences required by the National Curriculum. Year 4 pupils accurately place in chronological order birth dates of the nine children of Queen Victoria. They displayed good factual knowledge of the home-lives and transport of the Victorian age. The transition from invaders to settlers of the Vikings was tracked, using sections of the Anglo Saxon Chronicles. Pupils display good awareness of the way interpretation plays a major part in the way events are reported. They supply a necessary corrective, by writing a Viking version of early biased Anglo Saxon records. Year 5/6 pupils further develop their core skills in extended reports on political and social life in twentieth century Britain, organising their work appropriately and communicating key facts persuasively.
121. Pupils display positive attitudes to history. They present their work well. Older pupils particularly indicate pride in their work by their neatness and care of their books. In the two lessons seen, pupils' behaviour and the quality of teaching were satisfactory. Planning was detailed and appropriate subject knowledge displayed. The lessons were well used to develop oracy skills of speaking and listening and core literacy skills of reading and writing. However, given the size of the classes, the noise level was too high and management strategies not applied early enough. Lesson pace was leisurely, with pupils still sitting on the carpet, waiting for their activities to begin after 30 minutes in one lesson.
122. The subject is well managed by an enthusiast. She has successfully infected pupils and colleagues with her own interest in the subject. Resources are sufficient, well stored in designated topic boxes and supplemented by teachers' own materials and artefacts or those from the library loan service. Her role is capable of further development by having a delegated budget to resource the subject and time to observe the quality of teaching and learning, to ensure that changes to the curriculum are having the positive impact on standards to ensure value is added. Little in-service training in history has taken place in recent years.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. The previous inspection identified the raising of standards as a key issue for action and to develop a clear curricular framework to ensure that pupils develop their skills steadily and systematically as they move through the school. However, improvement since the last inspection has been unsatisfactory. Although schemes of work have been developed in the intervening years, until recently little has been done to ensure that pupils develop the skills they need in order to meet the expected standards. As a result, standards remain below average by the end of both Year 2 and Year 6 and achievement is unsatisfactory. The school has not kept pace with developments in the subject and expectations of what pupils are expected to master have not risen.
124. The recently appointed deputy headteacher, who has taken responsibility for the subject, has produced a clear policy that is designed to raise standards. She has also drawn up new draft schemes of work that, when complete, have the potential to ensure that pupils develop their skills sufficiently. The school is already using the schemes of work but they have not been in place for long enough to have a positive impact on standards.
125. Another weakness identified in the previous inspection that has not been fully addressed is the use of information and communication technology in other areas of the curriculum. Although several examples were seen during the inspection, the use of the subject across the curriculum

is not consistent across the school. During the inspection, there were many lessons where the computers were unused and, as a result, pupils are not experiencing how to use computers to support their learning in other subjects.

126. The library area is also set up as a computer suite with machines with access to the Internet. This is a newly developed resource and was not in use for the teaching of skills during the inspection. However, older pupils used a machine to program a set of traffic lights during playtime, showing developing confidence. In addition to the computer suite, each class has at least two computers and many pupils use computers at home and bring their skills into school.
127. Judgements are based on the limited quantity of work available, both in books and on classroom walls, discussions with pupils and teachers and on the one lesson seen during the inspection. By the end of Year 2, pupils use the 'mouse' with developing confidence. They use word processing programs to write sentences and short accounts about Christopher Columbus including capital letters and full stops. They know how to save and retrieve their own work and some can print with help. They use drawing programs to produce pictures of islands to support their work in geography, but these are of a standard usually expected of younger pupils. They use basic graphing programs in mathematics, but are not sure how to collect and interpret their own data. They do not know how to send a programmable toy along a route, but this is identified in planning for later this year.
128. By the end of Year 6, pupils know how to use a 'search engine' to find a website about Ascension Island to support their work in geography. They have not been introduced to email because the machines have been very recently acquired. The balance between the teaching of skills and the application of the subject to other areas of the curriculum is not fully in place. For example, pupils develop their word processing skills to support writing as they move through the school but because the scheme of work is so recently in place and the subject has had a low profile, standards are variable in different year groups and in different aspects of the subject. For example, in Year 3, pupils begin to combine text and graphics when they produce 'calligram' poems where the shape of the text represents the words. These examples meet what is expected for their age. In Year 4, pupils type headlines in appropriate fonts and colours. They know how to use a spellchecker, although have not learned that it will not correct words which sound the same, such as 'sum' and 'some'. By Years 5 and 6, pupils write accounts about Hesslington Hall to support work in history but the ways in which they are able to present their work are more limited because they have not developed the necessary skills further down the school. In art and design, pupils in Years 4 and 5 use the work of Mondrian as a stimulus for producing patterns, but these patterns are more representative of those produced by younger pupils. Mathematical development is enhanced through opportunities to use spreadsheets to analyse spelling test results and holiday spending.
129. Opportunities for pupils to use computers in activities which demand decision making, for example to control events or model outcomes are appropriate. Some older pupils know how to program events in sequence, for example to control traffic lights, but there is scope for further development in this aspect of the subject.
130. There is insufficient evidence to make a judgement on the quality of teaching because only one short lesson was seen during the inspection. This lesson, for pupils in Year 2, was judged to be satisfactory. In this lesson, pupils watched the teacher demonstrate the features of a drawing package and then two pupils had a turn to draw a clown, linking to their previous work in art and design. The pupils were keen to use the program and knew how to use some of the features but worked too slowly to complete their task in the time allowed. As a result, few pupils had the opportunity to develop their skills.
131. The co-ordinator has a clear view for the development of the subject and the improvements that she has already initiated are beginning to have a positive impact on standards. The school now has the challenge and the opportunity to raise standards to those expected nationally and to provide pupils with the skills, knowledge and understanding to use the subject fully across the curriculum.

MUSIC

132. Only one music lesson was observed for younger pupils. This was a large combined session for the Year 1 and 2 classes. It was the first time Year 2 pupils had experienced a joint lesson with Year 1. The focus of the lesson did not provide sufficient evidence to judge the overall standard by the end of Year 2. Older pupils are mainly working in line with the expectation for their ages with some good work seen in Years 5 and 6 singing. Pupils are not reaching the standards identified in the last inspection. There was no hymn practice timetabled during the inspection and singing in assembly was just satisfactory. The time spent in school by the music co-ordinator/teacher has been considerably reduced. This has contributed to the decline in standards. Teaching is now undertaken with two classes at a time. This also is having a detrimental impact on standards and, with the reduction in teaching time, has resulted in pupils not achieving as well as they should.
133. The majority of pupils in Years 1 and 2 understand that a pulse is a regular beat. They clap to a regular beat. They compare a pulse with a rhythm and know that a rhythm is made up of long and short notes. They clap the syllables of their names and clap to the tune of the Grand Old Duke of York. However, when divided into two groups, those pupils clapping the tune find it more difficult to sustain the rhythm when the other half of the class is clapping to a regular beat.
134. Pupils in Years 3 and 4 listen to Saint Saens' Danse Macabre and develop an understanding of how music creates an effect. They use a simple picture score to create a sound picture using tuned and untuned percussion instruments. They experiment with different sounds and use other media, such as their voices and paper, to create the sound they need. Pupils show a good grasp of rhythm. They vary the volume and duration of the sound to create the appropriate effect. The acoustics of the hall together with the volume of noise from some groups makes it difficult for some pupils to hear the sounds they are creating. They perform to other groups and respond correctly to the conductor's lead when the whole piece is put together.
135. Pupils in Years 5 and 6 sing 'Prepare ye the way' accompanied and unaccompanied. After intervention by the teacher to encourage clearer diction, the pupils sing clearly and in tune. They sing in groups and gradually combine until the whole class are singing together. Pupils are acquiring an understanding of dynamics. When tuned percussion instruments are added to the singing, those pupils playing find it difficult to come in on the correct beat.
136. Teachers have a good knowledge and understanding of their subject. Teaching is good and lessons are well planned. A detailed scheme of work sets out specific learning objectives and shows a progression of skills, knowledge and understanding. A variety of different types of music are experienced including that from different cultures. Teachers are enthusiastic and make learning fun therefore pupils are well motivated and enjoy lessons. There are cross-curricular links with other areas of the curriculum. There is no gender difference in participation or achievement. Special educational needs pupils are fully integrated into all activities.
137. The school has a comprehensive music policy and teachers create opportunities for assessing pupils' ability during the lessons. A music assessment record is available for teachers to identify coverage and ability. Pupils have the opportunity to learn to play different instruments such as woodwind, brass and strings with peripatetic teachers visiting the school for weekly lessons.

PHYSICAL EDUCATION

138. There have been improvements in physical education since the school was last inspected. There is now detailed documentation for the subject. The scheme of work is divided into units for each class to enable skills to be developed appropriately over time. Recent training has been of good quality, well supported and of value to teachers. Assessment for the subject has been developed in the strands of gymnastics and games.

139. No physical education lessons were seen in Years 1 and 2 during the inspection. A late change to the Year 5/6 timetable meant that the opportunity to inspect standards at the top of the school was missed. Therefore, it is possible to comment only on pupils' attainments and achievements in Years 3 to 6. By the time they leave Year 6, pupils' attainments in physical education are broadly average. They achieve appropriately. Year 3/4 pupils in Class 4 showed in a games lesson, driven indoors by rain, that they are mobile and nimble. They travelled quickly, controlling a ball well while bouncing it. They worked well, throwing and catching a ball with a partner, or when co-operating as members of teams. The relatively cramped conditions made receiving the ball quite a challenge but the pupils are keen and competitive. They showed by their answers that they are aware of the health related aspects of their work, understanding the need for a thorough warming up and cooling down session. Year 4/5 pupils relished the challenge of the high level apparatus and almost all worked confidently and safely travelling on it to meet the criteria set by their teacher. Pupils developed sequences using different body parts to take their weight or transfer it from hands to feet and vice versa as they travelled across different arrangements of apparatus. Most showed average levels of control and co-ordination and dismounted vigorously from their apparatus. However, few adopted a stylish posture to complete their performance. Pupils are independent when erecting and dismantling apparatus but some are careless at times, for example running while holding large mats or carrying heavy tables alone, indicating a need for routines and procedures.
140. Teaching is good overall. In the best work, the teacher is fully changed to model best practice to pupils. They respond in kind, barefoot for additional sensitivity in gymnastics lessons and wearing full games kit, albeit for indoor work. Teachers also model skills effectively, showing confidence and competence in the subject. Pupil demonstrations are also well used to illustrate teaching points. However, though teachers evaluate pupil performances themselves, they do not encourage pupil self or peer evaluation to help improve performance often enough. Planning is good and helps ensure that resources are prepared and challenge and lesson pace maintained. However, where pupils have to queue to get onto apparatus pace flags and noise levels rise. Pupils enjoy physical education. They are receptive to the good teaching and work energetically. They are sporting, supporting fellow team members and show respect for the efforts of others.
141. The school has good indoor accommodation for the subject, including boys' and girls' changing rooms. Outside activity is restricted by the amount and location of both grassed and hard surfaced spaces. The village playing field provides the venue for big set piece occasions such as athletics and matches. Physical education is effectively managed by the deputy headteacher. She has ensured that planning is up to date, so that a hierarchy of skills can be taught in all strands of the subject throughout the year, including swimming for Years 3 to 6 in six-week blocks. No time has yet been allocated to allow her to monitor standards in physical education in lessons. Resources are good and have an impact on the standards pupils achieve, as do the quality and range of extra-curricular activities of a sporting nature pupils in Years 3 to 6 enjoy.