

INSPECTION REPORT

ROWLATT'S HILL PRIMARY SCHOOL

Leicester

LEA area: Leicester

Unique reference number: 120054

Headteacher: Mr J Evans

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 12 – 16 June 2000

Inspection number: 198916

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior School

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Balderstone Close
Leicester

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs D Franklin

Date of previous inspection: 1 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geof Timms	Registered inspector	Mathematics Art Physical education English as an additional language	The school's results and achievements How well are pupils taught? How well is the school led and managed?
Malcolm Milwain	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?
Gordon Longton	Team Inspector	English Religious education Music	Spiritual, moral, social and cultural development.
Peter Scott	Team Inspector	Science Equal opportunities	How good are curricular and other opportunities? Staffing, accommodation and learning resources The efficiency of the school
Brian Downes	Team inspector	Geography History Special educational needs	
Susan Wilkinson	Team inspector	Provision for children under five Information technology Design technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rowlatt's Hill Primary School serves an estate of mostly local authority housing on the eastern side of Leicester. The school is bigger than most primary schools and has 48 part-time pupils in the nursery, together with 19 full-time pupils. The rest of the school has 230 full-time pupils aged from five to eleven years old. Once they reach five years old, pupils are taught in mixed age classes. The eight to eleven-year-olds are often taught English and mathematics in single age groups but are organised in mixed age classes for most subjects. Attainment on entry to the nursery is below that normally expected for children of their age. Attainment on entry to statutory schooling is broadly average.

An above average number of the pupils are entitled to free school meals. The percentage of pupils speaking English as an additional language is very high, and a significant number of them are new to English. The percentage of pupils identified as having special educational needs is above average. The proportion who have Statements of Special Educational Needs, entitling them to extra support is broadly in line with the national average. There is a high mobility of pupils and the percentage of pupils who join or leave the school each year has a negative effect on the continuity of their education. The school's current priorities include the further analysis of assessment data, improving standards in mathematics, science and information technology, improving links with parents and the provision of a clear curriculum plan for all subjects, including some enrichment of the curriculum through better provision in the foundations subjects such as art and music.

HOW GOOD THE SCHOOL IS

Rowlatt's Hill Primary is an improving school that has worked hard recently to raise standards in literacy and numeracy. It is very well led and managed by the headteacher, together with his staff and the governing body. The pupils' attitudes towards work and their behaviour are good. The provision for pupils' social development is very good. The provision for moral and cultural development is good. The quality of teaching is good, with a high proportion that is very good or excellent. With the evident improvement since the last inspection, it is clear that the school now provides satisfactory value for money.

What the school does well

- Standards in English and mathematics are much improved and the literacy and numeracy strategies have been very effectively introduced.
- The headteacher, key staff and governors show a commitment to improvement and demonstrate very good leadership and management.
- The quality of teaching in Key Stages 1 and 2 is good and this has a positive impact on pupils' learning.
- The nursery provision is excellent and the quality of teaching is very good.
- The provision for pupils with English as an additional language, and those with special educational needs, enables them to make good progress.
- The provision for pupils' social development is very good; for moral and cultural development it is good. The school is a culturally diverse and very harmonious community.

What could be improved

- There are low standards in science at Key Stage 2 and in information technology throughout the school.
- The quality, range and balance of learning experiences in the foundation subjects and personal and social education are uneven and ineffective; the provision of extra-curricular activities is unsatisfactory.
- The school does not analyse available assessment information in enough detail to have an impact on standards.
- Parents and the local community are not involved enough in children's learning.
- The provision of homework at Key Stage 2 is unsatisfactory.
- The presentation of pupils' work is poor, and does not show pride in their achievements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997 and was found to have serious weaknesses in the standards attained by pupils at Key Stage 2, and in the quality of teaching. Since that time a great deal of hard work by staff, governors, the previous and the present headteachers has resulted in clear improvements in a number of important areas. Standards in English and mathematics throughout the school, and history at Key Stage 1 have improved. Statutory requirements in physical education are now met. Standards in information technology are still unsatisfactory. The consistency of teaching has improved and expectations have been raised. The teachers' assessment during lessons and the ways they manage difficult behaviour have improved. Better use is now made of the open plan buildings. The monitoring and evaluation of teaching and learning and the training provided for staff have improved. Schemes of work are now in place.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E*	E	C	A
Mathematics	E*	E*	E*	E
Science	E*	E	E	D

Key

well above average A
 above average B
 average C
 below average D
 well below average E
 very low E*

The above table shows results for pupils who have now left the school. In the 1999 national tests for eleven-year-olds, the proportion of pupils reaching the expected level in English was broadly in line with the national average. However, in science it was well below average, and in mathematics it was in the lowest five per cent of results nationally. The proportion reaching the higher levels was also well below average in English and mathematics, and very low in science. However, the progress towards meeting the school's targets has been good, and the improvements made over the last three years, although from a very low level, have been at a faster rate than that found nationally. When compared with schools with similar pupils, attainment in English was well above average, in science it was below average, while in mathematics it was still well below average. The 1999 tests for seven-year-olds showed that in writing and mathematics attainment was above average, but in reading it was well below.

The findings of the inspection show that the improvements made over the last three years have been maintained and continued, especially in mathematics with the introduction of the numeracy strategy. The early indications for the tests in Year 2000 are that Key Stage 1 results have been maintained,

while at Key Stage 2 further improvements have been made, although standards in mathematics and science are still not high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have an interest in and an enthusiasm for school.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. Pupils from different ethnic and cultural backgrounds play and work together well.
Personal development and relationships	Good. Pupils take responsibility willingly.
Attendance	Unsatisfactory. The attendance is below the national average but has improved this year.

The pupils' good attitudes and natural enthusiasm enhance their learning. The new school council is a good addition to the provision of responsibility and the good relationships that exist in the school are evidence of a purposeful and caring community. The school works closely with the education welfare officer when there is persistent absenteeism.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	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 throughout the school is mostly good and it has improved since the last inspection. Ninety-seven per cent of the teaching is satisfactory or better and only three per cent is unsatisfactory. In the nursery the teaching is never less than good and in three-quarters of the lessons it is very good or excellent. At Key Stage 1, the proportion of satisfactory or better teaching is ninety seven per cent while over half of the teaching is good and in eight per cent of lessons it is very good. At Key Stage 2, seventy four per cent of the teaching is good or better and twelve per cent is very good. The teaching of pupils with special educational needs and those with English as an additional language is good and enables good learning to take place.

The teaching of English and mathematics is good overall and in a few lessons it is very good. The literacy and numeracy strategies have been successfully introduced and have had a positive effect on the teaching methods adopted. The best lessons in both key stages are characterised by the way teachers deal with those pupils who are potentially very challenging. Teachers' questioning skills are used effectively to extend and consolidate learning. Where the teaching has weaknesses, they are often caused by an unsatisfactory use of time or by activities that are not correctly matched to the needs of pupils, especially the higher attainers. Teachers do not make enough use of computers in lessons and, especially at Year 6, not enough homework is given to pupils to fully prepare them for life at secondary school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The provision in the nursery is excellent. At Key Stages 1 and 2 the curriculum is broad but not balanced, due to the uneven amounts of time given to foundation subjects.
Provision for pupils with special educational needs	Good. This enables pupils to make good progress based on their prior attainment.
Provision for pupils with English as an additional language	The provision is good and enables pupils to make good progress, although the support has been hindered recently by a long-term absence. Resources are inadequate although the school makes good use of those provided by the local authority and library service.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' social development is very good. Provision for their moral and cultural development is good, while for spiritual development it is satisfactory.
How well the school cares for its pupils	Satisfactory. The school is successful in ensuring the welfare, health and safety of its pupils.

Although improvements, especially in literacy and numeracy, have been made, the curriculum is not clearly planned throughout the school to show how knowledge and understanding can build on what has gone before, or to show how enough time is spent effectively on individual subjects. The school does not have effective links with parents. The headteacher and staff have recognised this and made it a priority for future development. The extra-curricular activities, especially in sport, are under-developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management of the school by the previous headteacher and the present headteacher, together with staff, have had a very positive effect on improving standards.
How well the governors fulfil their responsibilities	Good. The governing body has been effective in helping manage the improvements since the last inspection.
The school's evaluation of its performance	Good. The school has closely monitored its results in literacy and numeracy, but the detailed analysis of data is not yet used effectively.
The strategic use of resources	Good. Educational priorities are well supported through the school's financial planning.

The very good leadership and management demonstrated by the previous headteacher and the recently appointed headteacher have helped resolve the serious weaknesses that were found at the last inspection. There is now a clearly shared commitment among staff and governors to improving standards and the school's priorities for development are appropriate. The school applies the principles of best value efficiently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• They feel comfortable approaching the school with a question or a problem.• The school has high expectations of their children's learning.	<ul style="list-style-type: none">• The school does not provide a wide enough range of activities outside lessons.• The children do not get enough homework.• The school is not well managed or led.• The school works closely with parents.

The inspection team agree with the aspects of the school's work that parents and carers like. The inspection findings also show that children do not get enough homework, especially at Key Stage 2; the school does not provide a satisfactory range of extra-curricular activities, although these are planned to improve in the future; and the school does not yet work closely enough with parents. However, the inspection team strongly disagree with those parents who feel that the school is not well managed. The leadership and management shown by the headteacher and key staff are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests for seven-year-olds, the proportion of pupils reaching the expected level in reading was well below the national average. In writing and mathematics, the proportion reaching the expected level was above average. The proportion of pupils reaching the higher levels was well above average in writing but below average in mathematics and well below average in reading. The teacher assessments matched the test results in reading but writing and mathematics showed that teachers' expectations of pupils' attainment were low. The teacher assessments for science show that attainment was broadly in line with the national average for both the expected and the higher levels.
2. When compared with schools with pupils from similar backgrounds, attainment in reading was close to average, while in mathematics it was well above average. In writing, attainment was very high and the pupils scored at a level equivalent to the top five per cent of similar schools. When comparing the number of pupils who reached the higher levels with similar schools, attainment was below average in reading but average in mathematics and well above average in writing.
3. In the 1999 national tests for eleven-year-olds, the proportion of pupils reaching the expected level in English was close to the average. In science it was well below average while in mathematics it was very low and the school only did as well as the lowest five per cent of schools nationally. The proportion of pupils reaching the higher levels was well below average in English and mathematics, and in the lowest five per cent of schools in science. These test results closely match the teachers' own assessments although pupils did better in English than the teachers expected.
4. When compared with schools with pupils from similar backgrounds, attainment in English was well above average. In science attainment was below average while in mathematics it was well below average. When comparing the proportion of pupils who reached the higher levels with schools with similar pupils, attainment is average in English and well below average in science and mathematics.
5. At the time of the last inspection there were serious weaknesses in the levels of attainment reached by the majority of the pupils. The trends in attainment over the past four years show that at Key Stage 1 standards have risen rapidly from a very low level, and at a much faster rate than that found nationally. At Key Stage 2 attainment has risen at a fast rate in English and science, but the rise in mathematics is at the same rate as the national rise and so little gains have been made. The early indications are that in the most recent national tests the Key Stage 1 standards have been maintained, while at Key Stage 2 they have been further improved, especially in mathematics where the results look set to improve by around twenty per cent. The reasons for the rapidly rising standards are the introduction of the literacy and numeracy strategies; the extra training teachers have received since the last inspection and the positive way they have reacted to the need for change; the increased involvement of the senior staff, governors and local authority in monitoring teaching and learning; and the very good leadership and management shown by the previous and present headteachers. The school is making good progress towards the targets it has set in English and mathematics.

6. Over the past four years of national testing, the attainment of boys and girls has shown no significant differences. The attainment of the pupils with English as an additional language matches that of all pupils, and they make good progress, especially where they receive extra support. Pupils with special educational needs, including those with statements, achieve good standards in relation to their prior attainment. They make good progress towards their individual targets.
7. When children enter the nursery, their ability is well below average. They make very good progress and baseline assessments over the past two years show that by the time children reach five their attainment is average in language and literacy, mathematics, and personal and social development. Children have also made very good progress in achieving the other desirable outcomes for children's learning.
8. Standards in literacy are broadly satisfactory in both key stages, and pupils make good progress. In numeracy standards are good at the end of Key Stage 1 but unsatisfactory at the end of Key Stage 2. The reason for this poor progress is that the present and recent Year 6 pupils were also below average at the end of Key Stage 1 and the introduction of the national numeracy strategy has not yet had an impact on standards among older pupils. In addition, there is a high proportion of pupils joining and leaving the school each year, and this has a negative effect on standards as it affects the continuity of their learning. Pupils' reading, writing and number skills are not well developed in other subjects. Opportunities to use these skills are not identified specifically enough in teachers' planning.
9. In English, inspection evidence shows that most pupils make good progress in their learning. In speaking and listening, pupils' attainment is in line with national expectations at the end of both key stages. This is a significant improvement since the previous inspection. By the end of Key Stage 1 pupils answer questions sensibly and contribute well in class. By the end of Key Stage 2, further improvement in speaking and listening has been made. High-attaining pupils are particularly fluent and have developed a strong and mature vocabulary. Average and low-attaining pupils speak clearly in conversation. Although there has been a significant improvement in the standard of reading in Key Stage 1 since the previous inspection, standards still vary considerably with above average pupils reading fluently with good expression but less able pupils finding reading quite difficult. Most pupils continue to make at least satisfactory progress in Key Stage 2. The range and challenge of texts increase appropriately so that by the end of the key stage the more able pupils' knowledge and understanding of books are impressive. They read with expression and meaning in a variety of situations. They express their preferences for different genres of literature and are articulate when discussing the different aspects of books they have read though their reference skills are underdeveloped. Pupils' attainment in writing by the end of both key stages is in line with levels expected for their ages. Most pupils make good progress in their written work as they move through the school. By the end of Year 2, pupils write for a range of purposes. Their range of writing is impressive and they use punctuation appropriately and consistently. Pupils have a good grasp of spelling rules. In Key Stage 2, writing becomes more organised. Written work from above average pupils is often lively and thoughtful with interesting and expressive vocabulary. Good progress is being made in spelling, grammar, and punctuation with pupils demonstrating accurate understanding and use of, for example, speech marks, prefixes, adverbs and verb tenses. By the time they leave the school, pupils have a good experience of writing for a range of purposes and audiences, using such writing approaches as poem reviews, brochures for national hotels, letters for many purposes

and preparation for debates. The presentation of pupils' work in books is poor and does not demonstrate any pride in the work.

10. In mathematics, by the end of Year 2 pupils use a variety of strategies to add 9 or 19 to a number, both mentally and in written form. They can then extend this understanding effectively into solving word problems. Others know multiples of 5 and also extend their knowledge of the 5 and 10 times tables into solving word problems. In both classes pupils confidently use a variety of strategies for their calculations, and they are able to explain these to others. By the end of Key Stage 2 the evidence of the inspection indicates that standards are now much closer to the expected level than they were at the time of the previous inspection. In mental work, pupils in Year 6 can multiply two digit numbers by single digit numbers accurately. This is later extended into multiplying decimal numbers, which most pupils are able to do successfully. They show a good understanding of the differences between the mode, median and mean of a set of data, and they are able to work these out correctly. In another lesson they manipulate large numbers and compare fractions and decimals.
11. In science, Key Stage 1 pupils' learning is satisfactory because the management of pupils, the use of resources, and the teaching of basic skills are good. Where pupils' acquisition of knowledge, understanding and skills is unsatisfactory, it is because pupils' retention of new knowledge is weak and teachers are not using assessment effectively to improve the learning of individual pupils. In Year 2 pupils learn quickly how to compare, contrast and classify living things by observation and reasoning. Good gains in learning are made in understanding the similarities and differences between animals and plants, with pupils building on previous learning and extending their skills of observation, classification and deduction. Pupils' progress in Year 2 is good because the teaching is good and expectations are high. Their learning is supported by their positive attitude towards science and growing attention to detail, and pride in their work. At Key Stage 2, pupils' learning is satisfactory although there are some areas of concern, for example, their ability to retain and transfer knowledge to new situations and to extend understanding and present their written work orderly and clearly. Very few pupils, as reported in the previous inspection, take a pride in their presentation. Higher-attaining pupils record and report their observations honestly and conscientiously. Lower-attaining pupils, including those with learning difficulties, produce work of an acceptable standard because of the close attention given by skilled and resourceful teaching assistants. By the end of Key Stage 2, pupils have a secure understanding of the scientific method. They know the need to isolate variables and test them experimentally to see the effects on other variables.
12. In information technology, standards of attainment are unsatisfactory at both key stages and they do not meet the levels expected of seven and eleven year olds. Little improvement has been made since the last inspection. In religious education, standards are broadly in line with those expected by the locally agreed syllabus. In other subjects, the lack of a clear curriculum plan and of a balanced timetable to ensure an appropriate coverage, results in some underachievement and inconsistent progress, especially among the more able pupils.

Pupils' attitudes, values and personal development

13. Pupils enjoy coming to school; they have an interest in and enthusiasm for school. This is demonstrated by the interest which is shown by pupils in the newly set up school council. Despite the pupils' enthusiasm, attendance is unsatisfactory, being below the national average. This is due to sickness and to children being taken on extended family holidays during school time. The school works closely with the education welfare officer where there is persistent absenteeism.
14. Pupils behave well both in lessons and at break-times. The majority are polite and courteous to visitors to school. Pupils of both genders and from different ethnic and cultural backgrounds work and play well together. No instances of bullying were recorded during the period of the inspection. The school offers few extra-curricular activities to the pupils, but those that are provided are well supported.
15. Pupils have a good relationship with adults in the school. For instance, at lunch-time and in the playground they can engage in sensible conversation. The majority of pupils express positive views of the school. Relationships between pupils are good. In lessons pupils working in pairs or in groups co-operate well with each other. In particular, the younger pupils are conscious of the needs of their peers and they readily share resources and ideas. A system of assertive discipline is used consistently throughout the school. The result is that the majority of pupils have a sound understanding of the negative effect on others of an individual's unsatisfactory behaviour.
16. When given the opportunity, pupils are willing to take responsibility for tasks around school. For example, pupils oversee the school office and telephone on a rota basis at lunch-times. Year 6 pupils help their younger peers in the dining room. The headteacher has recently introduced a school council, which is proving to be a popular forum for the exchange of ideas. At a school council meeting observed during the inspection items discussed included improvements to the outside play areas, a school football team, and painting and decorating in school.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching throughout the school is mostly good and it is much improved since the last inspection when there were serious weaknesses, especially at Key Stage 2. Ninety-seven per cent of the teaching is at least satisfactory and only three per cent is unsatisfactory. Seventy-five per cent of the teaching is good or better and twenty per cent is either very good or excellent.
18. In the nursery all of the teaching is at least good, with sixty per cent very good and twenty per cent excellent. At Key Stage 1, the proportion of satisfactory or better teaching is ninety seven per cent while over half of the teaching is good and in eight per cent of lessons it is very good. At Key Stage 2, seventy four per cent of the teaching is good or better and twelve per cent is very good.
19. In the nursery class the teaching demonstrates a very good understanding of the needs of young children and of the agreed desirable outcomes for their learning. The teacher works well with the nursery nurses, and all adults have high expectations of the children's work and behaviour. The pupils are appropriately organised by age into one full-time and two part-time groups and the staff have created effective and efficient routines that help promote the very good working atmosphere evident in the nursery. The lesson planning contains clear objectives and lessons are characterised by a good pace. For example, the literacy and numeracy strategies have been

effectively adapted for the younger children and activities are kept at an appropriate length.

20. At Key Stages 1 and 2 the introduction of the literacy and numeracy daily lessons has been well managed and this has resulted in much more effective teaching in both subjects. Teachers have trained and worked hard to implement the new frameworks and to adapt their teaching methods successfully. This has resulted in the improved quality of teaching since the last inspection. Subject knowledge in most subjects is satisfactory although the teaching of science and information technology, in particular, has not improved sufficiently since the last inspection.
21. Teaching is good for pupils with special educational needs. Where they receive additional support in lessons, there is a high level of teamwork between teachers and learning support assistants that is an important factor in raising standards. Individual education plans for pupils with special educational needs are good and contain sufficiently well-focused targets to enable assessment of them to take place in order to set new targets. There are good formal and informal procedures for discussion about special educational needs. This means that pupils are well known to all staff and this is much to pupils' benefit.
22. The teaching of pupils with English as an additional language is good and results in the pupils making good progress. Good strategies are being used to enable pupils to take a full part in all lessons. For example, in a Year 2 mathematics lesson, the support assistant worked with a group of pupils new to English to help them understand word problems, and to build the technique necessary to attack the problems correctly. The teacher provided specific resources and the assistant was well briefed about the task, after which she filled in a record of the pupils' responses to the activity for the teacher to consider when planning the next session. In all lessons observed these pupils are given good encouragement and the confidence to take on what are often difficult tasks, given their level of language development.
23. The best lessons in both key stages are characterised by the way teachers deal with those pupils who are potentially very challenging. Teachers in year group teams plan well together and in most cases use their expertise by taking others' classes for lessons where they have a stronger subject expertise. The planning of activities ensures a good match between pupils' abilities and their prior attainment. For example, in one lesson in Key Stage 1, the higher-attaining pupils were provided with appropriately challenging extension questions during a whole-class discussion session. Expectations of pupils' work and behaviour have much improved since the previous inspection, especially in the nursery, Years 2, 3 and 4. However, expectations of the presentation of pupils' work are still not high enough. A further improvement since the last inspection has been the more thoughtful use of the available accommodation to enable individual classes to have less disruption during important whole-class teaching. Although the movement this causes, especially in Reception/Year 1, is still in need of further consideration, there are now more times when uninterrupted class teaching can take place, and this has had a clear affect on the raising of standards. The teachers' questioning skills are used effectively to extend and consolidate learning by targeting specific questions at particular pupils for whom they are appropriate. Teachers' marking is inconsistent and does not always provide pupils with appropriately detailed feedback and suggestions for improvement. However, the plenary sessions at the end of literacy and numeracy lessons are well used to assess the progress made by pupils.

24. Where the teaching has weaknesses, they are often caused by an unsatisfactory use of time or by activities that are not correctly matched to the needs of pupils, especially the higher-attainers. At times, the way disruptive pupils are handled does not enable teachers to maintain a good pace to lessons. For example, in one reception lesson, the pupils' immature relationships with each other resulted in a lot of complaining which disrupted the flow of the lesson and the learning of the majority of pupils. Throughout the school the amount of time given to individual lessons needs to be reviewed. For example, in Years 5 and 6 a whole afternoon is given to a physical education lesson resulting in a lack of pace and activity. Teachers do not make enough use of computers in lessons and, especially at Year 6, not enough homework is given to pupils to fully prepare them for life at secondary school. There are times, especially in mathematics, when important technical vocabulary is not corrected when wrongly spelt.

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

25. The quality and range of learning opportunities for the children who are under five are excellent. The children are given a range of experiences in all areas of learning and these are relevant and appropriate to their age and prior attainment. At Key Stage 1 and Key Stage 2 the curriculum meets statutory requirements but the coverage is unsatisfactory because the time allocated for the teaching of science at Key Stage 1 and foundation subjects at Key Stage 2, is low. The curriculum is broad but there is an imbalance in time allocation and there is no evidence that literacy and numeracy lessons include appropriate learning experiences from other curriculum subjects. The total curriculum time for Key Stage 2 falls below the recommended minimum by one hour each week. The curriculum statement for the school has not been revised by the governing body to accommodate changes in recent years. For example, personal and social education is now taught throughout the school. However, there is no clear indication of how experiences for pupils will be developed and no teacher has been given the responsibility for co-ordinating this area of learning. Health education, including sex education and that related to drug misuse, is taught within the personal and social education curriculum. Separate schemes of work include the statutory requirements for these areas. With no overall co-ordination, however, coherence and curriculum continuity cannot be guaranteed. The provision for religious education and collective worship meets statutory requirements.
26. The curriculum provision for pupils with special educational needs is good at both key stages and very good for those children who are under five. Where they receive additional support in lessons, there is a high level of teamwork between teachers and learning support assistants that is an important factor in raising standards. Individual education plans for pupils with special educational needs are good and contain sufficiently well-focused targets to enable assessment to take place in order to set new targets. Curriculum arrangements provide equal access to pupils with special educational needs.
27. Opportunities for extra-curricular activities are limited. Since the last inspection some clubs and activities have been introduced; for example, an information technology club and rounders. There are plans to introduce netball and football activities in the new school year and to involve pupils more in competitive team games. A homework club is planned for pupils to extend their learning. This is to meet a recognised need to set homework more frequently. There is a high level of participation in a lunch-time club for pupils who wish to learn the playing of steel pans. Visits to places of educational

interest take place. Residential visits and wider educational visits to extend pupils' personal and social education are limited in scope and number. The recently formed school's council is beginning to influence the curriculum provision, with support for a homework club and improved extra-curricular provision.

28. The literacy and numeracy strategies have been introduced effectively throughout the school. The national requirements have been introduced appropriately and successfully. There is good evidence to show that the introduction of these key areas is beginning to influence teaching and learning in other subjects but developments are at an early stage. Appropriate assessment of pupils' progress takes place in literacy and numeracy. However, the use of assessment to inform curriculum planning in other subjects is variable. For those subjects which have adopted national schemes of work, provision and use of assessment are satisfactory. Introduction of these schemes has provided an increased confidence in ensuring curriculum continuity and progression. However, in physical education and music the use of assessment to influence curriculum planning is unsatisfactory. The school collects assessment data and monitors aspects of pupils' progress appropriately. However, the use of the outcomes to set subject, group and individual curriculum targets is at an early stage of development.
29. A commitment to equality of access and opportunity is made in the school prospectus and is reflected in policies, plans and practice throughout the school. Teachers' lesson plans recognise and provide for the needs of all children in each class. A strength of the teachers' curriculum management is the planning and organisation of activities for special education needs and pupils whose first language is not English. The classroom assistants' involvement in planning is very good and serves to strengthen the needs of individual pupils. This provision has not been extended sufficiently to meet the needs of gifted and talented pupils.
30. The rich variation within the local community and amongst parents is not being sufficiently exploited to enrich the curriculum of all pupils. The diverse nature of cultures within the community is a recognised asset but plans to systematically engage this for supporting, developing and widening the curriculum are at an early stage of development. However, relationships with partner institutions to support the curriculum are satisfactory.
31. The provision for pupils' spiritual development is satisfactory. There are appropriate opportunities for pupils to develop spiritual awareness within the curriculum and through collective worship. Whole-school and year group assemblies are held on a variety of themes planned throughout the year. During the inspection one good assembly focused on the life of Anne Frank. Through listening to excerpts from her diary, music, books and photographs pupils learned about the importance of living in harmony together. Pupils visit a local church and a temple. They celebrate the Christian festivals of harvest, Christmas and Easter and also festivals from other faiths, for example Diwali. Good use is made of music to add spirituality to assemblies and to which pupils listen well as they enter the hall. The singing of hymns is tuneful. Religious education makes a significant contribution to the pupils' spiritual development, providing pupils with knowledge and understanding of other major faiths as well as Christianity.

32. The provision for the pupils' moral development is good. Class rules, discussed and agreed by the pupils, are displayed in most classes. All staff practise a positive approach to behaviour, and the school's discipline policy reflects this. Pupils are helped to understand the difference between right and wrong and to see the consequences of their actions on others and themselves. There is a strong emphasis on good behaviour throughout the school. Staff aim to create an orderly environment and to help pupils to become responsible members of the community. All adults in the school set a good example to pupils and encourage good relationships. Collective worship makes a valuable contribution to pupils' moral development.
33. The provision for pupils' social development is very good. Social skills are developed successfully during lessons. At break and lunch-times the school provides small apparatus for pupils to use and pupils play happily together. Quiet areas with tables and seats are provided for those who want to talk with their friends. The teaching and non-teaching staff work hard to build up an awareness of the school as a community where each member is valued and works for the common good. Pupils are expected to care for their surroundings and to take responsibility for classroom equipment. Pupils in all age groups are encouraged to work in pairs and small groups, and to undertake responsibilities. Pupils help as monitors in classrooms and older pupils volunteer to look after younger pupils at lunch-time. There is a rota of duties for Year 6 pupils and this gives them opportunities to take on responsibility by, for example, overseeing the telephone during lunch-time. A school council has recently been formed with elected representatives from each class. The council members take their responsibilities seriously and have already suggested improvements to play at break and lunch-time when small apparatus has been provided for pupils' use.
34. The provision for pupils' cultural development is good. All pupils are encouraged to appreciate and celebrate their own culture through the work of artists. During the inspection the school was presented with a mural in pottery tiles made by Year 3 and Year 4 pupils as a part of their millennium project. This showed scenes from the local area. The school provides a good range of cultural experiences through visits to places of interest such as a local science park, church and temple. Travelling theatre groups and musicians visit the school and the school has its own steel pan band, which is augmented by ex-pupils who return to the school to continue performing in the band. Music and dancing from the Asian community are also made available to all pupils. The National Literacy Strategy is successfully introducing pupils to a range of authors. Through history lessons and visits pupils appreciate how life has changed. The school is working hard to promote awareness of other cultures and celebrates the pupils' own efforts in special assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school is successful in ensuring the welfare, health and safety of its pupils. The health and safety governors' committee monitors these matters on a regular basis. This group also includes the premises officer. The local authority carries out a risk assessment audit which makes it clear where responsibilities lie between the school and the local authority. Three of the staff held current first-aid certificates.
36. Satisfactory procedures for child protection are in place and responsibilities are clearly delegated. All staff are aware of child protection procedures. Attendance is monitored closely by the headteacher. There is close liaison between the school and the education welfare officer, who deals with persistent absenteeism. Pupils arrive in

school on time and registration periods provide a calm, orderly start to the morning and afternoon sessions.

37. The school has implemented an assertive discipline policy which is consistently applied by teaching and non-teaching staff. This is very effective in promoting good behaviour. Good behaviour is exemplified in lessons, and in the way in which pupils behave around the school. Their good behaviour and personal development is recognised at weekly whole-school assemblies. Where unsatisfactory behaviour does occur, teachers make the affect of this on others clear to pupils.
38. The sensitive arrangements made to introduce children into the nursery and to integrate them into school mean that they quickly settle into the routines and activities of their early school experience. There is very good liaison with other agencies such as the local education authority Learning Support Team. Children with special educational needs are identified very early and those who have English as an additional language are helped by a visiting teacher.
39. Where pupils at Key Stages 1 and 2 are identified as having special educational needs, there are satisfactory contacts with parents, although they do not always attend reviews of pupils' progress. There are very good contacts with the local authority's Behaviour Support Unit and with the Special Needs Support Service. These have been an important contributory factor in improving teaching techniques to deal with challenging behaviour and in raising standards since the last inspection.
40. Since the last inspection there has been a great improvement in the school's procedures for assessing pupils' attainment and progress. Apart from English and for the under- fives, where it is satisfactory, the use of assessment data remains unsatisfactory. There is not enough analysis of the available data to inform the teachers' planning, assist in the grouping of pupils or ensure an accurate match of work to pupils' prior attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. At the meeting prior to the inspection and through the parent questionnaire, the majority of parents expressed satisfaction with the work of the school. Most parents felt that there was good communication between school and the home.
42. Although parents are properly represented on the governing body, the school's overall partnership with parents is unsatisfactory. There is very little parental help in the classroom, and there is no parents' association. Some parents of nursery and Key Stage 1 pupils bring their children into the classroom at the start of the day, and this provides teachers with the opportunity to talk to them. The headteacher has informal meetings with parents at a recently-started weekly coffee morning, with a bi-lingual member of staff available if required. The reaction of parents to these meetings has been positive.
43. The school provides satisfactory information to parents about the school through the school prospectus but there is no regular method of written communication with parents either by newsletter or through notice boards. Annual reports on pupils' progress do not always report on pupils' knowledge and understanding in enough detail and contain little information about targets for improvement.

44. Before the children start school they are visited at home by the nursery nurses. Very good information is given to parents to prepare their children for school. They are kept fully informed of their child's progress and any problems that arise. Parents are becoming more confident in sharing information about their children with the nursery. The partnership between the nursery and the parents is developing further as a result of research undertaken by the nursery team through the national initiative for effective early learning. Parents have been invited to workshops in school to find out how they can begin to help their children at home through everyday activities. This is beginning to prepare children more appropriately for starting their early years of learning. Parents have welcomed their involvement in this research. An area for development is to continue building on this initiative by encouraging parents to become more involved in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. At the last inspection the school was found to have serious weaknesses. Since that time the previous headteacher, together with the staff and governing body, have worked extremely hard to improve standards and the quality of the teaching. This hard work has been maintained by the present headteacher who, in a very short time, has continued and extended this improvement, and built a strong staff commitment to the priorities he has recognised as important for the continued development of the school and further improvement of standards.
46. From this it is clear that there have been, and continue to be, effective, robust leadership and management shown by the headteacher, senior staff and governing body. A strong team of teachers has been built, with strengths throughout the school, but especially in the nursery and Year 2. There is a clear educational direction to the work of the school and a shared focus and commitment to improving standards. This is particularly well illustrated by the amount of work recently and successfully put into improving standards in English and mathematics. The mission statement and aims for the school's work are unclear and do not contain specific detailed targets for improvement. However, they are largely met.
47. The school development plan has proved a practical and useful document. The newly appointed headteacher has appropriate ideas for its further development. The plan is devised after a thorough analysis of the school's needs, taking account of local and national initiatives. Governors are involved early on in the process. The link to the school's budget is specific and sufficiently detailed. The plan provides the school with a sound document that summarises the next twelve months' improvements in enough detail. A version of appraisal, through professional discussions with staff and a number of lesson observations, is in place and the school is well prepared to take on performance management during the next school year. Effective induction procedures have been established for new staff.
48. The role of subject co-ordinators has been developed since the last inspection, especially in English and mathematics, but more formal monitoring and evaluation of teaching and learning are now needed in science and all other subjects. This would enable the spread of good practice and help raise the co-ordinators' awareness of weaknesses in their subject. The co-ordinators and key teachers for literacy and numeracy have successfully overseen the introduction of the recent national strategies, and this work has resulted in improvements to the standards pupils have achieved. In both subjects more monitoring has taken place, involving the headteacher, co-ordinators, numeracy governor and local authority advisers. This

good practice needs to spread to all subjects when time and finances allow. Subject co-ordinators do not yet undertake a detailed analysis of the results of standardised tests or other assessment information in their own subjects. This prevents them from developing a clear analysis of areas for development and priorities for spending.

49. The governing body fulfils its responsibilities effectively and all statutory requirements are met. The Chair of the governing body has proved a hard-working and effective leader during the years since the last inspection and she has been instrumental in raising governors' awareness of issues. She has supported the school effectively in the local community, and remains positive about the priorities that are important for the future development of the school. Although the amount of time given to the school by governors varies, the systems are in place to ensure that its work is efficient, organised and for the benefit of the school. In particular, the new headteacher has organised two new committees to oversee school improvement and community involvement, with the stated intention of enabling governors to hold the school to account for its work. The governors with specific links to priority areas of the school's work, such as numeracy, literacy and special needs, are knowledgeable. Most governors visit the school regularly, but there is a need to create more formal opportunities during the day to see the school in action.
50. The co-ordinator for special educational needs is experienced and knowledgeable. She is employed in the school for only two days a week and has a small teaching commitment also. This means that her time for the management of the workload associated with the school is extremely tight. The senior management and class teachers make a good contribution to ensuring that provision for special educational needs is good. There is a link governor for special educational needs and the governors' monitoring of this area of work is satisfactory. The statutory requirements are fully met. Existing resources are satisfactory.
51. The management of pupils with English as an additional language is good. The number of such pupils is very high and over six per cent are new to English. The headteacher is acting as co-ordinator of the provision. The school's entitlement to outside support has suffered through long-term absence and the difficulty of getting replacement staff. However, within the school the provision is well managed and pupils receive good extra support from specific bi-lingual staff, who provide good role models for pupils, class teachers and learning support assistants. This good provision enables pupils to take a full part in the life of the school. The harmonious multicultural nature of the school is one of its strengths. Although the school makes good use of the local authority support service, the resources available in school are unsatisfactory and do not help staff provide appropriate support.
52. The governing body is provided with a good level of financial information, which the efficient bursar takes from that provided by the local education authority. The governors discuss the progress of financial decisions regularly and the bursar attends finance committee meetings to advise and explain financial issues before decisions are taken. The Chair of the governing body has a very good understanding of financial matters. Financial planning, control and administration are very good. There are close links between planning and resourcing. The school's development plan is properly costed and its priorities serve as a template for action. Records of financial decisions are accurate and clear. Governors have access to local education authority audit reports to help them understand the effectiveness of their decisions, although the last audit report preceded the previous inspection. All recommendations of the last audit report were implemented, some of these recently. The school plans to use a specific government grant to provide a contingency, improve resources for educational

technology and develop teaching and learning in science. The school applies the principles of best value appropriately.

53. Subject areas plan and use allocated financial resources effectively to meet identified needs. Overall, subjects make good use of the available resources. Time as a resource is generally well used but in science and most of the foundation subjects there is a lack of balance and evidence of unplanned repetition of work. Staff are well deployed and there is a satisfactory match of professional expertise to curricular responsibilities. The school pays due regard to staff development. The recent training of teachers and governors for the introduction of the literacy and numeracy strategies has been very effective. Strengths are the experience and expertise of curriculum learning assistants and their efficient use by teachers. Good support is given to the newly qualified teacher.
54. Accommodation is well used except in information technology where facilities are underused in both the dedicated room and within classrooms. Since the last inspection, attention to the use of accommodation has resulted in improved effectiveness of classroom management but lack of access to water in some rooms remains. The nature of the open plan areas means that on occasions low pupil attention and concentration affects pupils' learning. Resources for learning, especially in mathematics but not in information technology, are used effectively. In design and technology there are insufficient kits to teach construction and in physical education the provision of equipment for gymnastics and games is unsatisfactory. The range of software for teaching information technology is limited. The school makes good use of the local authority library service to provide appropriate resources when needed. The value for money provided by the nursery is excellent. In all other subjects value for money is satisfactory except in information technology where resources are under used and in science where educational outcomes remain unsatisfactory. Resources for the teaching of pupils whose first language is not English are inadequate. The provision and use of resources to meet the learning needs of pupils with special educational needs are good.
55. Since the last inspection there have been some improvements in the use of finance available to meet the needs of the curriculum. A co-ordinator for science has been appointed and appropriate in-service training has taken place. In-service training for teachers for the introduction of the national strategies for literacy and numeracy has taken place and proved effective in motivating and extending professional expertise. Induction procedures have been formulated. History resources at Key Stage 1 have been improved and the governing body has continued to improve its financial understanding and knowledge. However, resources for information technology remain underused.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to continue the improvements made since the previous inspection, the governing body, headteacher and staff need to:

- Improve standards in science by:
planning a coherent scheme of work;
making better use of literacy and numeracy skills.
(Paragraphs 90, 97)
- Improve standards in information technology by:
providing more training for staff;
making more use of technology in all subjects;
improving resources available for pupils to use.
(Paragraphs 12, 24, 74, 85, 123, 127)
- Improve the quality, range and balance of curriculum provision in design and technology, history, geography, art, physical education, and personal and social education.
(Paragraphs 98, 99, 103, 108, 110, 111, 118, 119)
- Improve the analysis of available assessment data effectively to identify areas of weakness and use this information when planning.
(Paragraphs 40, 108, 114, 121, 127)
- Better prepare Key Stage 2 pupils for secondary school by providing more effective and appropriate homework.
(Paragraphs 24, 42, 94)
- Improve the presentation of pupils' work.
(Paragraphs 9, 74, 87, 94, 113)
- Improve links with parents and the local community, to involve them more in the life of the school.
(Paragraphs 42, 44)

In addition to the above key issues, the governors should consider adding the following to their action plans:

Providing more planned opportunities for pupils to use their literacy and numeracy skills in other subjects; (Paragraphs 8, 72, 119)

Reviewing and improving the planning and teaching in physical education. (Paragraphs 134, 141)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	17%	55%	23%	3%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44	254
Number of full-time pupils eligible for free school meals	7	87

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	18	107

English as an additional language	No of pupils
Number of pupils with English as an additional language	93

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	23	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	17	23	23
	Total	28	35	36
Percentage of pupils at NC level 2 or above	School	74	92	95
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	17	20	22
	Total	28	31	35
Percentage of pupils at NC level 2 or above	School	74	82	92
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	23	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	3	9
	Girls	17	10	14
	Total	27	13	23
Percentage of pupils at NC level 4 or above	School	77	37	66
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	2
	Girls	12	8	9
	Total	18	13	11
Percentage of pupils at NC level 4 or above	School	51	37	31
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	20
Black – African heritage	6
Black – other	14
Indian	53
Pakistani	4
Bangladeshi	0
Chinese	0
White	131
Any other minority ethnic group	3

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	1	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)	13
Number of pupils per qualified teacher	24
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	120

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	44

Total number of education support staff	2
Total aggregate hours worked per week	30

Number of pupils per FTE adult	14.7
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	478,941
Total expenditure	495,553
Expenditure per pupil	1,589
Balance brought forward from previous year	33,306
Balance carried forward to next year	16,694

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	298
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	2	0	2
My child is making good progress in school.	42	55	4	0	0
Behaviour in the school is good.	42	51	6	2	0
My child gets the right amount of work to do at home.	35	40	19	6	0
The teaching is good.	47	49	4	0	0
I am kept well informed about how my child is getting on.	49	38	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	63	29	2	2	4
The school expects my child to work hard and achieve his or her best.	55	45	0	0	0
The school works closely with parents.	34	49	11	0	6
The school is well led and managed.	42	38	13	0	8
The school is helping my child become mature and responsible.	34	60	6	0	0
The school provides an interesting range of activities outside lessons.	31	20	22	14	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. There is excellent provision for 45 part-time and full-time places in the nursery unit. Children enter the nursery at the beginning of the year in which their fourth birthday occurs. The older children attend part-time in the mornings and the youngest attend part-time in the afternoons. In the next school year, in the term of their fourth birthday, children enter the full-time nursery. Spring and summer-born children enter the reception class in the term in which they are five. Those children attending the nursery full-time have a similar experience to the pupils in reception classes and go straight into Year 1 at the beginning of the next school year. When there are places, younger children aged three are admitted and these children may remain in the nursery for a longer period of time. At the time of the inspection there were no pupils in the reception classes who were under five. The inspection reports on the quality of provision for the four-year-olds and the readiness of the five-year-olds to embark upon programmes of study for the National Curriculum.
58. The shared sense of purpose and consistency of approach amongst all the staff in the nursery is a significant strength. Teaching of children in the nursery unit is very good and some excellent teaching was observed. All teaching staff know the children well and provide suitable tasks for them, including those who have special educational needs. As a result all staff respond sensitively to the children's individual needs both during activity sessions and when working in different groups. Children who have English as an additional language are helped to develop their understanding of language and there is additional help from a visiting teacher. There is a very good balance between activities that are led by teachers and those planned to develop the independent and imaginative learning of the children.
59. The quality and range of learning opportunities for children under five are excellent. The systems and procedures which teachers follow are ensuring that the majority of children make very good progress in small steps towards achieving the desirable learning outcomes by the age of five. There are very effective methods for teaching literacy and numeracy. Planning is excellent over longer periods of time and from day to day. Staff plan daily activities for the children in great detail, identifying closely the key experiences they intend to cover and ensuring the work is interesting and relevant to the experience of the children. Children who have just turned five continue to work appropriately with the desirable outcomes for learning, although there are suitably planned literacy and numeracy sessions to develop their concentration more and get them ready for the National Curriculum in Year 1. Assessment, both formal and informal, is thorough and results in lesson planning being changed on a daily basis if necessary, until children have grasped their work in the key experiences. Staff take careful note of children's responses to the activities in order to extend and build on these effectively. For instance, children were so absorbed by an interactive wall display of 'dressing' a child's picture that teachers devised an interactive 'face' with different eyes, nose, mouth, moustache and spectacles. A nursery nurse has taken part in a national initiative for research into effective early learning that has revealed ways in which early learning provision could be improved. These are now in place and include the lengthening of afternoon sessions to match the morning sessions to enable the part-time children to have equal time in which to learn. The nursery accommodation is very good and provides a stimulating learning environment, with an extensive range of interesting, lively and

relevant activities for the children. The nursery is very well resourced to support these activities. Outdoor play has a partly covered hard area and a soft area, with a variety of wheeled toys, large apparatus and equipment. These are being added to as finances allow.

60. The leadership and management of the early years are very good. There is a deep commitment to providing an effective learning environment in which all children are valued and given the opportunity to achieve their potential, especially in the nursery unit where the teachers and nursery nurses work in partnership together as a team. Teachers in the reception classes have good links with the nursery unit through detailed planning and discussion so that children who attend full-time have a similar experience in the nursery and in reception classes where the older children are placed.

Personal and social development

61. Children are making very good progress in relating to each other and to adults. They come eagerly into school at the start of each session. They feel secure and confident with familiar adults and follow the routines of the day with very good behaviour and concern for each other. Birthday cards are brought and given with delight to a teacher. Children understand what is right and wrong by talking about how others feel when they misbehave and they are clear about the way they are expected to behave in the nursery and around the school during their lunch-time. They share equipment sensibly, for instance, when taking turns to use the letter boards and crayons or the large tricycles and scooters outside. Children sustain concentration very well in all their activities. Photographic evidence and session observations show that all activities are very well chosen to support work in all the areas of learning. Teaching to develop children's personal and social development, which underpins all the other areas of learning, is very good. It gives children many opportunities to develop their independence, understand what they can do, and develop confidence in their abilities to explore and develop a variety of experiences as they learn. Teaching is very good.

Language and literacy

62. Children are making very good progress with their language and literacy skills, as they are encouraged to talk about their experiences at home and in school. They are gaining in confidence and ask for help when they need it. At lunch in the main school they are confident to talk about the things they are going to do. Children who have English as an additional language are helped to understand and have extra support when a visiting teacher works with them. Younger children listen attentively in story and recall times. Those working with the 'Big Books' as a group are encouraged to read aloud as a group. They are beginning to develop understanding of a sentence as they 'guess' what the covered words might be. All full-time children take home a reading book each week. They recognise the sounds of different letters of the alphabet and can write these independently, forming the letters with care. In small group work, some can add the first and last letters to a three-letter word from looking at a picture. These structured sessions are appropriate in the last few weeks of the year to prepare children for their literacy work in Year 1. Teaching is very good and some excellent teaching was seen.

Mathematics

63. Children are making very good progress with their mathematical development as it grows out of their daily experiences. Regular repetition whilst clapping and ordering of numbers beyond five using different objects, is developing the mathematical knowledge of part-time children appropriately. Older children, coming to the end of their full-time nursery experience, are beginning to understand and use numbers to 10 by sharing paper flowers into two vases and counting the sum. They are beginning to use mathematical language such as 'add' and 'make'. Combined with appropriate sessions of imaginative and structured play, this is giving children a secure base in preparation for work in Year 1 as they embark upon the National Curriculum. Teaching is very good and some excellent teaching was seen.

Knowledge and understanding of the world

64. Children are making very good progress in developing knowledge and understanding of the world. This area of learning provides a foundation for historical, geographical, scientific and technological learning. It focuses on children's developing knowledge and understanding of their environment, of other people and features of the man-made world. Younger children can talk about the weather and many remember what has been said about this on the television on the day. Groups of full-time children study mini-beasts. They are enthusiastic about looking for them as one group works around the school finding snails and caterpillars. Another group uses an excellent collection of plastic mini-beasts and begins to classify them. They make jam sandwiches for their 'picnic', using tools well for spreading and cutting. Older children can use a 'prompt card' to slowly word-process their names into the computer. Most are helped to remember the controls that enable capital letters and spaces to be used. Children's ability to use a range of different computer programs linked to the areas of learning remains an area for development. Teaching is very good.

Physical development

65. Children are making very good progress with their physical development. Their co-ordination is developing appropriately as they clap along when singing songs and counting rhymes. Children with special educational needs are given easier tasks. Children handle scissors well and enjoy cutting and sticking. They build models with a variety of tabletop and floor construction toys. Outside, they are very confident when riding large cars, go-karts and scooters. They are able to re-arrange large plastic shapes that they crawl through or climb over. They make full use of the safe outdoor play area. Children in the reception classes also have access to the school hall and the physical education equipment provides activities for them. Teaching is very good.

Creative development

66. Children are making very good progress as they learn to express their feelings and ideas in creative ways through art, craft, music and imaginative play. Children use their imagination well, for instance when 'mum and dad' hand in hand, take a walk from their 'home'. They carry their 'baby' and talk about what they have been doing and where they are going. Children are developing musical skills and learning to use their singing voices in a variety of songs and rhymes. They enjoy playing 'rhythm sticks' to make loud and quiet sounds. As part of a variety of art and craft activities they colour and decorate cardboard teddy bears in preparation for their 'teddy bears' picnic'. Teaching is very good.

ENGLISH

67. In the 1999 national tests for eleven-year-olds the percentage of pupils attaining the expected level was close to the national average. However, the percentage of pupils attaining the higher levels was well below the national average. When these results are compared to schools with similar pupils, the pupils' performance was well above average. The number of pupils attaining the expected level is well above average and the number of pupils attaining the higher levels is broadly in line with national expectations.
68. In the 1999 national tests for seven-year-olds, the percentage of pupils attaining the expected level and the higher levels in reading was well below the national average. In writing, the percentage attaining the expected level was above the national average and was well above in comparison with the national average for pupils attaining the higher levels. When the results in reading are compared with similar schools, the number of pupils attaining the expected level was broadly in line with the national average but the number of pupils attaining the higher levels was below. Over the last three years, standards in reading have risen sharply. In writing, the number of pupils attaining the expected level and the higher levels was well above the average when compared with similar schools.
69. In 1999 there was little difference between the performance of boys and girls in either key stage, although boys performed slightly better than girls. Inspection evidence shows that most pupils make good progress in their learning. Lower-attaining pupils, those with special educational needs and pupils who learn English as an additional language are very well supported by teachers and classroom assistants and they also make good progress.
70. Evidence from the inspection indicates that pupils in the current Year 2 and Year 6 classes are achieving levels broadly in line with the 1999 test results. At the time of the last inspection standards were identified as being in line with national expectations at Key Stage 1 but below expectations at Key Stage 2. Pupils' made satisfactory progress in Key Stage 1 but unsatisfactory progress in Key Stage 2. Inspection evidence indicates that significant improvement has been made overall.
71. In speaking and listening, pupils' attainment is in line with national expectations at the end of both key stages. This is a significant improvement since the previous inspection. By the end of Key Stage 1 pupils answer questions sensibly and contribute well in class. For example, a Year 2 class took part in a discussion about characters, settings and themes in books by the same author. In a whole-school assembly, pupils of all ages listened carefully while the teacher read the story of Anne Frank and many pupils answered questions confidently in a clear voice. By the end of Key Stage 2, further improvement in speaking and listening has been made. In a Year 6 group, pupils debated the motion, 'Should children do homework every night?' Many pupils contributed to the lively debate. High attaining pupils are particularly fluent and have developed a strong and mature vocabulary. Average and low attaining pupils speak clearly in conversation. Particular attention has been given to improving the use of the available space in the open plan classrooms, making it easier for pupils to listen attentively in lessons.

72. Although there has been a significant improvement in the standard of reading in Key Stage 1 since the previous inspection, standards still vary considerably with above average pupils reading fluently with good expression but less able pupils finding reading quite difficult. The more able pupils read simple texts accurately and express opinions about major events in their books. Most pupils continue to make at least satisfactory progress in Key Stage 2. The range and challenge of texts increase appropriately so that by the end of the key stage the more able pupils' knowledge and understanding of books are impressive. They read with expression and meaning in a variety of situations. They express their preferences for different genres of literature and are articulate when discussing the different aspects of books they have read. However, their reference skills are underdeveloped. During the testing of reading skills several pupils said they had no books at home and nobody at home heard them read on a regular basis. This makes it very difficult for the school to achieve the targets set in reading. However, the school encourages parents to work with their children and a number spend time in the Reception/Year 1 classes when they bring their children to school every day.
73. Pupils' attainment in writing by the end of both key stages is in line with levels expected for their ages. Most pupils make good progress in their written work as they move through the school. In Year 1, the more able pupils write in simple sentences unaided using capital letters, full stops and question marks with most spellings correct. Other pupils write sentences with help from their teacher with spellings. By the end of Year 2, pupils write for a range of purposes. Their range of writing is impressive and includes work on the seasons, the life cycle of the butterfly, letters and accounts of journeys. They use punctuation appropriately and consistently. Pupils have a good grasp of spelling rules.
74. In Key Stage 2, writing becomes more organised. Written work from above average pupils is often lively and thoughtful with interesting and expressive vocabulary. Good progress is being made in spelling, grammar, and punctuation with pupils demonstrating accurate understanding and use of, for example, speech marks, prefixes, adverbs and verb tenses. By the time they leave the school, pupils have a good experience of writing for a range of purposes and audiences using such writing approaches as poem reviews, brochures for national hotels, letters for many purposes and preparation for debates. They are developing secure skills in planning, drafting and redrafting their work. Insufficient use is made of information and communication technology to improve and enhance the finished product and more use could be made of their literacy skills in other areas of the curriculum. Many pupils throughout the school need to pay more attention to the presentation of their work. The school recognises this problem and is taking steps to address it through regular handwriting exercises.
75. Pupils' attitudes to English are good at both key stages. They enjoy reading and are keen to read to their teachers in the guided reading parts of the lessons. The majority are keen to recount what they have learned in previous lessons. They know the routines of the daily literacy lesson well and organise themselves without disruption to the flow of the lesson. Many are developing good levels of independent learning when working in groups. Most pupils are interested in the activities set before them and remain fully occupied throughout the group work sessions. They respond positively in the plenary sessions and, when sufficient time is made available, they are keen to make contributions.

76. The quality of teaching is good in both key stages. In one lesson in Key Stage 2 it was very good. Teachers have responded successfully to the introduction of the literacy hour and this is evident in lesson planning which complies fully with the National Literacy Strategy. Teachers ensure that all planned activities are allocated sufficient time and all teachers have secure subject knowledge. They promote knowledge, skills and understanding successfully through clear explanation and questioning. They provide work that is well matched to the needs of all pupils taking good account of the targets in individual education plans for pupils with special educational needs and of the needs of pupils with English as an additional language. Pupils are usually expected to work at a good pace and to produce a reasonable amount of work. All teachers promote good relationships and manage pupils very well and these have a positive impact on the learning that takes place. Day-to-day assessment of pupils' attainment is thorough and ensures that progress is regularly monitored. The marking of pupils' work is consistent and most teachers provide pupils with a clear idea of how they might improve their work, although too often work which is poorly presented is accepted. In the best lessons teachers have high expectations of pupils, share the objectives of the lesson and ensure that during the lesson pupils know the focus of each task.
77. A clear and comprehensive policy is in place. Long- and medium-term planning are of good quality. They ensure coverage of the programme of study and provide effectively for continuity and progression. Good assessment procedures are in place and assessment is used effectively to inform planning. Homework is provided on a regular basis but only once per week.
78. The co-ordinator works hard in her leadership of the subject and monitors planning, the quality of teaching and pupils' work. She has been well supported by senior staff and the enthusiasm for the National Literacy Strategy shown by all teachers. The school allocated sufficient amounts of money from the curriculum budget to ensure that good resources were in place to support the introduction of the National Literacy Strategy. These are of good quality and effectively used. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. National Curriculum requirements are met.

MATHEMATICS

79. Standards in mathematics are unsatisfactory at the end of Key Stage 2. Pupils' attainment when they start statutory schooling at the age of five is broadly in line with that expected for children of that age. They make good progress through Key Stage 1, and standards at the age of seven are above average. However, although progress is satisfactory at Key Stage 2, the recent improvements evident in the teaching and learning are not yet reflected in the pupils' attainment at the age of eleven. The introduction of the National Numeracy Strategy, and the support which the local education authority has provided for the school, through extra monitoring and training, have had a very positive effect on the teaching and learning. Resources have improved and the strong focus on mathematics that the school has maintained recently has clearly been effective. The early indications are that the test results for this year should be maintained at the good level reached last year at Key Stage 1 and should have improved further at Key Stage 2, although still not yet reaching the national average level.

80. In 1999, end of Key Stage 1 National Curriculum tests standards rose sharply. At Key Stage 2, although still below average, they improved from the previous year's low level. In addition, they showed a significant level of progress on the attainment of the same pupils at the end of Key Stage 1, having improved the number reaching the expected level by over ten per cent. The poor results achieved in the past were a result of the lack of a focus on improvement in mathematics, the use of inappropriate teaching methods and unsatisfactory resources.
81. The trends in results over time point to rising standards at Key Stage 1 from a well below average level in 1996 to an above average level in 1999. At Key Stage 2 standards have risen since 1996 and at a better rate than that found nationally, narrowing the gap between the school's and the national results but not yet matching the national average. The high number of pupils who leave or join the school over the course of a year has a negative effect on the consistency of results. The training received with the numeracy strategy has improved teachers' knowledge and understanding of the subject and this is reflected in the improved teaching now evident.
82. Pupils with English as an additional language make good progress and they are well supported by teachers and support staff. The pupils with special educational needs also make good progress due to the level of support they receive. For example, in one session one Year 6 girl received one-to-one support to help her revisit the work covered in an earlier lesson. This resulted in clear gains in her learning. Pupils with statements are provided with appropriate work based on their individual education plans. Taking the average results over the past four years, together with observations from the inspection, there is little evident difference between the attainment of boys and girls.
83. When compared with pupils in similar schools, the test results for 1999 showed that attainment at the end of Key Stage 1 was well above average. The 1999 Key Stage 2 results showed that, when compared with pupils from similar schools, attainment is well below average. The test results also show that a well below average proportion of the pupils is reaching the higher levels at both key stages. Observations of lessons indicate that teachers are now planning for the needs of the higher-attainers more specifically.
84. The evidence of the inspection shows that at Key Stage 1, the present standards are above average and the early indications from this year's tests show that a higher proportion of pupils are attaining the higher levels. Pupils in Year 2 use a variety of strategies to add 9 or 19 to a number, both mentally and in written form. They can then extend this understanding effectively into solving word problems. Others know multiples of five and also extend their knowledge of the 5 and 10 times tables into solving word problems. In both classes pupils confidently use bridging or portioning techniques for their calculations, and they are able to explain these to others. In the reception class, pupils learn to count forwards and backwards and do subtraction calculations to 10. They use practical materials to work out subtraction problems using small numbers. In Year 1 pupils identify and sort common two-dimensional shapes. The majority of the class understands simple mirror symmetry.
85. By the end of Key Stage 2 the evidence of the inspection indicates that standards are now much closer to the expected level than they were at the time of the previous inspection. In mental work, pupils in Year 6 can multiply two digit numbers by single digit numbers accurately. This is extended into multiplying decimal numbers, which most pupils are able to do successfully. They show a good understanding of the

differences between the mode, median and mean of a set of data, and they are able to work these out correctly. In another lesson they manipulate large numbers and compare fractions and decimals. Pupils in Year 3 work on units of time and show a good understanding of the 5 times table. The higher-attainers can express a simple algebraic equation such as $x + y = 10$, and they recognise inverse operations such as the relationship between addition and subtraction. Year 4 pupils can sort fractions into equivalent sets accurately. By the time they are in Year 5 they can use basic number skills in producing a bar chart from given data. However, this work does not show enough progression in level of skill or knowledge when compared with bar charts completed in Key Stage 1. A number of the pupils take longer to colour the chart than they do to complete the mathematics.

86. The standards throughout the school have improved since the last inspection. However, pupils' skills in numeracy are not fully utilised in other subjects. In geography, data is collected and put onto graphs. In science, pupils used calculators to work out average heartbeats. They record their findings using graphs provided by the teacher, and they use numeracy skills to sequence the scores recorded. Very little evidence of any use of computers in mathematics exists and this is an area of the subject that needs urgent improvement.
87. The pupils' attitudes to the subject are satisfactory at Key Stage 1 and good at Key Stage 2. They are enthusiastic about numeracy lessons and clearly enjoy the pace and challenge of the mental work. However, in the lessons at the start of the day teachers often have to work hard to get the more lethargic classes actively involved. The majority of the pupils behave well and respond positively to their teachers. When engaged on group tasks they concentrate well and, when expected to, they collaborate with others. However, their work is poorly presented, untidy and too often not completed.
88. The teaching of mathematics is mostly good with none that is unsatisfactory. At Key Stage 1 it is good in forty per cent of lessons, and very good teaching is found in Year 2. At Key Stage 2, fifty per cent is good and thirteen per cent is very good. The teachers have worked very hard since the previous inspection to address the serious weaknesses that existed and to raise expectations. They have introduced the National Numeracy Strategy successfully and this has improved their overall subject knowledge and understanding. Planning is good and in the best lessons the objectives are clear and shared with the pupils so that they know what learning is expected of them. These objectives are often returned to in plenary sessions to assess and consolidate the learning. For example, in one very good Year 2 lesson very good use was made of the higher attaining pupils to illustrate some of the word problem-solving techniques that they used, for the benefit of the rest of the class. A good emphasis is placed on mental strategies and lessons are mostly well paced, challenging and enjoyed by pupils. The work planned is largely appropriate matched to the pupils' abilities. Resources are well used and appropriate for the tasks. For the pupils with special educational needs or those with English as an additional language specific arrangements are made, such as the good deployment of support staff or the use of specially prepared resources. The marking of pupils' work is of an inconsistent standard although some teachers provide feedback that tells pupils what they need to do to improve or clearly explains what they have achieved. On too many occasions work that contains spelling errors in important mathematical vocabulary is marked correct. The provision of homework is satisfactory at Key Stage 1 but is not adequate at Key Stage 2 and does not prepare the pupils for secondary schooling effectively.

89. The subject fully meets the requirements of the National Curriculum. The co-ordinator has provided useful guidance and support for colleagues and has monitored a number of lessons, as has the headteacher, local authority adviser, numeracy consultant and numeracy governor. This has clearly had a positive effect on improving the provision since the last inspection. The co-ordinator and key teacher are knowledgeable and enthusiastic about the subject. The school's priorities for the future development of mathematics are largely appropriate.

SCIENCE

90. At the end of Key Stage 1 in 1999, standards in science were close to the national average for all schools and well above the national average for similar schools. Slightly more than nine pupils in ten reached or exceeded the national average, whilst about one in five reached levels demonstrating higher attainment. There were no significant differences in the performances of boys and girls. Higher attaining pupils reached standards that were above expectations in all aspects of science except experimental and investigative science. This means that there is further scope to extend these pupils through practical work that is planned to match their potential. Early indications, at the end of Key Stage 1 in 2000, show that standards reached are similar to those in 1999. Since the last inspection in 1997, standards in science at the end of Key Stage 1 have been consistently in line with national averages and the progress pupils have made at the key stage has been satisfactory.
91. At the end of Key Stage 2 in 1999, standards reached in national tests were well below the national average. Teachers' assessments indicated that standards were expected to be lower. However, this was due to inexperience in assessing the potential of individual pupils and a limited use of moderating assessments between teachers. In the tests, two in three pupils reached the level expected whilst close to four in five pupils reached or exceeded the expected national level. The performance of boys was better than that of girls. However, over the last four years differences in performance between boys and girls have fluctuated and overall, whilst boys have performed marginally better than girls, there have been no significant differences.
92. Standards in science have improved steadily, and to a greater extent than those nationally. Because they started from a very low base they remain lower than the national averages. Evidence from the inspection confirms that standards are much lower than national expectations and that pupils' overall progress from the end of Key Stage 1 to the end of Key Stage 2 is unsatisfactory. However, pupils for whom English is a second language and those with special educational needs make good progress in those lessons where ancillary support enables them to be taught in small groups. Compared with similar schools, pupils are reaching satisfactory standards in science. However, higher-attaining pupils are not being extended sufficiently and their performance is well below national expectations. Compared with English and mathematics, improvements in pupils' attainment in recent years have been lower.
93. At Key Stage 1, pupils' learning is satisfactory because the management of pupils, the use of resources and the teaching of basic skills are good. Where pupils' acquisition of knowledge, understanding and skills is unsatisfactory, it is because pupils' retention of new knowledge is weak and teachers are not using assessment effectively to improve the learning of individual pupils. In a Year 2 lesson, in which pupils were skilfully taught to observe and recognise simple characteristics of animals and plants, pupils learned quickly how to compare, contrast and classify living things by observation and reasoning. Learning was supported by pupils working assiduously

with co-operation and enjoyment. The spelling of technical words such as 'petals' and 'pollen' proved a challenge but all pupils, including those with learning difficulties were prepared to try before seeking assistance. By the end of the lesson good gains had been made in understanding the similarities and differences between animals and plants, with pupils building on previous learning and extending their scientific skills of observation, classification and deduction. Learning at Key Stage 1 was helped by teachers' use of well researched and prepared resources which provided pupils with a wide range of appropriate experiential objects with which to stimulate their thinking. Pupils' progress in Year 2 is good because the teaching is good and expectations are high. Their learning is supported by their positive attitude towards science and growing attention to detail and pride in their work.

94. At Key Stage 2, pupils' learning and attitudes to science are satisfactory. However, there are some areas of concern, for example their ability to retain and transfer knowledge to new situations and to extend understanding and present their written work orderly, clearly and with close attention to detail. Very few pupils, as reported in the previous inspection, take a pride in their presentation. All, including some higher-attaining pupils who have better writing, have poor skills in drawing and labelling line drawings and making accurate observational drawings. In this respect, teachers' expectations are too low and pupils are capable of higher standards. Higher-attaining pupils record and report their observations honestly with an appropriate attention to detail. Lower-attaining pupils, including those with learning difficulties, produce work of an acceptable standard because of the close attention given by skilled and resourceful teaching assistants. However, pupils of average attainment, especially in Years 5 and 6 show weak skills in both writing, spelling, drawing and numeracy. Pupils' learning is not supported by the regular setting of demanding homework.
95. By the end of Key Stage 2, pupils have a secure understanding of the scientific method. They know the need to isolate variables and test them experimentally to see the effects on other variables. Work displayed in Years 3 and 4, in which cress seeds were grown under varying controlled conditions, showed that pupils have an understanding of 'fair' testing. Lower-attaining pupils have difficulties in assimilating new ideas. In one class, lower-attaining Year 5 and Year 6 pupils found difficulty in understanding the idea of opaqueness and this hindered their ability to classify a range of materials even though simple resources for learning were available. It also prevented them from understanding fully how shadows are formed and ideas related to translucency and transparency. Higher and average-attaining Year 5 and Year 6 pupils, however, were quick to assimilate new ideas related to the transport of blood. Their learning was strengthened by the teacher's good knowledge of the subject and use of questioning in which repetition and recapitulation were used effectively. The pupils' vocabulary was extended significantly and they understood fully because they had interest in knowing and using new scientific words in the correct context. Retention was confirmed when later in the week a small group of special educational needs pupils with learning difficulties were able to measure the human pulse rate with reference to the functioning of the heart using the names of components correctly.
96. Overall, at both key stages, the quality of teaching is satisfactory, with some good features. The quality of teaching is good for the small groups of pupils with special educational needs or those with weak linguistic skills in English because focused attention is given to their individual needs. A strength of the teaching is the lesson planning which is shared effectively with the well-qualified learning assistants. Good use of displayed learning objectives, which are shared with the pupils with frequent reference and use in consolidation, serve to remind pupils of the focus of the lesson.

On occasions, the language used to state the objectives is too demanding for some younger pupils and those with under developed linguistic skills to understand, for example the use of words 'criteria' and 'characteristics' with Year 1 and Year 2 pupils. Teachers' management of pupils is good. Teachers' knowledge and understanding of the subject are secure and this is shown in the quality and accuracy of explanations, the use of focused questioning and the provision of resources. Medium-term planning lacks overall consistency between and within key stages with different teams of teachers planning independently of any detailed scheme of work. This has implications for continuity in the subject and the avoidance of unplanned repetition. The recent introduction of a nationally approved scheme of work has improved the planning. This, together with the intention in the school development plan for the subject co-ordinator to have time to monitor planning from September, is aimed at using time more efficiently and ensuring that pupils' learning experiences are continuous.

97. Since the last inspection the provision for science has shown some improvement. The school has appointed an enthusiastic science co-ordinator, who has undergone appropriate training. The governing body has declared its intention to ensure that the management, organisation, teaching and learning in science will be a priority in the current financial year. Pupils' knowledge and understanding and their ability to carry out scientific experiment have improved. Pupils' attitudes to learning are better and their concentration and application have improved. Overall, teachers' knowledge and understanding have improved but there are some limitations in the depth of understanding of scientific ideas related to the physical sciences. There remain areas for development including a more rigorous use of numeracy to support the science and a closer attention to the standards in presenting science data and information. As reported at the last inspection, the monitoring of lesson planning, teaching and marking does not take place.

ART

98. Pupils' achievements in art at the end of Key Stage 1 are broadly in line with those expected nationally. However, the skills pupils exhibit by the age of eleven do not reach the level expected and attainment varies according to the interest and expertise of individual teachers. Although there are examples of good work to be found in the school, the lack of a recent focus on the art curriculum, and the absence of clear guidelines to enable the progressive development of skills mean that pupils are not making enough progress. The standards of display do not help create a stimulating and attractive enough learning environment, and art has insufficient status as a subject in its own right. This level of achievement is not as good as it was at the time of the last inspection.
99. Although an appropriate emphasis is placed on the coverage of the National Curriculum, the development of basic skills is not regularly addressed. The majority of the art displayed illustrates topic work in other curriculum areas. Pupils have only limited opportunities to work imaginatively or to explore a wide range of media. They lack a specialist art vocabulary and knowledge of a wide range of artists from a variety of cultures. By the end of Key Stage 2 pupils are able to discuss patterns found in the world around them and to recognise repeated patterns in cushions and clothing. They also study patterns that are used for decoration in different cultures in India and the Middle East. Teachers' planning shows that this work is to be further developed and involve the appreciation of artists who use patterns, such as Paul Klee. By the end of Key Stage 2, pupils can draw patterns from shells and simplify these so that they can

make an effective block print. However, although there are one or two good individual pieces, the overall quality of this work is not advanced enough for pupils of this age.

100. Pupils are generally enthusiastic about art and their attitudes improve from year to year. At Key Stage 1 attitudes towards art lessons are satisfactory but by the end of Key Stage 2 they are more willing to work for an extended period of time to produce work in which they demonstrate pride. They concentrate and persevere for appropriate periods of time and use tools and materials sensibly.
101. The quality of teaching in the lessons observed is good at both key stages. However, a number of staff need more guidance and help in teaching specific skills, and in creating an environment that celebrates the best pupils' work. In Year 2 the good teaching is characterised by well-planned and resourced lessons in which the two teachers share the teaching, making better use of their individual skills. Good deployment of a learning support assistant enables groups of pupils to work around the school, studying patterns in the local environment. The planning clearly shows how the theme will be built up over a series of lessons and at the end of the lessons the pupils' work is shared and discussed to help assess progress and make suggestions for further improvement. At Key Stage 2, one very good lesson involved the use of black and white photographs of the pupils to promote an understanding of tone and shade. The resources were very good and the teachers' expertise created a genuine desire in the pupils to be successful. By the end of Key Stage 2 pupils draw good detailed drawings of Egyptian gods and artefacts.
102. Very good use is made of the expertise of a learning support assistant in helping pupils produce imaginative clay models, which are then fired and painted. In a number of classes good piggy banks have been devised showing a skilful use of clay to design interesting and humorous models. In Years 3 and 4 the learning support assistant helps pupils create models of human figures, partly based on the sculptures of Modigliani. In addition, and under the direction of the co-ordinator, she has helped Years 3 and 4 complete a millennium project which involved sketching aspects of the local area, simplifying these on to squared paper and producing tiles reflecting life around the school. These excellent tiles have been fired, glazed and mounted and are ready to be displayed in the school. They represent a lot of hard work and also indicate the level of skill that the pupils are capable of attaining.
103. The subject is co-ordinated by an enthusiastic co-ordinator who has a passion for art and positive ideas of how to raise the profile of the subject in the school. She is aware of how art needs to develop and has the experience and good subject knowledge necessary to support colleagues. The review of the curriculum is planned for next year. The further development of three-dimensional work and the use of sketchbooks, which at present is unco-ordinated and largely ineffective, is also a priority recognised by the co-ordinator.

DESIGN AND TECHNOLOGY

104. At the end of Key Stage 1, pupils' achievement is average in relation to the current national picture but at the end of Key Stage 2 their achievement is below average. Standards are similar to those at the time of the last inspection.
105. No lessons in Key Stage 1 were observed during the inspection but good evidence has been drawn from looking at pupils' work and talking to teachers and pupils. In Year 2, pupils have a good understanding of the processes involved in designing, making and then evaluating their work by discussing it. They can use different practical skills to produce a preliminary design that they can change before making the final model. For instance, they have made a cardboard chassis with a plastic axle and wheels and then constructed a more rigid vehicle. By the end of Key Stage 2, pupils can draw diagrams to show how they will test their designs, drawing on prior knowledge of previous testing for other projects. Sometimes they find that their designs are unsuccessful and change them to make them stronger. Evaluation is mainly oral discussion at the end of each lesson because their time for learning is short. As at the time of the last report, pupils still do not have the range of knowledge and skills expected at the end of Key Stage 2. However, in Years 3 and 4 there are encouraging signs that pupils' skills are building securely on the work they have done in Key Stage 1 and here their achievement is nearer to that expected for their age.
106. In the lessons observed in Key Stage 2, pupils' attitudes to learning are good. They are continually acquiring new knowledge and skills, are creative and work at a good pace. Pupils thoroughly enjoy their lessons and understand what they are doing. They are beginning to use correct technical language and can describe their very tall frame for a shelter as 'unstable'. During a discussion on the success of their prototype designs, some pupils realise that they have not measured accurately or that their designs are not strong enough. This shows that pupils' skills are gradually developing. Others test the strength of their design using the Newton scale that shows good cross-curricular work linked to science. In Years 5 and 6, because of their limited prior experience in the subject, pupils' skills have not developed at an appropriate rate. Currently, pupils do not have an overview of the processes they have gone through because they have not yet recorded each step satisfactorily in their books. Pupils' labelling of their designs and the presentation of work in their books is unsatisfactory. Those who have special educational needs or who speak English as an additional language are as successful as their classmates.
107. In the lessons observed in Key Stage 2 teaching was good. This is an improvement since the last inspection. Teachers are developing their subject knowledge and gradually gaining in confidence as they become more used to using the new scheme of work. They are aware that it is difficult to cover all the aspects of each project in the time that the school allows. Time in each lesson is well managed and the pace of learning is good, as pupils are encouraged to finish their work for that lesson. There is a good range of resources available for pupils that is suitable for the planned tasks. The structure of each lesson is well planned to allow pupils to develop their designs in a range of different ways during group work. For instance, in a Year 4 lesson using textiles to design, make and decorate a money container, pupils use different materials and fasten them together in different ways by sewing, stapling and gluing. Verbal assessment and encouragement are good and discussion at the end of the lessons helps pupils to think about the good aspects and bad design faults in their product and how they could make them better. The suggestions for faults and improvements come directly from the pupils who have been encouraged to think about the problems by using a well-prepared list of prompts on the board.

108. Since the last report, a scheme of work has been put in place based on the QCA scheme, although there is too short a time to teach all the aspects of design and technology in sufficient depth. Teachers have not yet developed sufficient expertise in using models to stimulate pupils' design skills and there is a lack of accuracy in planning and making designs. The low curriculum time for learning is also affecting the levels of skills that pupils have developed. In addition, the period of time between each series of design and technology lessons is too long for Key Stage 2. There are plans to review the teaching time in the next academic year. Unlike at the time of the last report, assessment of pupils' work is appropriate but the data is not analysed to show how planning can be changed to support pupils' learning better. Resources for learning are still being built up so that the choice of projects is limited at present. There is a particular need for construction kits for Key Stage 2 and for suitable design software in the school, so that information technology can be used in the curriculum. Although photographic evidence is being kept it is not combined with the design and evaluation processes to provide an overall picture of pupils' previous work.

GEOGRAPHY

109. At the end of both Key Stage 1 and Key Stage 2, attainment is below that expected of pupils of the same age nationally. There are no significant differences in attainment between boys and girls or across different levels of attainment. Pupils with special educational needs and those for whom English is an additional language attain appropriate standards in relation to their prior attainment and make satisfactory progress. The learning for pupils in Key Stage 2 is unsatisfactory because of deficiencies in the curriculum.

110. At the end of Key Stage 1, pupils generally have satisfactory knowledge and know a variety of geographical terms. Pupils in Year 2, for example, are able to use terms such as 'physical features' and 'human features' with confidence and can identify the different types in pictures. Pupils in Year 1 study the local area and can identify changes in houses, over a period of years, as part of their study into changes in the local area. However, pupils are given limited opportunities to develop their interpretation and investigation skills by selecting information for their own research.

111. By the end of Key Stage 2, pupils are able to use simple maps to find direction and distance accurately and using different scales. Pupils in Year 3 and 4 study world weather and they can describe different climate zones in basic terms. In Year 6, pupils study St. Lucia as their overseas area and were doing interesting work during the inspection on the affects of hurricanes and tropical storms. In this key stage, pupils have few opportunities to think about, research and write their own work and this limits their attainment and progress to some extent, especially for higher-attaining pupils.

112. The quality of teaching is satisfactory overall and there is good teaching in one-fifth of lessons. The vast majority of the good teaching observed was in Year 2. No unsatisfactory teaching was observed during the inspection. A strong feature of all the teaching is the very good class control that is established by the teachers. This is done with quiet authority, good humour and tact. The high level of teamwork between teachers and learning support assistants is a strong feature of the subject and this provides pupils with well-organised extra support that is much to their benefit. Where teaching is good, the work presents a good challenge to pupils not only to build up their factual knowledge, but also to make them think and develop a wider range of skills. Teachers plan their lessons carefully but there is evidence that planning is not so good in the mixed-age classes in Key Stage 2. Work is directly repeated in Year

3/4 classes and in the Year 5/6 classes. There is also evidence in these classes that pupils do cover similar work over the two-year period in the different classes, which affects the opportunities offered to all pupils.

113. Pupils enjoy geography, behave well in class and show good attitudes to work. There is not enough emphasis on pupils taking more care over their work, and therefore standards of presentation are low. Teachers make little systematic use of information technology to enhance and enrich the curriculum. Pupils use graphs and tables fairly regularly to present information and this makes a satisfactory contribution to the development of numeracy skills. The contribution to literacy is also satisfactory. Pupils learn and use a range of vocabulary, but there are limited occasions when pupils are able to produce self-written, extended pieces of work.
114. The previous report drew attention to the lack of an effective scheme of the work. There is now a nationally produced scheme in operation and this provides for a systematic and comprehensive programme. The curriculum at present does not provide a fully balanced curriculum in Key Stage 2 because of the deficiencies in planning for years 3 /4 and years 5/6. In the previous report assessment was 'informal', but there are now good procedures for assessment of pupils' attainment and progress. However, little use is made of the data provided to identify individual pupils' strengths and weaknesses or to plan the curriculum.
115. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. In many lessons there are opportunities to study the world and its wonders, to reflect on the environment, and on how other people live. There is a very strong moral dimension in lessons where pupils are taught respect for each other and to know right from wrong. In lessons, pupils are able to work together, share, take turns and to listen to others. The various trips out of school have both a strong social and cultural emphasis. The subject co-ordinator has only had the role for a short time and has not yet had time to make a full impact on the management of the subject. The school has identified appropriate priorities and has sensible aims for development of the subject. There has been satisfactory progress since the previous inspection.

HISTORY

116. Due to the school's timetabling arrangements, it was not possible to observe any teaching in Key Stage 2 during the inspection and only one lesson in Key Stage 1. Judgements are based on this, and on an analysis of pupils' work and discussions with pupils and teachers.
117. Attainment, at the end of both key stages is below that which might be expected of pupils of the same age nationally. There are no significant differences in attainment between girls and boys. Pupils with special educational needs and those for whom English is an additional language make progress in line with their peers.
118. Pupils make satisfactory progress in Key Stage 1. This is an improvement since the previous report when progress was unsatisfactory. By the end of the key stage they are able to distinguish between past and present and have a basic knowledge of some famous people. Year 2 pupils, for example, study the life of Florence Nightingale and are able to identify some important events in her lifetime. They have some sense of chronology and are able to place in correct time order the main features of her life and career. However, there is little evidence of pupils beginning to

study the reasons why people acted as they did, or of them starting to use a range of historical sources for their own investigations into historical questions.

119. By the end of Key Stage 2 pupils have developed an understanding of a number of periods of history including those of the Tudors, Second World War, Britain since 1948 and the Victorians. There is no strong emphasis on pupils using evidence to suggest the consequences of the main events or of them beginning to look critically at the different sources of information that might be available. Many pupils have weak writing and research skills and this detracts from their progress and attainment over both key stages. However, there are examples of pupils carrying out their own research into a variety of sources and producing longer, individual pieces of work as a result. Year 3 higher attaining pupils, for example, write carefully prepared pieces about the Second World War, but this is not the norm.
120. The quality of teaching is satisfactory overall in both key stages. Where the teaching is weaker, it is because the teacher has insecure subject knowledge of the topic being taught and the range of teaching methods in use was not sufficiently strong to engage and maintain pupils' interest. Consequently, pupils are restless and as a result the level of learning from the lesson was limited. While teachers generally have appropriate expectations of the work that pupils produce, they do not have equally high expectations of pupils' presentation of work and this is generally unsatisfactory. Teachers have satisfactory subject knowledge and the range of factual content taught is adequate. Planning for lessons is satisfactory but in the Year 3/4 classes and in the Year 5/6 classes planning is not sufficiently detailed enough to ensure that a programme is developed over the two years which ensures that work is not directly repeated in the second year.
121. The previous report drew attention to the fact that there was no subject co-ordinator or scheme of work in place. These issues have now been addressed. The scheme of work has recently been changed and a nationally prepared scheme is now in use. The previous report also stated that time allowed for history was used for other purposes and that historical content of lessons suffered as a result. There is now a time allocation for history in the timetable that is clearly used for this purpose. The present subject co-ordinator has only been in the position for a few weeks but has already established a clear view of what needs to be done to carry the subject forward. The procedures for assessment are satisfactory but opportunities are missed to use the information provided for curriculum planning or for giving pupils information about what they need to do to improve. All of the issues raised during the last inspection have been dealt with and satisfactory progress has been made.

INFORMATION TECHNOLOGY

122. It was not possible to see many lessons during the inspection week. Evidence was obtained from the observation of those lessons that took place, the analysis of pupils' work, teachers' plans and classroom records. Attainment remains below average at the end of both key stages, as it was at the time of the last report.
123. By the end of Key Stage 1, pupils are familiar with the use of information technology. Their skills include using a mouse, finding letters on the keyboard and adding capital letters, spaces and punctuation to their sentences. Pupils are beginning to be able to give instructions to a programmable toy, but this work has only just started. However, the basic recording of work using information technology was not found in their books or in displays in Key Stage 1. Although pupils in Key Stage 2 are taught regularly in the information technology room, they rarely use the skills they have acquired, to develop work in their other lessons. Discussions with pupils in Years 5 and 6 revealed that they view the subject as belonging to the information technology room and not as an extension of their work across the curriculum. Most of the work on display was linked to Years 3 and 4 and included pieces of word-processed prose and conversations. There was limited use of a graphics program using pentagons and some colour printing of a night scene using a single colour background, with buildings and planets interspersed. Although handling data through work on spreadsheets has started, it is very much in its infancy. Pupils working on a number of different applications do not always print out their work and retain it.
124. In Key Stage 1 pupils' attitudes to learning are good and it is clear that they enjoy the activities and tasks prepared for them. Teaching was good in the lessons seen, where the focus of the rolling programme of work this term was control. Teachers had prepared the lessons well and there were clear directions and explanations. Tasks were gradually made harder as the class developed their knowledge. Pupils in Year 2 worked with eagerness whilst learning to program a floor robot. By the end of the lesson they had accurately used reasoning, direction, control, language and estimating to direct it to travel round an obstacle to find the 'treasure'. Learning was good because pupils had gradually worked out the sequences of commands to direct the toy. There was patience and understanding as pupils took it in turns to enter the instructions and behaviour was good. It was clear that some pupils had learned very quickly, but a more difficult task had not been prepared and this is an area for development.
125. In Key Stage 2, teaching was satisfactory in the lessons seen. Pupils in Years 3 and 4 were working on a number of activities based around spreadsheets whilst working on an imaginary bank account. Currently, the school has only six up-to-date computers, so this limits the number of pupils able to carry out the data handling in each lesson. Pupils share the computers sensibly and their behaviour and attitudes to their tasks were good. All pupils can store and retrieve, sort and classify information and use basic control, although at a lower level of skill than is expected for their age. They have a good level of concentration and co-operated sensibly when working together in twos and threes. The pace of learning was satisfactory but is hindered by the lack of sufficient suitable equipment. Pupils with special educational needs and English as a second language make the same progress as others. Although no teaching of Years 5 and 6 was observed, because of their limited prior experience in the subject it is evident that these pupils are making less progress than the pupils in Years 3 and 4.

126. The school has not yet been successful in obtaining finance from the National Grid for Learning. This means that appropriate hardware and software is not in place to enable pupils to use a networked system of computers with access to the Internet. There are plans to improve this situation in the next academic year. However, there is little application of information technology in other subjects and pupils do not use a sufficient range of programs already in school. In Key Stage 1 there is a computer in each classroom. In Key Stage 2, pupils use a dedicated computer room containing a variety of stand-alone computers. The room is reserved regularly by each class for one lesson each week and teachers are free to reserve it at other times to support learning. There are no computers in Key Stage 2 classrooms, although some leased lap-top computers are available for shared use. Key Stage 2 pupils were only seen using computers in their dedicated computer lesson during the inspection.
127. There has been little improvement since the last inspection. Pupils' attainment remains below average but pupils are now making satisfactory progress, especially in Years Reception to 4. The school has put in place a suitable scheme of work although this has only just begun to be used. Teaching is now satisfactory. However, teachers require more training in the use of many programs and how to incorporate these into other subjects of the curriculum so that information and communications technology is not taught in isolation. A classroom assistant has been trained as a technician to support learning. Assessment of pupils' skills is now in place, but the information is not analysed to find out where there are gaps in learning and understanding, or what the overall levels of skill are in each year group or class. Current resources remain underused although plans to up-date equipment and use the Internet will enable pupils to develop new skills. The school is aware of the lack of resources in controlling and handling information, particularly for pupils in Key Stage 2.

MUSIC

128. At the time of the last inspection standards of music were identified as being in line with national expectations at the end of both key stages. It was only possible to observe a small number of lessons during the inspection. However, by discussing music with pupils and teachers, attending school assemblies and looking at policies and the scheme of work, it is apparent that the school provides a satisfactory programme of music throughout the year and pupils attain a standard of work appropriate for their age, thus maintaining the standards from the last inspection.
129. Year 1 and Reception pupils develop skills in listening and appraising music. They begin to understand that different music gives them different feelings. Pupils listen to six different types of music and record their feelings by sticking a 'smiley' or a 'sad' face on a chart, depending on their likes and dislikes. At the end of the lesson they are able to see which type of music had been most appreciated by the class. In a Year 2 lesson pupils sang a variety of songs tunefully. Pupils know high and low notes and can describe different sounds made by wooden objects when tapped or scraped. They play wooden musical instruments in time to taped music, are aware of time and sing slowly or quickly as the songs demand. In another Year 2 lesson pupils explored and expressed ideas and feelings about music using expressive and musical language, building effectively on knowledge gained in earlier classes. They listen to music by Vivaldi and decide which of the seasons the music represents. Pupils had many good suggestions; one pupil suggested that the music reminded her of snow falling quietly, correctly identifying the winter season. They learn about the composer, where and when he lived.

130. It was not possible to observe Key Stage 2 music lessons but listening to pupils sing in assemblies and in the special hymn practice showed that pupils reach a satisfactory standard in their singing. A special feature of the school is the teaching of the steel pan band. Excellent tuition is provided by a peripatetic teacher for pupils in Years 4, 5 and 6. Lessons were observed when pupils demonstrated good skills in playing and an excellent sense of rhythm and feeling for the music. Photographs showed the band giving local public performances.
131. Pupils' attitude to music is good. In all the lessons observed it was obvious that the majority of pupils enjoy music-making whether singing or playing instruments. They listen to music with concentration and are always willing to answer questions, often making very sensible suggestions and contributing to the success of the lesson. In the school hymn practice, pupils concentrate well. They clap rhythms to the tunes as they sing and sit quietly while the teacher comments on each song, making suggestions for improvement. All the groups practising the steel pans are particularly enthusiastic and listen carefully to the teacher before playing their instruments. They demonstrate good musical ability and skill in playing together with obvious enjoyment.
132. The teaching in all the lessons observed was good. Teachers have good control of pupils, and learning objectives for each lesson are effectively shared with the pupils. Teachers plan interesting introductions, capturing the pupils' interest, which is sustained for the whole lesson. Year 2 teachers work very effectively as a team. For example, while one teacher taught the whole Year 2 group the other assessed pupils' progress on an individual basis. Teachers make music fun and pupils appreciate this approach. They make good use of praise and encourage pupils to take an active part in lessons. They have a good rapport with pupils, which makes pupils unafraid to offer suggestions and answers to questions.
133. There is a music policy in place and the co-ordinator and staff are currently reviewing the scheme of work to include the latest national guidelines. Resources are satisfactory, well stored and carefully looked after by staff and pupils. The school takes part in local musical activities and music plays a significant part in the pupils' spiritual development.

PHYSICAL EDUCATION

134. During the inspection only lessons in athletic and outdoor activities could be observed. The teachers' planning indicates that a broad range of the full National Curriculum is covered. However, the whole-school planning, and the allocation of time to the subject, are unsatisfactory and do not meet the needs of the pupils.
135. It is clear from these observations that the progress made by the end of Key Stage 1 is broadly in line with that expected for pupils of that age. However, by the end of Key Stage 2 the level of skill shown by most pupils is unsatisfactory. For both key stages, this is as it was at the time of the last inspection. Pupils with special educational needs and those for whom English is an additional language make the same progress as all pupils, and there are no aspects of the subject denied to them.
136. At Key Stage 1, all the lessons observed involved the use of 'parachute' games, activities designed to help children work together and co-operate effectively. These activities are appropriately planned and are clearly of benefit for the pupils, especially in developing their social and their listening skills. However, the use of the parachute during the inspection was somewhat disrupted by the windy conditions.

137. At Key Stage 2, Year 3 and 4 pupils worked well at taking part in athletic activities in which they had to measure and time each other, encouraging them to improve their performance against the clock or previous achievement. This lesson was transferred to the hall at the last minute due to poor weather, but the teacher adapted it well and the pupils remained focused and active. At Year 5 and 6 similar activities on the field resulted in unsatisfactory learning due to the length of time pupils were outside, and the lack of rigour and pace evident in the lesson, especially where the teacher was not directly supervising.
138. The attitudes of pupils are mostly good throughout the school, although older pupils quickly become bored by the lack of challenge and pace in some lessons. When this happens they become detached from the lesson and waste time sitting and gossiping. Younger pupils are keen to join in with activities and demonstrate genuine enthusiasm for sports and games.
139. The quality of teaching and learning is mostly satisfactory. Teachers' subject expertise varies. For example, some lessons began with good warm-up sessions, while others were perfunctory. Teachers dress appropriately for lessons and they also ensure pupils are safely attired. Resources are well prepared and appropriate. Where the teaching is unsatisfactory it is due to the poor use of time during lessons that are too long for the needs of the pupils resulting in clear underachievement.
140. An unsatisfactory range of extra-curricular activities is provided for pupils. The school has plans to introduce more of these in the next academic year. However, at present only a rounders club is regularly held. The enthusiasm shown by the pupils and staff involved shows that other such activities are likely to be well supported. The school does not have teams to compete against other schools and so pupils do not get the opportunity to represent their school. A sports day is held in the summer term. The Key Stage 2 pupils take part in a variety of day visits, which provide an opportunity to experience some more adventurous activities, but there is no opportunity for pupils to have a residential experience.
141. The present scheme of work is based on a progression of skills. However, the allocation of time for the subject needs careful review to ensure a balance of activities, and the best use of the time available. The school has recognised this and the scheme is due to be reviewed and the use of the new nationally produced guidelines are under consideration. Resources are inadequate, especially for gymnastics for the younger pupils.

RELIGIOUS EDUCATION

142. The observation of lessons, displays throughout the school and discussions with pupils and teachers indicate that pupils are attaining standards expected in the Local Authority's Agreed Syllabus. Pupils' learning is satisfactory overall and pupils with special educational needs and those with English as an additional language are well supported so that they progress in their learning in line with their ability, either as a result of work which is adapted to suit their needs or by additional help from their teacher or support worker. This level of achievement has been maintained since the previous inspection.
143. By the end of Key Stage 1 pupils know that the Bible is a holy book and are familiar with many stories in the Old and New Testaments. Teachers focus appropriately on the Christian festivals of Harvest, Christmas and Easter as well as festivals from other

religions. Pupils are also familiar with many stories from different religions. For example, Year 1 study the creation of the world as told in the Bible, the first of a series of lessons exploring the creation stories from different religions. Year 2 remember many stories they had heard in religious education lessons. They understand that different religions have different books that people treasure and read, which help them to live better lives. The children enjoyed learning about the birth of Buddha and how he affects the lives of millions of people in the world today.

144. Only one lesson could be observed in Key Stage 2. Pupils used a variety of Bibles to find stories about the life of Jesus. They know that these can be found in the New Testament. Working in small groups they arranged the stories in chronological order, producing a booklet entitled 'The Life Of Jesus'.
145. Pupils' attitudes and their response to the tasks set before them are good. Pupils listen carefully and work quietly when carrying out written work. They willingly share ideas with others. The views of pupils with special educational needs and those with English as an additional language are valued and respected by other pupils in their classes and these pupils make good progress.
146. The quality of teaching is good and never less than satisfactory. Teachers ensure that the relevant course material is covered. They have high expectations of pupils' behaviour and create a working ethos that challenges pupils to improve their knowledge. Teachers have a calm manner during lessons and bring out important facts from other subjects where appropriate. By asking searching questions at the end of lessons teachers skilfully assess how much the pupils have learned. Religious education lessons make a good contribution, in support of acts of collective worship, to pupils' spiritual, moral, social and cultural development. The emphasis which teachers place on the need to show care and concern for others supports the teaching of religious education.
147. The co-ordinator leads the subject well. The curriculum has been reviewed and now fully implements the locally agreed syllabus. New Bibles and artefacts have been provided and resources are satisfactory.