

INSPECTION REPORT

ST BARNABAS CHURCH OF ENGLAND PRIMARY SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120187

Headteacher: Ms S E Burnett

Reporting inspector: Miss Savi Ramnath
21334

Date of inspection: 28th April – 2nd May 2002

Inspection number: 211136

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	St. Barnabas Road Leicester
Postcode:	LE5 4BD
Telephone number:	0116 2767612
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Appropriate authority:	The Governing Body
Name of chair of governors:	Father Alan Hawker
Date of previous inspection:	8 th May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21334	Miss Savi Ramnath	Registered inspector	Foundation Stage Geography English as an additional language	What sort of school is it? How high are standards? (a) The school's results and pupils' achievements How well are pupils taught?
14032	Ms Marion Saunders	Lay inspector		How high are standards? (b) 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?
22778	Mrs Anne Shannon	Team Inspector	English Art and design	Special educational needs
28899	Mr Graham Sims	Team Inspector	Mathematics Information and communication technology Music	How well is the school led and managed?
31029	Mr Peter Thrussell	Team inspector	Science Religious education Physical education History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Barnabas is an average sized voluntary controlled Church of England school close to the centre of Leicester City. There are 261 pupils on roll, which includes 16 children who attend the Nursery either for the morning or afternoon session and 15 who attend all day. The pupils, aged between four and eleven years of age, are organised in nine classes, some with different ages of pupils and an imbalance of boys and girls in some classes. Most pupils live close to the school. Approximately 79 per cent of pupils are of minority ethnic origin and a significant number of these pupils come from Asian homes where English is not their first language. The school has identified 62 per cent of these pupils as needing additional support in English and with the majority in the early stages of learning English. This is a very high proportion of the pupils on roll. Twenty per cent of pupils are eligible for free school meals, above the national average. Eighteen per cent of the full-time pupils have been identified with special educational needs and with eight having a statement of special educational need. This is in line with the national average. On entry to the Reception classes, most children are assessed as being below the expected levels of attainment of children of a similar age. Many have had no pre-school experience and a significant number do not speak or understand English well. In addition, a high proportion of pupils join or leave the school other than at the usual time. Since the last inspection there has been a significant turnover of staff, recruitment sometimes being a problem. The school was involved in a number of projects, including the 'Excellence in Cities' initiative.

HOW GOOD THE SCHOOL IS

This is a sound and improving school. Although standards are still low in relation to national averages it is because of the below average starting point, the high proportion of pupils at the early stages of learning English, and the high mobility of pupils. The majority of pupils who started school in the infants and leave at the end of Year 6 achieve satisfactorily and nearly half achieve well in relation to their prior attainment. The overall quality of teaching is satisfactory and often good. The headteacher provides very good leadership. She receives good support from the governing body and staff. They have a clear view of the way ahead and commitment to school improvement. Overall, the school provides satisfactory value for money.

What the school does well

- The headteacher provides very good leadership and the school is well managed.
- Provision for pupils' spiritual, moral, social and cultural development is very good and this results in pupils' positive attitudes to school life, good behaviour and very good relationships among pupils of diverse cultural backgrounds.
- The school values parental contributions highly and has established good links with parents.
- The staff and governing body share a commitment to improving educational standards.
- The children in the Nursery receive a good start to school in all areas of learning.
- The very good provision for pupils with special education needs is enabling many of these pupils to make good progress.

What could be improved

- Standards in English, mathematics, science and in information and communication technology (ICT) and in foundation subjects¹ that are below national expectations at the end of Years 2 and 6.
- The organisation of the curriculum to ensure that all aspects of the National Curriculum are taught in sufficient depth.
- The provision and support for pupils who are at the early stages of learning English.
- Pupils' attendance levels which are below national average.

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

¹ Subjects other than English, mathematics and science

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 2000 when it was judged to be providing an acceptable standard of education for its pupils, and special measures were removed. Since then it has made good improvement in a relatively short time. Action has been taken on all of the key issues identified by the HMI report and nearly all have been dealt with satisfactorily. Overall standards by the end of Years 2 and 6 have not improved significantly and have remained below the national averages. There are signs, however, that this is starting to change for the better. The provision for ICT has greatly improved. The school has invested wisely in computer resources to raise pupils' attainment. The quality and effectiveness of long and medium-term plans have improved though short-term plans still need improving. The monitoring of teaching and learning has been rigorous in some areas of the curriculum. The quality of provision for the Foundation Stage has improved and is now a strength of the school. Apart from addressing the key issues from the last inspection, the school has effectively improved its performance in other areas. Teaching has improved and so have the quality and range of learning opportunities for the pupils. Given the good quality of its leadership and commitment of the staff and the support of governors, this school is well placed to develop even further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point² scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools ³	
	1999	2000	2001	2001	
English	D	E	E	E*	well above average A above average B average C below average D well below average E
Mathematics	B	E	E*	E*	
Science	D	E	E*	E*	

E shows where the attainment is very low compared with other schools, namely in the bottom five per cent of results.*

Over the last three years, results in the three core subjects of English, mathematics and science when taken together have been consistently below the national average. However, the overall trend has been in line with the national picture. The school's challenging targets were not met in 2001 but progress towards achieving the targets for 2002 is good.

In the National Curriculum tests for Year 2 in 2001 results were well below both the national and similar schools' average in reading and mathematics. In writing standards were well above the national average and average for similar schools. The results of teachers' assessments in science were above average when compared with all schools and well above those of similar schools. Although test results at the end of Years 2 and 6 indicate that boys do not perform as well as girls, inspection evidence shows little difference in their performance.

When children join the Nursery, many have poorly developed language skills and lower levels of social development than children of a similar age. They receive good teaching in Nursery and Reception classes and achieve well. As a result, many reach the standards expected in all areas of learning except in early reading, writing and speaking skills.

² Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

³ Similar schools are defined by the proportion of pupils eligible for free school meals.

In work seen in Years 2 and 6 during the inspection, pupils' standards are below the expected level in English, mathematics, science, music, geography and ICT. In all other subjects for which judgements could be made standards meet expectations. Achievement in Years 1 to 6 is satisfactory overall. Pupils with special educational needs achieve well and make good progress. In lessons where teaching is good the needs of pupils at the early stages of learning English are well met and they make good progress. The needs of pupils identified as gifted and talented are met well.

Standards across the school are getting better. This is partly because of the numerous initiatives, which have been put into place to address weaknesses but have yet to have an impact on standards especially at the end of Year 6. Overall, current standards by the end of Years 2 and 6 are affected by unsatisfactory attendance, movement in the school's population, high numbers of lower attaining pupils and the substantial number of pupils whose command of English limits the standards they can demonstrate in tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and show positive attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils' behaviour, including that of the youngest children, is good in lessons, assemblies, around the school and in the playground. Pupils respect each other and their teachers.
Personal development and relationships	Very good. Pupils care for one another and are sensitive to the needs of others. Boys and girls, and pupils from different ethnic backgrounds are all included and get along well with one another and adults in the school.
Attendance	Unsatisfactory. This is as a result of the number of pupils who are taken out of school for holidays in term time. Although the school has done much to impress upon parents the importance of regular attendance, some parents have yet to take on board the implications such interruptions can have on the continuity of their child's education.

Attendance is below the national average and contributes significantly to the low attainment of some pupils.

TEACHING AND LEARNING

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

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

The good teaching of children in the Foundation Stage is characterised by consistently high expectations, secure understanding of how the youngest children learn and good use of assessment information. This leads to good learning and progress on the part of these children, starting from a lower than expected base.

The teaching of English is good. In mathematics teaching is good but pupils have too few opportunities to apply their learning to real situations. Although the teaching of ICT is satisfactory pupils do not make sufficient use of computers in other subjects of the curriculum. The strength of the teaching is the way in which the teachers manage pupils well and have high expectations of behaviour, resulting in a calm and productive learning environment. Many teachers apply literacy and numeracy skills well across the curriculum and some are particularly effective in promoting pupils' speaking and listening.

In the two instances where teaching was unsatisfactory pupils did not make enough progress because teaching did not take into account pupils' prior knowledge and match learning to their

needs well. The purpose of the lesson was unclear and the pace of the lesson was slow. In lessons where teaching is good or better teachers and support staff are very sensitive to the learning needs of pupils who are at the early stages of acquiring English language and work is carefully matched to help them make progress. However, this is not always the case and the needs of pupils who are at the early stages of learning English as an additional language are not consistently met in classes where teachers have not had sufficient training. The needs of the higher attaining pupils and those identified as gifted or talented are generally met well in lessons where the teaching is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A broad and relevant curriculum is provided for all pupils, enhanced by a good range of extra-curricular activities. However, not all aspects of geography and music are taught in sufficient depth. Good use of educational visits and visitors to the school reinforces pupils learning well. Children in the Foundation Stage receive a good curriculum based on all areas of learning recommended for their age.
Provision for pupils with special educational needs	Very good. Systems and procedures for identifying and placing pupils on the register of special educational needs are very good. The quality of support provided when pupils are given extra help outside their class is good.
Provision for pupils with English as an additional language	Satisfactory overall. Where teaching is good the needs of these pupils are met well. Many teachers are new to the school and a high proportion of them do not have sufficient understanding of the learning needs of these pupils and do not always make appropriate provision for them.
Provision for pupils' personal development including spiritual, moral, social and cultural, development	Very good overall. Pupils are helped to know right from wrong and very good opportunities are provided to support their social development. Opportunities to promote their spiritual development and their awareness of cultural diversity are good.
How well the school cares for its pupils	Good. Arrangements for child protection, first aid and health and safety are very good. Pupils' behaviour is monitored well. Procedures for assessing pupils' attainment and progress are satisfactory overall, although underdeveloped in some subjects.

The focus on raising standards in English, mathematics and science has resulted in lack of depth in some foundation subjects. Parents have been successfully encouraged to get involved in school life, an improvement since the last full inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall good. The headteacher, ably supported by the deputy headteacher, provides very good leadership. The senior management team work well together, sharing responsibilities. The impact of subject co-ordinators is limited in terms of monitoring teaching and learning.
How well the governors fulfil their responsibilities	Good. Governors have a clear sense of the school's direction, focusing on improving standards for the school. They provide effective support and are involved in decision-making and evaluating aspects of the school's work.
The school's evaluation of its performance	Good. The school evaluates its performance well in the improvement plan and prioritises the areas for improvement. Since the last inspection more use is made of statistical data to target support where it is most needed. Procedures for monitoring, evaluation and development of teaching are underdeveloped in some subjects.
The strategic use of resources	Good. The school's educational priorities are supported well through good financial planning. Specific grants are used effectively for their designated

	purposes. The principles of best value are applied well in order to make use of available funding.
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Staffing is good for the number of pupils on roll. The accommodation is adequate and there are sufficient resources to support learning in all subject areas except for software in ICT, and large climbing and balancing apparatus to promote children's physical development in the Reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • Behaviour is good • The progress their children make • The school expects children to do their best • Staff are approachable • Children are helped to become mature and responsible 	<p>A small proportion of parents wanted improvement in:</p> <ul style="list-style-type: none"> • The suitability and consistency of homework. • The range of activities provided outside lessons.

Parents were very supportive of the school in the questionnaire and in their comments. The inspection endorses many of their opinions, but it does not share their concerns about the range of extra-curricular activities provided by the school as this is better than that found in most primary schools. There has been some inconsistency in the implementation of the homework policy and the school is working hard to address this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The inspection in February 1999 identified the school as failing to provide a satisfactory education for its pupils. Standards in the core subjects of English, mathematics, and science and in a number of foundation subjects were below or well below national expectations at the end of Year 2 and Year 6. In May 2000, HMI found that standards for pupils at the end of Year 2 and 6 had improved in the core subjects and were judged to be sound except in English which was still below the level expected nationally at the end of Year 6. Since the appointment of the new headteacher in April 2000, a high degree of teamwork has been established and there is a growing determination among staff to improve standards. Several initiatives have been put in place to raise levels of attainment. These include extensive monitoring and evaluation of teaching and learning in English by the headteacher and external agencies, an increased emphasis on experimental and investigative work in science, the establishment of an information and communication technology (ICT) suite, improved planning, and the adoption of national guidelines to support planning. These are all beginning to have a beneficial effect on pupils' progress but have yet to impact on standards at the end of Years 2 and 6. However, there are many factors which adversely affect standards and progress:
 - many children start school with low levels of attainment in the important area of English language communication
 - a small but significant number of children have not had any previous Nursery or pre-school experience and about one-third of the children who start Year 1 have had limited time in the Foundation Stage
 - numerous staff changes
 - an above average proportion of pupils in all classes not yet fully fluent in English
 - many pupils join the school at a later stage in their primary education and others leave part way through the school.
 - the school's focus on English and mathematics has resulted in below average standards in some of the non-core subjects of the curriculum
 - unsatisfactory attendance and extended holidays during term-time by a number of pupils
 - nearly half of the pupils in Year 2 and 6 have been identified as lower attaining and many are on the special educational needs register
2. Current standards in English, mathematics and science are still below the level expected for pupils at the end of Years 2 and 6. Improvements have taken place because the school has satisfactorily implemented the National Literacy and Numeracy Strategies, focused on writing and placed a greater emphasis on investigative work and explaining scientific and mathematical vocabulary. Although standards in ICT are below the levels expected nationally, pupils make good progress and are achieving well in relation to their prior attainment. In the majority of other subjects standards are at the level expected for pupils at the end of Year 2 and Year 6. The exceptions are in geography and music where they are below expectations. Lower standards are partly because of the school's emphasis on literacy and numeracy, ineffective teaching in the past and limited time. There was insufficient evidence of work to make a judgement about standards in design and technology at the end of Years 2 and 6 and in physical education and art and design at the end of Year 2. At the end of Year 6 standards in physical education and art and design are at the level expected. In religious education, standards are in line with the requirements of the locally agreed syllabus at the end of Years 2 and 6. Overall, pupils' achievement is satisfactory but good in the Foundation Stage and in some classes in Years 3 to 6 where the teaching is good.
3. There is a very wide range of attainment among children who enter the Nursery. A large proportion of children do not speak or understand English well, because this is not the language used in their homes, and their social skills are generally underdeveloped. Overall,

their attainment on entry is below that of children of a similar age. The children are given a secure start to school life and, overall, they achieve well in the Foundation Stage⁴, which covers the Nursery and Reception classes, so that by the time they are ready to start Year 1 the majority are well in line to attain the Early Learning Goals in all the recommended areas of learning except in communication, language, literacy. Consequently, many children begin the National Curriculum in Year 1 at levels lower than expected in the important areas of speaking, reading and writing.

4. Comparing the results which pupils achieved at the end of Year 2 with their results in the 2001 National Curriculum test at the end of Year 6 the level of improvement (value added) has been satisfactory and in some instances good. Since 1997 overall standards in the three core subjects, when taken together, have remained below the national average and with a significant drop in pupils' performance in 2000 and 2001. Some of the fluctuation in results reflects the high number of pupils with special educational needs in the different year groups, unsatisfactory attendance and high mobility. Despite this the trend for the past four years has been in line with the national trend.
5. In 2001, national test results show that pupils in Year 2 attained standards that were well above both the national and similar schools' averages in writing. In mathematics and reading, standards were well below those of all schools as well as those of schools with a similar pupil intake. There are no science tests for this age group but the teachers' own assessments showed standards to be above the national average when compared with all schools and well above average when compared with similar schools. When the end of Year 2 test results in reading, writing and mathematics for 2001 are compared with the previous three years, they show an improving picture since 1997. Writing continues to be an area of focus for the school and results in 2001 show the positive impact of this recent initiative. There has been a slight variation in results between boys and girls at the end of Years 2 and 6. Generally boys do not perform as well as girls. The school makes no distinction in the curriculum that would disadvantage boys and measures are being implemented to ensure that boys are encouraged to succeed. Inspection evidence shows little difference in the performance of boys and girls. The needs of the higher attaining pupils and those identified as gifted or talented are generally met well in English and mathematics.
6. Despite the above average number of lower attaining pupils in Year 6 the school has set challenging but realistic targets for the pupils' performance in the English and mathematics tests in 2002. It is working hard to achieve them and indications are that pupils are on course to meet these targets. In 2001 targets were not met.
7. The satisfactory introduction of both the National Literacy and Numeracy Strategies is having a positive effect on pupils' progress in all subjects. From Year 1, pupils are beginning to apply their literacy and numeracy skills in science, history, geography, and ICT and this is helping to improve standards. They measure, record and compare the results of investigations in science and are introduced to relevant vocabulary for the study of subjects such as geography and ICT. Although opportunities overall are satisfactory, there is no consistent planning to indicate appropriate opportunities for pupils to develop and apply their literacy and numeracy skills across the curriculum. The opportunities for pupils to develop their ICT skills in other subjects need to be increased.

⁴ Foundation Stage is the provision for children aged from three to the end of the Reception Year. QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development.

8. Pupils with special educational needs make good progress and achieve standards in line with what is expected. Individual education plans are well constructed, including information about what to target to ensure that progress occurs. These targets are clearly defined and manageable. Individual education plans are linked to curriculum planning, reviewed regularly and are familiar to all adults working with targeted pupils. Standards attained by pupils for whom English is an additional language are in line with the school's results once they have achieved a reasonable level of competence and fluency in English. However, the progress made by pupils who are at the early stages of learning English and receiving targeted support is not sufficiently monitored. The needs of these pupils are not always met because not all teachers are fully aware of their needs and how to meet them.
9. In some instances across the school the needs of pupils of different levels of attainment are well met. For example, pupils in Year 6 are set⁵ for some literacy and numeracy lessons twice a week. This enables the higher attaining pupils to work together on more challenging activities and the pupils with special needs benefit from being taught together in a small group by a specialist teacher. Lower down the school, lower attaining pupils benefit from the Additional Literacy Strategy and the pupils in Years 1 and 2 with poor literacy skills have the Early Literacy Strategy to support them. This good practice of adapting work to meet the needs of pupils is inconsistent. In some instances, higher attaining pupils are not sufficiently challenged and work is not always sufficiently differentiated to meet the needs of the pupils in the mixed aged classes.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school, their personal development and the quality of relationships throughout the school are very good, and are significant strengths of the school.
11. Nearly all pupils show a keen interest in their work and are very willing to share this with visitors. They respond with high levels of enthusiasm to creative lessons and are willing to take risks as part of their learning. In a Year 3 personal and social education lesson, pupils were asked to take on the role of an evacuated child. They then shared how they thought this would feel within their group and with the class. In a Year 6 mathematics lesson, pupils' positive attitudes and their desire to succeed contributed strongly to their learning in the lesson.
12. Within assemblies, pupils listen attentively and are able to reflect upon differences between individuals. Pupils themselves value highly the diversity of the school and the opportunity to celebrate a range of religious and cultural festivals. Pupils of all ages have a high level of respect for each other and demonstrate high levels of care and concern for each other. During the 'book buddy' session between the mixed-age Years 3 and 4 and the Reception class, there was a genuine desire on the part of the older pupils to ensure that their younger partners were not only enjoying their book but also learning from the experience.
13. Adults throughout the school provide very good role models to pupils and this enhances the quality of relationships which exist. Adults and pupils show mutual respect and the school functions as a community. The caretaker's monthly award for the best kept classroom is a valued trophy and awarded at a whole school assembly. Other awards for individual and class achievements are received enthusiastically by pupils with spontaneous clapping from other pupils.

⁵ Grouping pupils together on the basis of the standards they have reached

14. Pupils work well together and learn from an early stage to co-operate well with one another. In the Nursery, pupils worked together to act out the story of the *Giant Turnip* and did so with enthusiasm and gusto. In a Year 3 mathematics lesson, pupils worked well during a group session, absorbed by their activities and focused on their tasks. They co-operated to finish the task and one group of three pupils used their initiative to divide the task between them to streamline the process.
15. In all classes there are class monitors and pupils with specific responsibilities. Year 6 pupils have responsibility for ensuring pupils move quietly from assembly to playtime and some Year 6 pupils help younger pupils in the dining hall at lunchtime. Pupils respond well to these opportunities and older pupils would like the opportunity to be more involved in such tasks.
16. Pupils' behaviour throughout the school is good and there have been no incidents of exclusion. An atmosphere of mutual tolerance and respect pervades the school and the few instances of oppressive behaviour which do occur, are dealt with appropriately and in a way, which fosters understanding of the issues involved. Playtimes are boisterous but good-natured and pupils are generally courteous to both adults and each other. Their trustworthiness is evidenced by the ready availability of equipment throughout the school and the way in which they look after their classroom and the school generally.
17. Attendance at the school is below the national average although unauthorised absence is similar to the national figure. Attendance has declined since the inspection in 2000. A significant number of pupils take holidays, including extended holidays, during term time, and a small number of pupils have extremely low levels of attendance. The unsatisfactory attendance has an adverse impact on the attainment and learning of the pupils concerned. The school is attempting to address these issues and makes appropriate use of the Education Welfare Service. Pupils are generally punctual at the start of the school day but a few pupils are persistently late.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching is satisfactory which is similar to the findings of the last inspection. However, the proportion of good and very good teaching has increased. Of the 49 lessons or parts of lessons observed, 96 per cent of teaching was satisfactory or better, of which 53 per cent was good or very good. In two lessons teaching was judged to be unsatisfactory because the lesson did not challenge the pupils and the majority of them made little progress. The increase in good and very good teaching is partly due to the implementation of the National Literacy and Numeracy Strategies, increased monitoring in English and mathematics, staff training, additional resources and shared commitment to raising standards.
19. Good teaching was observed throughout the school. The teaching of literacy and numeracy is good overall. The improvement in teaching accounts for the improvement in standards. Teachers are now more confident in the teaching of ICT than at the time of the last inspection, although the forthcoming training programme is planned in order to raise staff confidence and competence still further. Despite this, teaching in ICT is satisfactory overall with some good teaching in Years 3 to 6. In history, teaching is good. It is satisfactory in science and religious education throughout the school and in physical education in Years 3 to 6. In all other subjects there was insufficient evidence to make a judgement on the quality of teaching. In lessons where teaching is broadly satisfactory, some weaknesses remain, notably in planning for the different ages and levels of attainment in the mixed-age classes and for pupils with special educational needs and those with English as an additional language. As a result, some pupils do not achieve as well as they might.

20. Teaching in the Foundation Stage is good overall and in the Nursery class often very good. This is a significant improvement since the last inspection when the weakest teaching was found in the Nursery. Very good teaching in the Nursery gets children off to a secure start, especially in the basic skills. Teaching is sharp, focused and skilful. The teacher understands the needs of young children and provides a rich and stimulating environment. The range of activities organised is effective in promoting learning in all areas of the curriculum. In particular, children's personal and social development is given good emphasis. This plays a significant part in helping children take a more active part in other learning activities. Teachers, nursery nurse and support staff in both classes plan and work together very effectively to ensure that children learn well. Staff provide good support to children who have learning difficulties and those for whom English is an additional language, and these children achieve well.
21. The overall quality of teaching in English and mathematics is good and has benefited from the introduction of the National Literacy and Numeracy Strategies. It has also benefited from the use of an extra teacher for 'booster sessions' for higher attaining pupils in Year 6. The basic skills are well taught and teachers frequently demonstrate good understanding of how to make potentially difficult vocabulary accessible to pupils. Good opportunities are provided to promote pupils' speaking skills and a strong emphasis is placed on using language correctly. In the best practice, lessons begin with a review of previous learning through brisk question and answer, which is followed by an explanation of what will be learned in the lesson. Whole-class sessions are lively with brisk questioning on a shared book, for example, or a mental mathematics session. Pupils respond well to this, enjoying the pace and challenge and the opportunities that are provided for them to participate by reading or explaining for the class. In these lessons the teachers return to the learning objectives in the course of the lesson to remind pupils what they should focus on. Discussions at the end of lessons are often used well to review the main points of the lesson and teachers encourage pupils to contribute by asking questions such as, "How did you work that out?" Where teaching is satisfactory rather than good, the lesson is sometimes too long. As a result, pupils become restless and learning is limited. Also, the end of session discussion in some numeracy lessons lacks focus or is too brief to reinforce learning.
22. Teachers demonstrate sound subject knowledge in all areas of the curriculum with the exception of aspects of ICT. Confidence amongst staff varies in the teaching of ICT and lessons are not always planned to use pupils' ICT skills effectively in other subjects of the curriculum. In other subjects, the teachers' satisfactory knowledge enables them to make effective and pertinent teaching points and to provide pupils with accurate and relevant information. Pupils can, therefore, make good progress in their own understanding of a subject. This was well demonstrated in a Year 1 geography lesson on using aerial photographs and maps. Appropriate geographical vocabulary, that was easily understood, was introduced and new words were clearly explained. Information was imparted in a lively and stimulating way, which engaged pupils' interest and motivated them well. This led to pupils making good progress during the lesson.
23. Lesson planning has improved since the last inspection and has benefited from action on the key issue to refine and improve the planning system. The school has adopted the national guidelines for subjects other than English, mathematics and music and this has assisted the planning process and has helped to ensure a whole-school approach. However, there is still room for improvement. The best and most detailed planning is prepared for the literacy and numeracy sessions and follows national guidelines. Plans for these subjects clearly show what is to be taught and learned and identify the provision for pupils at nearly all levels of attainment. However, in other subjects of the curriculum planning is brief. Short-term plans do not always take account of the differing levels of attainment in the class nor give a clear indication of the levels that different groups of pupils, especially in the mixed aged classes, should attain. Consequently, the same work is often set for all pupils, lower attaining pupils find the work too challenging and higher attainers are not always sufficiently challenged. The needs of pupils with English as an additional language and of pupils with special educational needs

are not routinely included in the lesson plans. As a result the needs of these pupils are not always met when support is not provided.

24. The pupils are well managed. The very constructive relationships between staff and pupils enhance the successful teaching. Teachers apply suitable sanctions consistently, so that the pupils respond positively, and a good climate for work results. In the majority of lessons teachers give strong encouragement and praise to all pupils, taking care to acknowledge the efforts and successes of pupils who have special educational needs or English as an additional language. The very good relationships that exist between staff and pupils lead to the willingness of pupils of all levels of attainment to participate fully and to make useful contributions.
25. A few parents are critical of the inconsistent way homework is provided throughout the school. The school is working hard to address this. Overall, the use of homework to support and extend the pupils' learning is satisfactory. The amount and variety of homework increase as the pupils get older and provide a good extension to the activities taking place in the classroom. The marking of pupils' work is inconsistent. Although work is regularly marked, little written advice is provided to let pupils know how they could improve their work. Often, pupils have little understanding of what they need to do to improve.
26. Where teaching is good the pace is brisk and this helps to keep levels of challenge and pupils' work rate high. However, in some English and mathematics lessons, where the time slots for lessons are too long or the pace of the lesson slows, concentration slips, and pupils become restless and cover less than they should. Available support staff are generally well deployed to focus support on particular pupils, helping them in the main part of the lessons. However, they are not always used effectively during the first and final parts of the literacy and numeracy lessons where they sometimes spend too long as passive observers. The use of computers to supplement or extend work in all subjects of the curriculum is underdeveloped.
27. Pupils with special needs are fully included in all areas of the curriculum. They are well supported by committed and well-trained classroom assistants. The school recognises the need to match work to the levels of attainment of the pupils with special needs. Overall planning for these pupils is usually good but variable. When the teaching is good, planning for these pupils includes skilful questioning and very good use of support staff, which ensures that the pupils learn well.
28. Although the teaching of pupils with English as an additional language is satisfactory there are areas of improvements. Where teaching is good, teachers take account of the bilingual profile of their class and take care to make meanings clear for pupils with English as an additional language. In the good lessons teachers adapt their teaching informally to enable pupils with English as an additional language to take part in lessons, and all adults in the classroom give extra help to these pupils whenever they can. However, not all teachers have sufficient knowledge and understanding of strategies to support these pupils at all times and as a result the needs of these pupils are not always well met.
29. In the few instances where teaching was unsatisfactory, a lack of clear planning was sometimes compounded by teachers not properly explaining work to be done during the introductory session. Pupils remained unclear about what they were to do and what was expected of them. As a result, progress was limited.

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

30. The school provides a satisfactory curriculum, which results in all pupils having full opportunity to learn and make progress. The curriculum promotes pupils' intellectual, physical and personal development, and prepares them for the next stage of education. All subjects of the National Curriculum and religious education are taught. The school meets most statutory requirements, including those for sex education and drugs' awareness. Personal, social and health education is planned appropriately as a discrete part of the curriculum.
31. In recent years a necessary emphasis has been given on the timetable to literacy and numeracy. The national strategies have been satisfactorily introduced. Satisfactory opportunities are provided for pupils to use and develop literacy and numeracy skills in other areas of the curriculum. There are now programmes of work for all other National Curriculum subjects, incorporating national guidelines, and religious education. These are planned over a two-year cycle to take account of mixed age classes, and are helping to ensure continuity and progression in learning. The school has now started to evaluate these guidelines and to adapt them more closely to the particular needs of the school. With more relevant and purposeful cross-curricular links developing, the school now recognises the need to review the timetable to ensure that sufficient time is allocated to all subjects, and provision made to cover the programmes of study fully, for example in geography and music where not all aspects are taught in sufficient depth and as a result standards are not as high as they might be.
32. There is a good curriculum for children in the Foundation Stage. Lessons are carefully planned and support staff are well deployed to support the children. The curriculum is enhanced by the use of the local environment and visits within the area, which help children's learning and enrich their experiences.
33. The provision for pupils with special educational needs, including those with a specific statement of need, is very good. Staff work hard to ensure that pupils are fully involved in the school's activities. Because of the very good identification and monitoring procedures, there is good awareness of where pupils may need extra support. The school uses an effective range of strategies, including booster classes and teaching in ability groups for literacy and numeracy. Individual education plans clearly provide for pupils' needs and give teachers useful advice when planning work in class. Overall, provision for pupils with English as an additional language is satisfactory but with room for improvement. It is good for those in classes where the teaching is good.
34. There is good provision for extra-curricular activities. The school runs dance, football, netball, and singing clubs and a Christian-run GAP club. Visits from people such as a wild-life ranger, an author, poets and adults to talk about their past experiences, and visits to places such as the Space Centre, Twycross Zoo and Lincoln Castle, enrich the curricular provision.
35. Links with the community are good. They support the curriculum and help to raise the profile of the school locally. Local sports clubs provide coaching for pupils; a local restaurant provides refreshments for sports days. Pupils invite pensioners to their Christmas productions. Visits are made to local churches and other places of worship. The school hosts English language classes for the local community and a 'Mums And Toddlers Group'.
36. Links with partner institutions are good. Subject co-ordinators from local schools meet regularly to discuss issues and curriculum in their particular subject areas. Links have been re-established with Leicester University. Students come to the school and staff have opportunities for training at the university. Many secondary school pupils come to the school on work experience. Careful arrangements are made for pupils transferring to secondary schools to help ensure a smooth transition.
37. Provision for pupils' personal development, including their moral and social development, is very good. There is good provision for pupils' spiritual and cultural development. There has

been a significant improvement in this aspect of the school's provision over the past three years.

38. The school provides good opportunities for pupils to explore values and beliefs from various perspectives and consider how these impact on their own lives and the lives of others. Assemblies play a major contribution and provide opportunities to consider a range of cultural values and beliefs, promoting both respect and equality. In an assembly telling the story of *Peter And The Fisherman*, the emphasis was upon what pupils could learn from the moral of the story from whichever religious faith they held. The high level of respect and tolerance toward all faiths found throughout the school is a significant feature of the school. It makes a positive impact upon pupils' tolerance toward each other and the quality of relationships throughout the school.
39. Displays throughout the school reflect the varied cultural backgrounds of pupils and create an environment in which diversity is valued. The entrance hall has a large display reflecting the major religious traditions and pupils have the opportunity to learn about British history and customs through themed work within history, English, and personal, social and health education. Through the topic of the Second World War, pupils in the mixed aged Years 3 and 4 class have the opportunity to understand the effects of being evacuated. Very good use is made of visitors to talk about, and bring to life, such experiences. The school invites a range of visitors into school, for example the local Mullah, a Sikh parent, the parish priest and a brass ensemble. There is also a good range of visits both to local sites, for example the Gurdwara and local parks, and further afield to Lincoln Castle and the Millennium Dome, to enhance the curriculum.
40. From the time they enter the Nursery, pupils are continually provided with opportunities to develop their social skills and learn to work with each other. In a mixed aged Years 1 and 2 English lesson, pupils were asked to talk to their partner about what they did and did not like from the book *Don't Do That*. They were confident and co-operative in doing so. In a Year 6 booster class, pupils were provided with the opportunity to both extend their language skills and boost their self-esteem through answering the statement "I am good at...". Pupils are also encouraged to share their ideas and to work collaboratively. In a Year 6 English lesson, pupils willingly share their ideas to write a weather poem. The weekly class assembly also provides very good opportunities for pupils to participate and share in each other's success, which they do with spontaneity and genuine appreciation.
41. Pupils show high levels of excitement and wonder when the opportunity is provided. Year 3 pupils showed great excitement when a snake appeared on the computer screen whilst searching for pictures in an ICT lesson, and pupils in a mixed aged Years 3 and 4 class were animated at the recollection of the hailstorm the previous day. Such opportunities are not yet planned consistently throughout the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has very good procedures in place to ensure the welfare and health and safety of pupils. There are clear guidelines relating to child protection and staff have received training in these. The school provides a safe and secure environment and provides good educational and personal support for all pupils. Adults in the school know pupils well and monitor their personal development through their knowledge of individual pupils. The school has not yet developed a recording system for monitoring personal development. The ethos of the school strongly promotes inclusion, and pupils with special education needs are well supported throughout the school. The school is aware that a more rigorous system of recording progress for pupils with English as an additional language is required.
43. Very good care is taken of pupils. Many tests are used throughout the school to determine where there might be a special need. This includes ensuring that pupils with English as an additional language have the necessary support, although the school has no co-ordinator at

present. Outside agencies are used when necessary and the school benefits from the advice and involvement of the educational psychologist and the Learning Support Services of the local education authority.

44. Procedures for monitoring and promoting good behaviour and for dealing with oppressive behaviour are very good. The school rules are clearly displayed in each classroom and are well known to pupils. Both rewards and sanctions are displayed and a system of individual, team and class rewards is effectively deployed. The school is currently working to ensure a higher degree of consistency in behaviour management across classes.
45. Procedures for monitoring and improving attendance are satisfactory. The school makes it clear to parents that extended holidays will not be authorised and on occasion pupils have lost their school place following an extended holiday. Pupils are encouraged to attend school, with certificates both for individual attendance of 100 per cent and for the class with the highest attendance. Registers are completed accurately but the school should ensure that all registers are completed at the start of the school day.
46. Assessment of pupils' work is satisfactory. The school has started to use the nationally recommended definitions of 'most pupils have achieved', 'some have' and 'some have not achieved' the learning goals. There are no targets set for Year 2 pupils in science. In English, writing tests are undertaken in the autumn term and from these targets are set for the year. These are shared with parents. The local education authority produces a detailed analysis of National Curriculum test results at the end of Years 2 and 6. Issues are explored by the senior management team and infant and junior co-ordinators, in order to extract implications for teaching. Pupils who perform above or below expectations are noted on the assessment part of the weekly planning. Two days at the end of each half term are especially designated as assessment and review times. Assessment procedures are satisfactory in English and mathematics but are underdeveloped in other subjects. Assessment folders are being maintained for each pupil and these include work that the individual child has chosen for their own record of achievement. The assessment file includes the annual reports, standardised national test results and optional test results. Data from test results is not yet used for looking at any differences between groups of pupils, for example the results of girls and boys. This is in the planning for development. The school has a detailed action plan that includes the revision of the policy, which is out of date, practice and guidelines. There is limited day-to-day assessment where a system of 'post-its' is used to record significant observations of the pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has a good partnership with parents, which has a positive effect on pupils' learning. It has worked hard to improve its relationship with parents since the previous inspection.
48. Parents and carers who responded to the questionnaire or attended the inspection meeting are generally satisfied with what the school provides and achieves. All parents responding stated that their child liked coming to school and most felt that their child was making good progress and that behaviour in the school is good. Parents were most concerned about the variability in both the quality and quantity of homework given, and the range of activities provided outside of lessons. The inspection findings confirm that there is not a consistent use of homework throughout the school but found a good range of extra-curricular activities available to pupils in the junior classes.
49. The school continues to improve and extend its positive links with parents and offers a good range of innovative activities. The school offers classes in English as another language in conjunction with Leicester College and also ICT classes for parents. The 'Share' club runs weekly to enable parents to work alongside their child and thereby provide additional assistance from home. This course also provides the opportunity for formal accreditation.

Teachers are available to parents/carers in the playground at the end of the school day and parents are encouraged to attend individual class assemblies and festival assemblies. There is an active 'Friends of St Barnabas Association', which organises a number of fund-raising and social events, including a very successful multi-cultural market which has become an annual event within the local community.

50. There is a range of good quality information available for parents. Annual reports on pupils' progress fulfil statutory requirements and include clear targets to help pupils improve. There is a regular school newsletter for parents and each class produces a newsletter at the start of term with information on the curriculum areas to be covered. Newsletters indicate to parents in three languages that translations can be made available and the school ensures that assistance with interpreting is available if required at parents' evenings. The school organises curriculum events for both pupils and parents, the most recent being a successful 'Expressive Arts Week', which included a number of visitors to the school. Parents are generally supportive of their child's education and whilst there are few parents helping in school, a number readily volunteer to help with specific tasks such as walking to swimming or with the 'themed' curriculum weeks.
51. The school does all it can to involve parents of pupils who are on the register of special educational needs. Parents know that they can come to school any time to discuss concerns over their child with the class teacher. They have been informed of the days that the special needs co-ordinator is in school and is available to offer help and advice. At present parents are not included in the identification procedures but they are informed about individual education plan targets and by September 2002 will be included in the review process. Parents are encouraged to play an active part in their child's education and they are welcomed in school and fully informed about progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The overall quality of the leadership and management provided by the headteacher, the school's senior management team and the subject co-ordinators is good and is continuing to improve. There has been measurable progress in improving the quality of leadership and the way the school is managed since the inspection in 2000 and considerable progress since the school was deemed to be failing to provide its pupils with an acceptable standard of education in 1999.
53. The headteacher herself provides very good leadership and has had a significant impact on improving the standard of education provided by the school and ensuring that staff have a clear understanding of their roles and responsibilities. The school's aims, which were unclear in 1999, are now appropriate, clearly stated, shared by staff and governors and openly displayed for parents and pupils to see. The headteacher has her finger very firmly on the pulse of the school, and has a very clear view of how she wants the school to develop. She is providing clear direction for the staff and is attempting to bring in change at an appropriate and measured pace, ensuring that there is adequate support and development for each new initiative introduced. Important new initiatives are dealt with effectively. For example, the school has implemented a policy for racial equality well in advance of the deadline required by the government. By encouraging the school's involvement in educational initiatives, standards have improved. For example, participation in the 'Excellence in Schools' project has enabled a stronger emphasis to be placed on speaking and listening. Under the headteacher's leadership, the ethos of the school has improved. One of the headteacher's prime objectives has been to empower the staff to carry out their roles effectively. The success of this is seen in the way that staff now work together as a team and feel motivated to play their part in improving the learning experiences provided for the pupils.
54. The deputy headteacher has also been an instrumental force in bringing about improvement. The headteacher is fulsome in her praise of the support which the deputy has provided at a difficult time in the school's history. Evidence of this is seen in the way the deputy has helped

to generate harmonious working relationships amongst the staff, undertaken her delegated responsibilities effectively and provided a clear agenda for improving aspects of the subject co-ordinators' responsibilities.

55. The senior management team is a recently constituted body, comprising the headteacher, deputy headteacher and the two co-ordinators for Key Stages 1 and 2. Of the latter two, one was appointed in September and the other in January, so both co-ordinators are still finding their feet within the school. Already, however, a very good working relationship is evident within the team, and an appropriate structure has been established for monitoring and evaluating all aspects of the work of the school. The three members of the team who have classroom responsibilities lead by example in providing other staff with models of good teaching practice.
56. At present, the leadership provided by subject co-ordinators is satisfactory, but their roles are developing well, despite various setbacks which have occurred along the way and recent changes of responsibilities because of the large number of new staff who have recently joined the school. The headteacher has set challenging expectations, and the deputy has provided clear guidance over some practical aspects of management, such as the establishment of subject co-ordinators' files. Co-ordinators display an eagerness to fulfil their responsibilities well, which was clearly not evident in the inspection of 1999, and was only starting to develop in 2000. Some co-ordinators have made more progress than others, but with the current commitment demonstrated by the staff, the school's capacity for further improvement is good.
57. The provision for pupils with special educational needs is led and managed well. There are good procedures for identifying pupils' needs and effective systems for providing them with additional support. Staff are well aware of the targets for pupils which are outlined in their individual education plans. The co-ordination of the school's provision for pupils with English as an additional language is unsatisfactory at present, and has been identified by the headteacher as an area for improvement.
58. The special needs co-ordinator is new to the role. She is well qualified and committed. She is already having a positive impact on the provision and organisation of special needs in the school. The governor responsible for special needs is also very committed to supporting the school in its programme for special needs pupils. All learning support assistants have job descriptions and new members of staff have an induction programme that includes the Special Needs Policy and the practice in the school. Resources such as big books and specialised games are also provided for the pupils with special educational needs.
59. The significant improvements in the leadership of the governing body and the governors' understanding of their roles and responsibilities, which were noted in the 2000 inspection, have been maintained. The governing body receives dynamic leadership, and governors show a very strong commitment to moving the school forward. The governing body fulfils its statutory duties well. Key governors demonstrate a good understanding of the strengths and weaknesses of the school and have played a significant role in shaping its direction. From a situation where the governors neither acted as a critical friend nor held the school to account for the standards it achieved, governors are now asking searching questions and helping the staff to look for ways of further improvement. The governing body has an appropriate structure, with effective delegation of roles and responsibilities. Governors are kept well informed about what is happening in the school. The headteacher's reports to governors are comprehensive and informative, and subject co-ordinators take it in turns to brief governors about developments in their subject areas. For their part, governors are linked to subject areas and make regular visits, reporting back their findings to the full governing body. The various members of the governing body provide a good balance of professional expertise, involvement within the school, and representation of the local community and different ethnic backgrounds.
60. The school's monitoring and evaluating of its performance are good. There have been good improvements since the inspection of 2000 highlighted the need for further action in this area, and the improvement since the 1999 inspection has been immense. The systems for

monitoring and evaluating, put in place by the headteacher, are very good. Responsibilities for monitoring all aspects of teaching, learning and planning are delegated clearly to the senior management team and subject co-ordinators, and written expectations of co-ordinators are explicit. Formal and informal monitoring of teaching is conducted according to an agreed and realistic schedule. The senior management team monitors teaching and learning, pupils' books and teachers' records regularly, and takes careful note of the local authority's detailed analysis of test results in order to identify areas for improvement. A staff meeting is held at the end of each term to evaluate the effectiveness of the curriculum by evaluating the schemes of work for the term. Co-ordinators are expected to review teachers' planning, monitor pupils' work and observe lessons, and time is set aside for them to carry out these tasks. Most co-ordinators are undertaking their new responsibilities diligently and are becoming used to their new roles. Their written notes indicate growing perceptiveness in their evaluations, although the headteacher acknowledges that further training is required in order to sharpen co-ordinators' critical perceptions and their ability to distil important messages for staff so as to bring about further improvement in the development of teaching. It is clear, however, that the school's procedures and developing practice are leading to improvements which not only have started to benefit pupils' learning, but have established a good framework for helping to raise standards in the future.

61. The school's procedures for appraisal and performance management are very good. Systems are managed very well, and the governors involved in the setting of targets for the headteacher are perceptive. Targets set for individual teachers are linked to the school's main development priorities and are proving another useful tool for improvement and acting as a focus for raising standards. A good range of training opportunities is provided for staff, through attendance at training courses, visits of educational consultants and appropriate use of expertise which exists amongst the staff. Procedures for the induction of staff new to the school and the training of new teachers are good. Staff who are new to the school feel that they are supported well
62. The school's strategic planning is good and is clearly focused on raising standards of attainment. The headteacher and governors, with increasingly valuable input from subject co-ordinators, are identifying appropriate priorities for development and have made good progress in meeting their targets. The procedures for formulating the school's three-year improvement plan are good, and there is very good involvement of all members of the school community in arriving at agreed decisions and ensuring that the school's priorities are known by all. The governors' school improvement committee keeps an effective overview of the progress towards the school's targets.
63. The school uses its resources well and there are good systems for financial management. Teaching and non-teaching staff are deployed appropriately. The school overcomes the deficiencies of the rambling accommodation by making the best use of the available space. Specific grants are used effectively for their designated purposes. The improvements noted between the inspections of 1999 and 2000 with regard to the monitoring of the school's budget have been maintained, although factors beyond the school's control lead to uncertainties and delays in reconciling monthly budgets and to a degree of uncertainty with regard to the school's exact financial standing. Strategic financial planning has improved since the inspection of 2000 and is now good. The governors' finance committee is very clear about the need to ensure that financial planning supports the school's main initiatives for improvement and raising standards of attainment. The results of this can be seen in the significant improvements which have been made over the last year to the school's provision for ICT, and the fact that funds have been set aside to improve provision for the teaching of science, which is a current priority. With the installation of a new computer suite, the school is starting to make better use of new technology, although this has been a significant weakness in the past and the use of technology to support teaching and learning has yet to permeate all areas of the curriculum. There are, however, some notable exceptions in the mixed aged Years 4 and 5 class and in the booster group for higher attaining pupils in Year 6, where very good, imaginative use of technology motivates pupils and enhances their learning. New technology is

used well for administrative purposes, and an increasing number of teachers are using computers to help with their daily planning and preparation, for the production of teaching materials and classroom displays.

64. The school applies the principles of best value well. The headteacher and governors are very aware of how the school's standards compare with those of other schools and show a steely determination to improve the school's performance as a result. The very detailed analysis of results produced for schools within the local authority is used well to identify specific areas of weakness. The school challenges its own use of resources in order to ensure that its finances are being spent in the most effective way. Recently, for example, the headteacher has consulted all subject co-ordinators to determine the effectiveness of the school's participation in the development meetings held in conjunction with other local schools and to see whether the costs involved are justified. The school applies principles of competitive tendering when purchasing services or resources by obtaining different quotations and ensuring that best value is obtained. Staff are now consulted much more widely, for example, to determine priorities for the school's annual development plan. The school's consultations do not yet, however, extend to parents and pupils.
65. The school has a good number of suitably qualified teachers, with an appropriate range of teaching experience, from a few who are recently qualified to others who have considerable teaching experience. The number of teachers allows a favourable ratio of pupils to teachers in Key Stage 1. The employment of a part-time teacher to help in Year 6 for one day a week is proving particularly beneficial for the higher attaining pupils, and other full and part-time staff provide good assistance for pupils with special educational needs. Some good support is provided for small groups and individual pupils with English as an additional language, although the co-ordination of these activities is unsatisfactory. The school has a good number of teaching assistants, who work well with class teachers and make a significant contribution to pupils' learning. There has been a high turnover of staff over the last two years, and very few teachers remain who were present at the time of the 1999 inspection when the school was deemed to be providing an unacceptable standard of education. The present staff, both teaching and non-teaching, are hard working and show great commitment and good team spirit. Teachers and teaching assistants are supported well by clerical staff, who provide efficient administrative support, and by the caretaking staff, who keep the building very clean and tidy.
66. Accommodation is satisfactory overall. The school has good disabled access, which includes a lift to the first floor of the school. The classroom space currently used for the Reception class and Year 1 class can become over-noisy at times. The grounds and buildings are in a good state of repair and are well maintained, providing a stimulating learning environment.
67. The school has an adequate range of resources to meet the demands of the curriculum except for large apparatus for children who complete the Foundation Stage in the Reception class and software for control and monitoring in ICT. There have been significant improvements over the last two years. The installation of a computer suite has brought much-needed improvement to the school's ability to teach ICT, although the school has experienced considerable problems with the equipment it has purchased, which have prevented full usage of the new facilities. Finance has been made available to purchase new resources for subjects, which were poorly equipped. In mathematics, for example, new apparatus, resources and textbooks have recently been purchased, and these allow more effective teaching of the curriculum. Other subjects identified as having inadequate resources in the 1999 inspection are now better resourced.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

68. In order to build upon the improvements which has taken place since the last inspection and to raise standards of attainment further, all staff at St Barnabas Primary School should

- **Continue to improve standards in English, mathematics, science and information and communication technology by the end of Years 2 and 6 by :**
 - raising teachers' expectations in handwriting, presentation and spelling across the curriculum
 - sharing the good practice that has been seen in some classes in the concluding session in the numeracy lessons
 - providing more opportunities for pupils to use mathematics in everyday situations and to apply their mathematical skills to solve problems
 - ensuring that opportunities to develop pupils' numeracy in other subjects are fully utilised
 - creating more opportunities for planning their own experiments and improving their recording of investigative work and written activities
 - improving the use of information and communication technology to support learning across the subjects of the curriculum.
[paragraphs 7,12,96, 103, 107,109,115,116 and 145]

- **Increase the consistency of good teaching by:**
 - continuing to develop assessment procedures and ensuring that information gathered from assessment is used consistently to assist planning to meet the needs of all pupils
 - where there is a need, improving teachers' expertise and confidence through appropriate in-service training
 - ensuring that teachers' short-term plans identify more precisely what pupils of different levels of attainment, especially those in the mixed aged classes, including those with special educational needs and those who are not fully fluent in English, are expected to learn and do by the end of the session
 - extending the monitoring of teaching and learning practices so that all subject leaders gain a better understanding of their area of responsibility.
[paragraphs 9,19,22,23,28,46,56,60,109, 116, 118, 132, 138, 146 and 161]

- **Ensure that the good provision received by some pupils who are at the early stages of learning to speak English is available to all those who need it by:**
 - appointing a co-ordinator with clearly defined responsibility for managing the provision for these pupils and for ensuring that the curriculum meets their needs
 - developing and implementing a whole-school policy for this aspect of the school's work
 - accurately assessing pupils' language and using the information to plan the next steps in their learning of English
 - monitoring the progress of the targeted pupils more rigorously
 - providing additional training of staff in the teaching of pupils with English as an additional language.
[paragraphs 8, 42, 43, 57, 69-74]

- **Review the organisation of the curriculum to ensure that all subjects can be taught in sufficient depth. *[paragraphs 2, 31, 127, 147]***

- **Continue with efforts to improve pupils' attendance and punctuality. *[paragraphs 17, 45]***

Other issues which should be considered by the school for inclusion in the action plan:

- ensure the consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work *[paragraphs 25, 116 and 132]*
- improve the quality and consistency of the homework and ensure that the school's homework policy is applied consistently

[paragraph 25]

- develop resources for physical outdoor play for children who complete the Foundation Stage in the Reception class

[paragraphs 67 and 89]

THE PROVISION FOR, AND STANDARDS ACHIEVED BY, PUPILS WHO SPEAK ENGLISH AS AN ADDITIONAL LANGUAGE

69. Statistical evidence provided prior to the inspection shows that 80 per cent of the pupils come from homes where English is not the first language and that a variety of languages are spoken. The school has identified nearly 45 per cent of the pupils as being at the early stages of English language acquisition and a significant number of children coming to school with little or no English. Since April 2001, the school has been in receipt of devolved funding through the single regeneration budget and an ethnic minority achievement grant (EMAG) for pupils who are at various stages of acquiring English. This grant has enabled the school to deploy a 0.8 full-time equivalent teacher and two classroom assistants to support the learning needs of ethnic minority pupils who are at the early stages of learning English. However, not all support staff have the necessary training to help them to develop pupils' competence in the English language. At the time of the inspection the teacher responsible for the provision of these pupils was absent. A named co-ordinator for this area is not in post and strategic planning, including data collection, analysis and monitoring, is underdeveloped.
70. Standards of attainment for pupils whose first language is not English relate directly to the school's overall scores in the National Curriculum test results at the end of Years 2 and 6 in English, mathematics and science. Overall, there is no significant difference in attainment of pupils for whom English is an additional language once they have achieved a reasonable level of fluency and competence in English. Inspection findings support this.
71. When children start school in the Foundation Stage, many have limited command of English. They make rapid progress in their speaking skills because the teaching places high priority on the development of literacy. Language work underpins all the areas of learning and staff purposefully intervene in the activities and engage children in conversation. In other classes throughout the school, teachers who have had training to meet the needs of pupils for whom English is an additional language build well on this firm foundation and provide very good opportunities for pupils to practise and use new vocabulary in meaningful contexts. In instances where teaching is effective, teachers use well-targeted questions which encourage thoughtful responses at the level of pupils' understanding. This was well demonstrated in a number of lessons across the school where the teachers provided opportunities for pupils to contribute ideas and opinions and were flexible in the way they simplified a question or an explanation. As a result there was a good response from pupils who were eager to speak and were more confident to contribute orally.
72. Overall the rate of learning and progress that pupils who are at the early stages of learning English make, is directly related to the quality of teaching. In lessons where the teaching is good or better their needs are well met and as a result these pupils make good progress, reflecting the range of methods and resources used. In instances where the teaching is no better than satisfactory, targeted pupils sometimes make slower progress than they should because work is not always sufficiently adapted to meet their needs.
73. Positive attitudes to learning, encouraged by the school's supportive ethos, lead to satisfactory progress by most pupils. They generally listen well to their teacher and to each other, are not afraid to tackle new work and willingly contribute to lessons at their own level. They feel valued and secure within a caring and sensitive environment. Behaviour is good in most lessons, particularly where the activities are matched to their level of competence in English. Most have a clear idea of what is right and wrong and they show respect for others' points of view by

listening carefully to what they have to say. They are supportive of each other, and personal relationships with the teachers are usually positive.

74. The local education authority analyses national assessment data according to ethnicity. However, the school does not monitor the performance of pupils on the EMAG register. Assessment of children's English language identifies, broadly, what percentage of pupils has little understanding of English, but individual records based on a thorough identification of their English language needs are not properly maintained. Pupils with few English language skills do not receive individual programmes of work that are closely and regularly monitored and as result learning is limited. Across the school, teachers' planning does not routinely identify the language and learning needs of pupils with English as an additional language. The school has adequate resources to meet the needs of pupils for whom English is an additional language and is committed to raising levels of achievement for all its pupils. Overall, the pupils receive a satisfactory benefit from the provision, although there is some variation in the quality provided.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	9	17	21	2	-	-
Percentage	-	18	35	43	4	-	-

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	261
Number of full-time pupils known to be eligible for free school meals	-	56

FTE means full-time equivalent.

Special educational needs

	Nursery	YR- Y6
Number of pupils with statements of special educational needs	-	9
Number of pupils on the school's special educational needs register	1	48

English as an additional language

	No of pupils
Number of pupils with English as an additional language	198

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	19	18	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	16	18
	Girls	17	18	18
	Total	30	34	36
Percentage of pupils at NC Level 2 or above	School	81 (81)	92 (89)	97 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	18	18
	Girls	18	18	18
	Total	34	36	36
Percentage of pupils at NC Level 2 or above	School	92 (78)	97 (100)	97 (92)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	23	10	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	9	15
	Girls	6	5	7
	Total	16	14	22
Percentage of pupils at NC Level 4 or above	School	48 (68)	42 (67)	67 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	10	9
	Girls	5	5	6
	Total	12	15	15
Percentage of pupils at NC Level 4 or above	School	36 (62)	45 (71)	45 (76)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	10
Black – other	15
Indian	129
Pakistani	6
Bangladeshi	4
Chinese	0
White	45
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	22.1
Average class size	26.3

Education support staff:

YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	231

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	20.0
Total number of education support staff	2
Total aggregate hours worked per week	46
Number of pupils per FTE adult	6.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.0
Number of teachers appointed to the school during the last two years	7.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.2

Exclusions in the last school year

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

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

Financial information

Financial year	March 2000 – April 2001
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£

Total income	610,583
Total expenditure	582,469
Expenditure per pupil	2,182
Balance brought forward from previous year	24,724
Balance carried forward to next year	52,838

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

257

Number of questionnaires returned

34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	50	44	0	3	3
Behaviour in the school is good.	47	44	3	3	3
My child gets the right amount of work to do at home.	33	42	18	3	3
The teaching is good.	39	48	6	0	6
I am kept well informed about how my child is getting on.	44	44	6	6	0
I would feel comfortable about approaching the school with questions or a problem.	59	29	3	6	3
The school expects my child to work hard and achieve his or her best.	50	41	3	3	3
The school works closely with parents.	44	32	12	6	6
The school is well led and managed.	44	31	0	6	19
The school is helping my child become mature and responsible.	44	41	6	0	9
The school provides an interesting range of activities outside lessons.	32	35	18	6	9

The small number of returns means that the statistics have limited significance.

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

75. The previous full inspection reported that under fives were given a good start to school in all the areas of learning. However, HMI monitoring in 2000 raised concerns about the provision for children in the Nursery. Since then the school has made very good progress in addressing the issues identified. Inspection findings show that provision is now good and a strength of the school.
76. A significant number of children joining the Nursery do not speak English at home and so their command of the language is limited. Overall, their attainment on entry is below that expected of children of a similar age, particularly in English language skills and in some aspects of their social skills. Children receive a good curriculum in the Reception and Nursery classes and make good progress starting from a low base. As a result, the majority reach the expected standards in nearly all areas of learning except in communication, language and literacy which is below the level expected by the time they are ready to start Year 1. Children with special educational needs and those with limited English are identified early, monitored and supported well, and make good progress. They are fully integrated in all areas of learning.
77. Children enter the Nursery in the January or April of the academic year in which they reach the age of five and attend for either the morning or the afternoon session before starting full-time in the Reception class or completing the Foundation Stage in the Nursery. Most of the children who enter the Nursery transfer to the Reception class. However, not all the children who start the Reception class have had Nursery or pre-school experience. Older children who have attended the Nursery have two terms of full-time provision in the Reception class to complete the Foundation Stage curriculum while the youngest children have two terms of full-time provision in the Nursery. At the time of the inspection, there were 16 part-time and 15 full-time children in the Nursery and 23 full-time in the Reception class. All the full-time children, from both the Nursery and Reception classes, start Year 1 in the autumn term.
78. Teaching in the Nursery is of a consistently good standard. There is very good attention to language development; this has a positive impact on the rate of children's learning and helps them to learn effectively. The teacher and nursery nurse work closely together to plan an exciting programme of work for the children and make very careful and regular assessment of children's progress. This enables them to plan activities to the needs of individuals. Adults in the Nursery and Reception classes plan together to ensure the children have similar experiences in both classes.
79. Leadership is good. The co-ordinator is well informed and has a very good understanding of the Foundation Stage curriculum and how young children learn. However, monitoring to ensure that work meet the needs of all children is currently underdeveloped.

Personal, social and emotional development

80. The high priority given to children's personal and social development is very effective. Children are encouraged to be independent and make choices about their activities. Most make good progress and by the end of the Foundation Stage the majority attain standards in line with those expected in this area of learning.
81. Nearly all children come into the classrooms happily and confidently, and part easily from their parents and carers at the beginning of the day. They respond well to classroom routines such as registering themselves, looking at books while seated on the carpet, listening quietly to the teacher or responding when their attention is required. Activities are well organised to develop children's independence and children quickly learn to select activities, play sensibly with one another, work at the task until they have finished it and tidy things away when asked. Younger

children when playing together using wheeled toys, take turns and show consideration to children who want to join them at play. Older children willingly share garden tools when planting their sunflower seeds. All children including the youngest listen carefully to instructions and carry out actions, for example, 'drop', 'pick-up' and 'carry on' with their beanbags during a physical education session in the hall. They have very good relationships with adults and other children. In both classes teachers have high expectations that children will work on set tasks for a certain period of time and that they will behave well. The majority of children are responsive and interested in what they doing, and they concentrate and persevere in their learning. Occasionally, in the Reception class, the time given to some discussion periods and whole-class activities is too long and children with limited concentration become restless and lose interest.

82. The quality of teaching and the quality of learning are good. The teacher and support staff plan carefully to help children to develop social skills and the many opportunities provided for them to achieve success help to build confidence and independence. All adults have a very encouraging, consistent approach, and value each child's contribution. They act as very good role models, particularly when they talk with and question the children, helping them to form positive relationships with one another and to have positive attitudes towards coming to school and learning.

Communication, language and literacy

83. Children in the Nursery and Reception classes make very good progress in this area of learning and achieve very well. As a result, some children reach the recommended goals by the end of the Foundation Stage. However, attainment for many children remains below the level expected for their age in speaking, reading and early writing. This is because for a significant number of children, English is an additional language. Consequently, many do not speak or understand English well when they enter school, and by the end of Foundation Stage a good number find it difficult to express themselves because of their limited language. Teachers are aware of the importance of speaking and work hard to provide plenty of opportunities for children to answer questions, offer opinions and talk about their work. However, on occasions, opportunities are sometimes missed in the Reception class to intervene and engage the children in conversation and increase their vocabulary because of insufficient adult support. Through structured play, all children develop their speaking and listening skills. In the Nursery, younger children are beginning to use language appropriately to express their ideas in the role-play area set up as the 'Nursery Flower Shop' while Reception children spoke amicably about the planting of their sunflower seeds and how much compost was needed for each pot when playing in 'Bloomers Garden Centre'. Despite these good opportunities, many children by the end of the Foundation Stage do not naturally speak in sentences. Overall, children's listening skills are good and this supports their learning effectively in all areas of learning. When listening to story tapes, such as *Kipper's Toybox*, to adults reading books such as *What A Mess*, or giving instructions about activities, most listen well for extended periods and make appropriate responses to questions asked of them. Older children in the Reception class successfully retell the story *Rosie's Walk*. The youngest children remember the sequence events in the story *The Giant Turnip* and place pictures in order to represent the various happenings. In both classes children have a literacy hour based on appropriate materials for the age group. Group activities are well organised and resourced; however, there are occasions when these last too long in the Reception class and some children become restless and lose concentration. Children enjoy books and handle them carefully. When reading, most know that print conveys meaning, and that the pictures usually help to make sense of the story. In both classes the good emphasis on phonics is preparing children well for their early reading skills. In the Nursery several successfully identify initial sounds associated with the letters of the alphabet and know that 'she' and 'sand' start with the letter 's'. Older children in the Reception class know that 'chicken', 'chips', 'child' and 'chilli' begin with the 'ch' sound. High attaining children recognise that the same sound is found at the end of the title *Titch*. In the Nursery, children use pencils with increasing confidence when writing about their visit to Coles Nursery' and the plants that they enjoy smelling. In the

Reception class children successfully used keywords, such as *going* and *said* when writing simple sentences and make a list of the fruits that *The Very Hungry Caterpillar* ate on the different days of the week. Work shows that most children have developed an understanding that writing is a means of communication. Some spell words such as *pen*, *bag*, *cup*, and *book* without adult support whilst a few of the more able children are beginning to write simple sentences on their own, using full stops and capitals letters accurately.

84. Teaching is good in the Nursery. It is satisfactory in Reception classes because sessions are sometimes over-long and learning is limited as children become restless and lose interest. In both classes teachers place suitable emphasis on developing language and literacy. Communication and listening skills are encouraged in every activity. Staff use praise well, and have good questioning skills that enable children to share what they know and what they want to find out. This was seen to good effect in all sessions observed in both the Nursery and Reception classes. In the Reception class very good use is made of a puppet – ‘Fizz the Friendly Phantom Phoneme Finder’ – to help stimulate and maintain children’s interest in the word level work.

Mathematical Development

85. Children make good progress with their mathematical development and attain the expected goals by the end of the Foundation Stage. In both classes there is good provision for practical activities that effectively promote mathematical language and understanding. In the Nursery nearly all children recognise and write numerals as well as count numbers up to ten with accuracy. They place them in order on a number line and are beginning to identify *more than* and *less than* when looking at quantity. In both classes well-planned games not only reinforce children’s mathematical understanding but also provide opportunities for them to use their initiative and develop social skills. A good example is when children roll dice, write down the numbers and calculate what is ‘two more’. The story *The Very Hungry Caterpillar* is well used to provide a context for mathematical activities, and children are successfully introduced to the days of the weeks when recording the different fruits eaten by the caterpillar. They have a wide range of experience to enable them to begin to understand shapes, measuring and volume, such as in sand and water play, and making models with a variety of materials. In the Reception class, older children successfully name *squares*, *triangles* and *circles* and higher attaining children accurately name the properties of these flat shapes. They use terms such as *longer than* and *shorter than* in the context of building towers using cubes and successfully recreate patterns with colours and beads. A significant number of children accurately add and subtract simple sums up to ten and confidently add the number of letters in *Wednesday* and *Friday* while high attaining children add the number of letters in all seven days. Previous work shows that most children correctly work out the coins that would make up 8p and can list the items that they would buy with 5p. All children use ICT to support their mathematical development
86. Teaching is good in the Nursery. It is satisfactory in the Reception class because the National Numeracy Strategy has not been adapted sufficiently to meet the needs of these young children. The time given to some discussion periods and whole-class activities is too long, and children with limited concentration start to lose interest. Probing questions are used well to encourage children to think and answer clearly before the adult reinforces their understanding by careful explanations. Expectations are high in the Nursery and those who are capable are continuously being challenged. As a result, some of the younger children who have had less time in school have advanced skills in working out mental calculations. In both classes, basic skills are very well taught and adults make the most of incidental opportunities to reinforce learning in mathematics. For example, during registration finding out how many ‘part-timers’ were present if four were absent and then adding together the number of children who attend full and part-time, effectively reinforces counting skills.

Knowledge and understanding of the world

87. Children make particularly good progress in developing their knowledge and understanding of the world around them and by the end of the Foundation Stage; attainment is in line with what is expected nationally. Younger children in the Nursery observe carefully, with or without a magnifying glass, and accurately identify the different parts of the flower. Previous work shows that they explore materials in preparation for later work in science. They learn about the textures of different types of materials when sorting them by how they feel, and learn about plants from first-hand experience during a visit to the local nursery. In the Reception class children make close observations of what happens when different ingredients are mixed together to make a cake and talk about the changes that occur when they are cooked. They extend their scientific knowledge when pushing and pulling toys and know that some materials are magnetic and others are not. Some recall with enthusiasm a walk around the local environment where they identified the different buildings and discussed their likes and dislikes while others accurately sequence pictures to show the route they followed. Children extend their knowledge of the customs and cultures of other people. Many understand that Diwali is an important celebration for Hindus and that croissants are eaten by the French. They develop a sense of the past and realise how they have changed since they were babies when comparing toys they played with as a baby with those that they use now. In both classes children use construction equipment competently to construct recognisable models and have good opportunities to practise skills in cutting and joining materials, as seen in their puppets. They use the tape recorder sensibly when listening to stories through headphones and many use computer programs independently to support their learning. For example, younger children are developing good control of the mouse when clicking and dragging different items of clothing to dress 'Bo-Bear' or when using a paint program to draw a picture of a flower. Good use is made of the specialist ICT room for older children who with adult support carry out simple word processing.
88. Teaching is good. In both classes children are provided with a broad range of direct experiences and adults support children very well in investigating their surroundings. Lessons are well planned and efficiently organised. The support staff are very well deployed and use skilful questions to probe the children's understanding. They listen to what children have to say and through careful questioning attempt to develop their knowledge and understanding of the world. Their sensitive use of praise and encouragement raises the children's confidence and self-esteem and results in them having a positive attitude and response to learning.

Physical development

89. Children's attainment in physical development by the end of the Foundation Stage is at the level expected. In the Nursery, there is adequate provision for children to develop their physical skills. They are given daily planned opportunities to run, jump, climb and use large wheeled toys in a secure play area. In the Reception class children do not have regular access to an area where they can further develop co-ordination skills and control of their bodies when cycling, pushing a wheeled vehicle or climbing and balancing. However, they do have sessions in the school hall and in the Nursery play area where they use the apparatus and begin to acquire skills in gymnastics, throwing, climbing and balancing. After physical education activities, they practise fastening buttons and putting on shoes, which helps to develop fine muscular control. In both classes children demonstrate sound manipulative skills when using construction toys, and when painting, writing, drawing, cutting or colouring. Most children handle small tools such as pencils, scissors and glue spreaders with confidence and good opportunities exist for children to paint with different sized brushes, practise writing patterns, mould clay and play-dough, and balance bricks. They take apart and build with construction toys, manipulate jigsaw pieces, pour water and sand into containers and place items accurately when engaged in small world play.
90. Overall, the quality of teaching in this area is good and this has a positive impact on the children's learning. All staff have a very good awareness of the children's safety. Clear routines have been established in which the children's confidence is developed and praise is well used to encourage good behaviour and good techniques. In both classes the management of children's behaviour in the outside play area and in the school hall are

consistently very good. In the nursery session the teacher effectively ensured that all children were fully involved and good use was made of the children to demonstrate the difference between *sliding* and *throwing* the bean bag

Creative development

91. Provision in this area for learning is good in both the Nursery and Reception classes; most children make good progress and many attain the nationally agreed outcomes by the end of the Foundation Stage. In the Nursery many know how to mix paints to produce a range of attractive colours to paint the different fruits that the caterpillar ate in the story *The Very Hungry Caterpillar*. They draw and colour pictures with varying degrees of accuracy and detail as demonstrated in their observational drawing of plants and self-portraits. Older children in the Reception class look at the work of Vincent Van Gough and create attractive sunflowers using a range of beans and pulses. In all classes children join in action sounds with enthusiasm. They enjoy singing and are learning to identify the different sounds that instruments make. Imaginative play is successfully fostered through activities in the play area where children undertake different roles with confidence in the 'Nursery Flower Shop', and in 'Bloomers Garden Shop' in the Reception class.
92. The quality of teaching is good and in both classes there is constructive support for children. Teachers plan a wide range of appropriate activities for the children and good links are made with other areas of learning. Children are encouraged to think about what they doing and to talk about the pictures and models. High expectations lead children to produce work of good quality. This is valued and displayed attractively around the school. Where intervention by adults is particularly well judged during imaginative play situations, children make good progress in their role-play

ENGLISH

93. Standards achieved by pupils currently in Years 2 and 6 are below the level expected nationally. Results of the 2001 National Curriculum tests show that by the end of Year 2 pupils' attainment in reading was well below the national average but in writing their attainment was well above the national average. Inspection findings show that in both reading and writing attainment is below national averages because the teacher assessments were too high. Results of the National Curriculum tests for Year 6 pupils in 2001 show that attainment in English was well below the national average. At the end of Year 2 and Year 6 pupils are not attaining at the higher levels. Trends over time show that the attainment of Year 6 pupils has fallen back to the level of 1997 after an improvement in 1998 and 1999. Factors that impact on attainment are the large number of pupils with special educational needs in the Year 6 class, extended holidays and a number of pupils at the early stages of English language acquisition. Although test results have not improved since the last inspection, the school is placing high priority on improving standards in English across the school.
94. Most pupils can listen attentively and talk with some confidence. They talk about their favourite books and authors although some of them are not enthusiastic about reading. Older pupils demonstrate that they have listened carefully in lessons by giving relevant responses to questions. Year 3 pupils were observed in a group discussion known as circle time discussing and listening carefully to each other's opinions and contributing sensibly to the discussion. Pupils with English as an additional language make good progress in their conversational skills but slower progress in the more formal aspect of writing.
95. By Year 6, the majority of pupils are reading with some fluency and accuracy, matching the age-related expected standards, and a few exceed this standard. The small number of higher attaining pupils confidently predict what will happen in stories and talk about the books they have read. They read with intelligent attention to the text and with expression, taking due regard of characters when reading dialogue. Lower attaining pupils are hesitant readers, although they are familiar with common words and are beginning to build new words

phonetically. Most pupils enjoy reading and read regularly at home. Home/school diaries are kept in some classes but this is inconsistent throughout the school. Knowledge of authors is satisfactory because pupils are introduced to a wide range of genres, and the authors and their particular styles are discussed during literacy hours. Few pupils, though, are able to name a favourite author. Pupils learn how to locate information using CD-ROMs and books. They know how to use the contents and index pages of information books and understand the use of a glossary. They make satisfactory progress in their reading.

96. By Year 6 pupils write in many forms and for different purposes. Higher attaining pupils make good use of grammar and punctuation, such as speech marks. The presentation of their work is usually neat and legible and spelling is generally accurate. This is the result of a focus on spelling, handwriting and presentation skills, which the school has undertaken. Lower attaining pupils still struggle with spelling and punctuation and find writing more than a few sentences an onerous task. For example, there is often some confusion over language. One Year 6 pupil wrote, *“the building is very aged”* and *“the school is larger than a century”*. Younger pupils have difficulty with spelling, for example, *“I so a bze be”* and *“Kate morag can see a rowig bot”*. Spelling, punctuation and handwriting that have been practised in specific lessons are not transferred to the pupils’ own writing in other areas of the curriculum. The school has identified the need for more specific teaching of writing skills and opportunities for pupils to apply these skills in more extended work of their own. The scrutiny of work shows that all pupils make at least satisfactory progress. There is evidence in the work of a minority of higher attaining pupils of using interesting and effective vocabulary. A Year 5 pupil wrote:

*“I wish I could fly
Like a parrot soaring through the trees
Like a bee buzzing in the flowers.”*

A Year 6 pupil wrote:

*“My sisters are two big towers
towering over me.
My sisters are warm, soft pyjamas
which I can cuddle.”*

97. Lessons follow the National Literacy Strategy and are well planned. Whenever possible, work from other subjects is linked in with the literacy work. Pupils in the mixed aged Years 3 and 4 class, for example, were learning about life in Britain during the Second World War, and speaking and listening work during their literacy lesson was linked to what they had learned in their history lessons. This enables pupils to bring good background knowledge to their literacy work. However, pupils do not always use the skills they acquire during their literacy lessons in other areas of the curriculum and the standard of written work in other subjects is often unsatisfactory.
98. In English lessons pupils respond with enthusiasm and show a willingness to contribute ideas to discussions. They listen well and work in pairs or groups as required by the teachers, keeping on task and working well together. The structure of the literacy hour and the reading sessions encourage the pupils to become independent workers.
99. Pupils with special educational needs and those with English as an additional language make good progress and achieve well in lessons where the teaching is good. In these sessions work is planned for their individual needs, and very experienced and competent teachers and classroom assistants support them during lessons. Booster classes are held for Year 6 pupils who are divided into three groups for two of their literacy lessons according to their levels of attainment. This enables the pupils with special needs to be taught in a small group by a special needs teacher. The higher attainers are also taught in a small group so that they can achieve their potential. As a result pupils make good progress. Younger pupils are given the opportunity to be part of the Early Literacy Strategy, which gives them extra support before the

end of Year 2. The Additional Literacy Strategy is well used to support lower attaining pupils in the lower juniors.

100. The quality of teaching is good with some very good teaching. There was no unsatisfactory teaching observed during the inspection. In all lessons planning is effective with clear aims. This good planning helps teachers explain to pupils what they are expected to understand by the end of the lesson and thereby contributes well to their learning. Teachers use suitable strategies for ensuring that the learning takes place. Methods match the age and needs of the pupils, which supports the learning of basic skills. Pupils are given information about how time is passing, which allows them to appreciate how quickly they must work so that they can complete the task. This maintains the pace of work well. Teachers use WILF (what I am looking for) so that pupils have a clear idea of what they should be learning. The final sessions are usually planned and timed to give the pupils the opportunity to reflect on what they have learned and for the teacher to summarise the learning objective of the lesson. In all classes pupils are well managed, and positive attitudes and relationships result. Good use of ongoing assessment is used to check pupils' progress. It includes marking of pupils' writing using the agreed school marking policy and generally informs the pupils how to improve their writing. However, this is not yet consistent throughout the school.
101. Co-ordination of English is good. Results of national tests are analysed and steps taken to raise standards. Good arrangements for assessing pupils' work are in place and systems for monitoring the subject are also being established. There are two co-ordinators who are both experienced teachers and committed to raising standards. They have been in post for one term. They have good support from the authority literacy adviser. The new initiatives that have been put in place to raise standards in writing are calculated to bring about an improvement.
102. Resources are satisfactory. A range of fiction books is kept in classrooms and also in an area in the resources room where some challenging texts are available for more able readers. Non-fiction books are housed in the library area, which is too small to accommodate a whole class. The books are shelved according to the Dewey system but there is no guide displayed to help pupils find the book they want. The use of the library is under review. At present it is under-used as a library. The school is in the fortunate position of being very close to the public library and each class pays a fortnightly visit to it, when pupils can change library books and learn library skills.
103. English makes a good contribution to the pupils' spiritual, moral, social and cultural development, giving them an opportunity to reflect on the beauty of language in poetry and prose and to consider the feelings of the characters they read about. Pupils are introduced to other cultures through the texts they study.

MATHEMATICS

104. In the national tests for pupils at the end of Year 2 in 2001, the school's results were well below the national average. Although almost all pupils attained the national expectation of level 2, a much lower than average proportion of pupils scored highly at this level or achieved the higher level 3. These results were slightly lower than those achieved after the 2000 inspection, but were better than those attained prior to the 1999 inspection. Over the last five years, however, there has been a significant improvement in standards. The inspection findings show that the five-year trend of improvement is continuing and that the standards currently being achieved by pupils at the end of Year 2 have moved from well below average to below average. This has been because of the school's continuing focus on improving teachers' skills in teaching mathematics in Years 1 and 2. Pupils of all levels of attainment, including those with special educational needs and English as an additional language, are making satisfactory progress and, when their prior attainment is taken into consideration, they are achieving appropriate standards.
105. The results of the national tests at the end of Year 6 in 2001 were amongst the lowest five per cent of schools in the country, and were similar to those attained prior to the 1999 inspection. Less than half of the pupils achieved the nationally expected level 4, and very few achieved the higher level 5. Girls achieved better results than boys, contrary to the national trend. In between the 1999 and 2000 inspections, results rose sharply and were above the national average in 2000. The decline since then is partly explained by a cohort which had been identified from the earliest stages as one in which many pupils experienced difficulties in learning. Overall standards at the end of Year 6 are also affected by the above average proportion of pupils who join the school at a late stage in their primary education. In the current Year 6, nearly all of the pupils in the lowest attaining group joined the school at a late stage. The school's own assessments show that nearly all pupils who have been at the school since the end of Year 2 have made at least satisfactory progress, and almost half have made more than the expected progress.
106. The inspection findings show that the pupils currently in Year 6 are achieving much better standards than their immediate predecessors. Standards are still below average, but good teaching, the pupils' positive attitudes and the school's efforts to improve its provision for mathematics are helping pupils to make good progress. Given the low standards achieved in the past, the difficulties faced by a significant proportion of pupils and the fact that an above average percentage of pupils join the school in the juniors, pupils are achieving well. Positive steps have been taken to encourage the active participation of boys in lessons, and no significant difference was noted during the inspection in the standards being achieved by boys and girls. The provision of booster lessons for the more able pupils in Year 6 is also having a positive effect on raising standards. The strongest features of pupils' work throughout the school are their understanding of number and their improving mental arithmetic skills. The more able pupils in Year 1, for example, quickly add up coins of different denominations in order to reach a total of 20p. Pupils in Year 3 know addition and subtraction facts, which help them to make quick calculations involving one- and two-digit numbers and they are learning the appropriate multiplication tables. Some of the older pupils in the school show that these skills have not been firmly embedded in previous years. For example, some still rely on counting on their fingers, whilst younger pupils have practised and learnt basic number facts which speed up their ability to make calculations.
107. Pupils' understanding of shape, space and measure has been identified as a weakness in the past, but pupils' skills in this area are developing well, and most achieve appropriate standards. Pupils' work in Year 5, for example, shows that they know how to work out the perimeter and area of regular shapes. They use this knowledge to calculate the area of more complex shapes. Pupils in Year 6 know how units of time relate to each other and demonstrate appropriate ability in performing calculations involving units of time. Pupils have a sound understanding of how to process, represent and interpret data. Pupils in the mixed-age class for Years 4 and 5, and in Year 6, have made very effective use of ICT to explore different

ways of representing data, for example, in connection with their work in geography. Pupils know how to represent data in different ways and are developing their ability to select the most appropriate graph format to enable them to interpret the data. The weakest aspect of pupils' work throughout the school is their ability to apply their skills to solving problems or dealing with mathematics in practical contexts. Although many pupils can perform calculations quite quickly and accurately in their heads, many pupils find it hard to work out problems which are expressed in words or which require them to work out which operations they should use. The current action plan for mathematics has identified the weakness, and teachers are placing greater emphasis on developing this aspect within lessons. Although some improvement is evident, there still needs to be a greater emphasis on the application of pupils' skills in order to raise overall standards. The booster classes provided for the most able pupils in Year 6 have enabled them to make good progress in this area, and they are developing a much better ability to deal with such problems and to explain how they work out answers. Pupils with English as an additional language make similar progress to their peers, largely due to the emphasis which teachers give to explaining mathematical vocabulary and to ensuring that pupils understand their explanations. Other strategies are used to help pupils who find it hard to understand mathematical language. A certain amount of support is available from teaching assistants; games and other activities have been created to allow pupils to practise mathematical language. Key words are displayed in the classroom for pupils to refer to. However, teachers miss many opportunities to develop pupils' literacy skills, as little attention is given to the accuracy of pupils' written English in their mathematics books. Mathematical words are frequently spelt incorrectly in pupils' books, but are rarely corrected. Pupils with special educational needs make good progress. The additional help provided by teaching assistants is a crucial factor in helping these pupils to make gains in their learning. There is good liaison between teachers and teaching assistants, who have a clear understanding of what they are required to do and provide useful feedback to teachers to assist with the next stages of planning.

108. In most classes, the pupils display positive attitudes to mathematics, which contribute significantly to their learning. In a good lesson in Year 3, for example, the pupils were attentive and keen to learn during the introductory session. Their joy and enthusiasm were evident when they got answers right. In a few lessons, over-enthusiasm and unnecessary amount of noise prevent pupils' progress from being better. An important strategy, used in some classes to improve pupils' understanding, is the use of paired work. Pupils are encouraged to discuss problems and how to solve them with a partner. This ensures that all pupils are actively involved, raises their confidence and improves their understanding.
109. The overall quality of the teaching in mathematics is good; it is satisfactory in Years 1 and 2 and good in Years 3 to 6. There are instances of very good teaching throughout the school, although a greater proportion is in Years 3 to 6. In general, the teaching in the juniors is conducted at a more brisk pace and teachers, therefore, make more effective use of time, which enables pupils to make greater progress. They also set clearer expectations of what pupils should achieve and provide more challenging tasks for the more able pupils. However, throughout the school, it is clear that the quality of teaching has improved since the previous inspections, and that there is a commitment to bringing even further improvement. Lessons are generally well planned, employ a variety of teaching methods and provide an appropriate range of activities. Teachers are conscious of the differing needs of the pupils within their classes. In a good lesson for pupils in Years 4 and 5, for example, the teacher provided very good variation in the questions asked during the opening activity, which ensured that all pupils were involved at an appropriate level and learnt well. However, a scrutiny of pupils' recorded work shows that this level of differentiation is not always provided and that there is, at times, insufficient challenge for the more able pupils. In some classes, too many worksheet-based activities do little to extend pupils' knowledge and understanding. Teachers have made good progress in ensuring that there are clear objectives for each lesson. In most lessons, teachers explain the objectives carefully to the pupils at the start of the lesson and then review the progress they have made at the end of the lesson. This helps pupils to develop a better understanding of what they are doing and why. There are, however, differences in the

effectiveness of the concluding session of lessons. Some teachers are skilful in assessing how well pupils have learnt during the lesson and consolidating pupils' learning through the concluding activity. In other lessons, not enough time is devoted, or there is not a clear enough focus, to the concluding activity. Although there have been significant improvements since the 1999 inspection in the way pupils present their work, there is still room for further improvement. Expectations with regard to presentation are inconsistent. Samples of work which were scrutinised during the inspection for pupils in Year 5, particularly, but also in Year 6, show that pupils are developing a good awareness of how to set out their work carefully and neatly, and to understand the importance of showing their methods and how they arrived at their answers. From the recorded work in many other classes, however, it is not clear what pupils have been trying to achieve or how they have arrived at their answers. Not all teachers insist on pupils providing the date and an appropriate heading for their work. Although much of the work undertaken with the younger pupils is, appropriately, orally or practically based, there is insufficient preparation at this stage for pupils to develop the ability to record their work in a meaningful way.

110. Some other subjects are being used effectively to develop pupils' mathematical skills. Work in geography, for example, contributes significantly to the development of pupils' ability to handle data. Other subjects, such as science and design and technology, require pupils to use their mathematical skills, but more could be done to help pupils develop their mathematical skills within other contexts. ICT is used very effectively in a few classes, and pupils are motivated by its use. The booster class for more able pupils in Year 6 provides a very good example of how new technology can be used very effectively to motivate pupils, improve efficiency and help pupils to develop their mathematical understanding. In Year 2, the use of a computer program to generate questions for the mental session captivated pupils' interest, although the teacher could have introduced elements of greater challenge for pupils who were able to work out their answers quickly. In most classes, however, there is still little use of new technology as a tool for learning in mathematics.
111. In-service training opportunities have helped teachers to develop a wider range of teaching methods. A recent training session, for example, helped teachers to improve the way they use number lines to develop pupils' understanding of place value. The need, identified by the school, to provide further sessions to demonstrate other teaching methods to help staff improve their interaction with and the involvement of all pupils is appropriate. Teachers are becoming much more consistent in asking pupils appropriate questions, such as "How did you work that out?" and in setting open-ended challenges, which help pupils to develop and consolidate their understanding. Most teachers use time effectively. In a good lesson in Year 6, for example, the teacher gave pupils a clear indication as to how long they had in which to complete each part of their work. Timely reminders helped to focus pupils' attention, with the result that all pupils made good progress during the lesson. In contrast, some lessons lack a sense of urgency and teachers do not make it clear how much they expect pupils to complete in a given time. As a result, pupils work at their own leisurely pace and do not make as much progress as they could. Teaching assistants provide valuable help during group sessions, but not all of them have sufficient involvement during whole-class sessions.
112. The leadership and management of the subject have improved significantly since the last inspection. Good leadership is provided by the co-ordinator and also by the headteacher who has undertaken a useful audit of the school's provision for mathematics, which is helping to shape the future development of the subject. The development of mathematics has received a high priority since the last inspection, and the impact of the initiatives undertaken by the school has been positive. The implementation of the National Numeracy Strategy has been particularly beneficial in providing a clear curricular structure for teachers and in helping them to develop more effective teaching methods. Good support has been provided by the local authority, which has highlighted areas of weakness and run courses to deal with these. Greater attention has been given to monitoring the way the subject is taught and the standards pupils achieve. This is helping the school to gain a clearer understanding of its own strengths and weaknesses, although some of the evaluation needs to be more incisive in order to

identify specific areas for improvement. Procedures for assessment have improved, and test results are analysed to identify any areas of weakness. Twice-termly assessments are made of pupils' work to inform planning for the following term. Teachers evaluate pupils' progress on their weekly planning sheets, and this is helping to identify aspects which need to be reinforced. Financial resources to provide booster classes are being used effectively and are helping to raise standards. Although further work remains to be done in order to raise standards further, the overall picture in mathematics is positive and indicates good improvement since the previous inspection.

SCIENCE

113. At the end of Year 2, pupils' overall attainment is below that expected nationally. Teacher assessments have shown that a high proportion of pupils in Year 2 reach expected levels, with few attaining higher levels. However, when their progress is followed in subsequent years these assessments are shown to be not valid. By Year 6, pupils' overall standards are also below those expected nationally but better than the results of the 2001 national tests, where the proportion of pupils achieving both expected and higher levels was well below average. There are factors that clearly have an effect on standards: a significant number of pupils identified with special educational needs; pupils joining the school in later years that add to the already significant numbers of those at the early stages of English language acquisition; a low rate of attendance and pupils taking extended holidays; and, numerous staff changes in recent years. From overall below average levels of attainment on entry, pupils make satisfactory progress throughout the school. No significant difference was noted between the attainment of boys and girls.
114. Pupils in Year 2 look for common animals and mini-beasts, and start to recognise their different habitats. They describe the similarities and differences between materials. In their work on electricity they construct a simple circuit to make a bulb light up, and distinguish between equipment that runs on mains electricity and batteries. They know the difference between pushes and pulls. Much of what pupils find out in science is communicated through talking. They do start to label diagrams but, with poorer writing skills, their ability to record observations is restricted. Investigations are carried out but there is little evidence of measurement and comparison of results in their work to help form conclusions.
115. Pupils in Year 6 begin to understand the relationships between plants and animals in a given habitat, recording food chains. They make further investigations of electrical circuits and use conventional symbols to record circuit diagrams. They confidently measure and compare forces in Newtons, recording their results on bar charts. In their work on materials they find out how to separate mixtures, and investigate solubility, comparing the amount of different solids needed to make a saturated solution. In their investigative work they start to understand fair testing and to make predictions. The investigations are planned and set out by teachers, often with little opportunity for pupils to suggest and try out their own ideas. Subject vocabulary is carefully introduced in questioning and discussion. However, recorded work does not sufficiently reflect the knowledge and understanding gained through oral work. Higher attaining pupils, however, do show a greater depth of understanding in their written work.
116. From the lessons observed and an analysis of past work, the overall quality of teaching is satisfactory. One very good lesson was observed. Lesson planning identifies the key vocabulary to be developed. In better lessons there are good opportunities to involve pupils in open questioning and discussion, to develop both the use and understanding of this vocabulary in their work. This was evident in a mixed aged Years 1 and 2 lesson where pupils were grouping materials. The class teacher spoke clearly and precisely to pupils, helping to develop their spoken language, and encouraged discussion throughout the lesson to help build up understanding. Where there is special educational needs and language support in lessons, this is well used in group work, both to promote discussion and to reinforce learning. Lessons are well prepared with any materials and equipment organised beforehand so that pace can

be maintained. However, at times this denies pupils the opportunity of setting up their own equipment and selecting materials in order to encourage more independence in learning. Teachers provide challenging lessons, particularly for higher attaining pupils. For example, in a mixed aged Years 4 and 5 lesson, pupils were asked not only to consider seed dispersal but also why it is necessary for plant survival, linking it to factors that influence plant growth. A planned investigation helped to confirm their suggestions. Planning, however, does not take sufficient account of the range of ability within both single and mixed age classes, with the level of activity sometimes beyond what lower attaining pupils, especially, could be expected to understand. For example, Year 3 pupils were expected to relate liquids to the fact that "molecules move slowly and are spread out". Although the school uses writing frames of developing complexity to record work in science, there was limited evidence of their use both in lessons and the analysis of past work. Recording in science is held back by pupils' literacy skills, particularly writing. The writing activities provided do not take sufficient account of this, resulting in work that is occasionally muddled, unfinished, inaccurate and at times copied. Teachers' marking is inconsistent. It is often congratulatory, but does not sufficiently refer to learning objectives, informing pupils how well they have done or what they need to do to improve. Teachers review learning in the conclusion to lessons, but do not involve pupils sufficiently in their own evaluation of learning. Pupils are generally well managed, and as a result behave well and show positive attitudes to learning. They mostly work well together in groups, helping each other in their given tasks.

117. There are many opportunities to use and develop literacy skills in science, but these are not always appropriate to the levels at which pupils are working. Within literacy a range of non-fiction texts supports pupils' work in science. Satisfactory use is made of numeracy skills to measure, record and compare the results of investigations. The use of ICT is developing well. Data-handling programs are used, for example, to produce a database in connection with pond-dipping; pupils combine text and pictures within science topics; good use is made of a computer microscope to identify the different parts of a plant and to watch a flower opening.
118. The co-ordination of science is satisfactory. The joint co-ordinators now have a clear picture of science provision throughout the school, and have recently been given time and encouragement to move the subject forward. They are doing this enthusiastically. The policy is being reviewed and national guidelines have been introduced and are starting to ensure continuity and progression in learning. Following their use, topics are being evaluated and the school is now developing its own scheme of work more closely linked to its own particular needs. Resources for science are adequate. They have recently been checked, improved and sorted to match the topics being studied. The results of national testing have been carefully analysed and are starting to inform curriculum planning. A greater emphasis on investigative science has been encouraged. Pupils' work has been sampled and a concern raised over pupils' writing up their own work, incorporating key vocabulary. No lessons have yet been observed with a view to improving the quality of teaching and learning and raising standards. Assessment procedures are developing based on key learning objectives and it is recognised that teachers need to be more secure in their judgements. Trips to places such as the Space Centre and a discovery park enhance the curricular provision. A science week is planned to further raise the profile of the subject. Co-ordinators from local schools meet regularly to discuss and compare provision within their schools.

119. On the basis that the school is now clearly focusing on raising standards in science and that improved planning is in place and being reviewed, improvement since the last inspection is satisfactory. With an increased emphasis on leadership and management, the school's current focus on science in the school improvement plan and the commitment of the staff, the school is well placed for future improvement.

ART AND DESIGN and DESIGN AND TECHNOLOGY

120. Only one lesson was seen in design and technology and therefore no judgement on teaching and learning can be made. There was also insufficient evidence from previous work to make a sound judgement on standards. Three lessons were seen in art and design but these were all with older pupils. However, analysis of books and displays and discussions with pupils confirm that standards are at least in line with expectations for pupils in Year 6. All pupils, including those with special educational needs and for whom English is an additional language, make satisfactory progress in art and design.

121. Since the last inspection the adoption of the national guidelines has improved planning and has helped to ensure a satisfactory coverage of the subjects. The school is now in a position to review both sets of guidelines. Some units of work are not considered to be compatible with the interests of the pupils and these the school plans to change. Year 1 pupils enjoy making paper bag masks using cutting, gluing and painting skills. They also took great delight in using tie and dye techniques to print on white T-shirts, expressing wonder at the results. Older pupils continue to make sound progress when they design and make more advanced projects because work is often relevantly linked to other subjects, such as when making musical instruments. They develop their language skills when new words in design and technology and art and design are introduced.

122. Year 6 pupils have sound construction skills and continue to design creatively. For example, in a mixed aged class for Years 4 and 5, pupils investigate structures such as shelters. Good cross-curricular links with science were observed in a design and technology lesson when the class was testing a range of materials for water resistance before deciding which were the best materials to choose for making a shelter. Using the data they collected, they designed a shelter that would be suitable for a particular need or environment. Pupils skilfully use appropriate tools and materials and they take good account of these when they design products and evaluate their work against their original intentions. By Year 6 most pupils have learned to use a sketchbook for their artwork, recording ideas which they can then develop further. However, these are not used consistently across the school. They have studied the works of famous artists and used these as a starting point for their own compositions. An interesting display of pictures inspired by the work of David Hockney shows the wide range of art styles that the pupils study. Pupils in the class for Year 4 and 5 pupils studied the illustrations of Quentin Blake and drew their own illustrations in the same style. Year 3 pupils are able to talk knowledgeably about the painter Lowry and explain that, *"his paintings are gloomy because he considered that he could not paint shadows and therefore never painted the sun"*. Cross-curricular links are made when pupils make models and masks as part of their work in history and geography. For example, Year 6 pupils created pleasing mountain scenes using pastel and collage techniques.

123. The pupils are also given the experience of an extended time for the subjects in the 'Expressive Arts Week'. They have a wide range of activities to take part in, including origami, garden design, fabric painting and preparing for a musical production. Visitors with expertise in steelband playing, gardening, drama and painting all contribute to the pupils' enjoyment in learning new skills. Resources are satisfactory for the delivery of both subjects and design and technology has the benefit of a food preparation area where small groups of pupils can be taught.

124. The school does not keep individual portfolios of pupils' work. There is a photographic record of art displays around the school, which shows a full range of work but the photographs are not of sufficient clarity to show the quality of the work. There is no year-on-year recording of finished work undertaken in design and technology. There are few displays in classrooms and around the school to show the quality of work. Each teacher plans the displays in the classroom for each half term. There are many reproductions of famous paintings in the corridors, which stimulate an interest in art and are used in art lessons to further the pupils' learning.
125. Planning follows the national guidelines for both subjects and teachers have clear aims and objectives for the pupils' learning. The headteacher monitors planning. Lessons, however, are not being monitored to ensure consistent quality of teaching and learning across the school. Assessment in the subjects is limited to broad statements on attainment rather than detailed analysis of achievement.
126. There is no art co-ordinator at present and the headteacher co-ordinates design and technology. There is no after school art-club but when a school production is being planned pupils are eager to give up their playtimes to paint scenery and make props.

GEOGRAPHY

127. In response to the previous report, which indicated that standards in geography in Years 3 to 6 were unsatisfactory and that resources were inadequate, the school has put in place a scheme of work and has improved the quality and quantity of resources to deliver the topics as and when they are taught. Standards have not improved since then for Year 6 pupils and have declined for pupils in Year 2 due to the reduced amount of time given to the subject in favour of English and mathematics.
128. During the inspection, only one lesson was observed in Year 1 owing to the school's practice of teaching the subject every half term with history. Judgements are based on evidence collected from scrutiny of pupils' past work, displays, resources, analysis of teachers' planning and discussion with the co-ordinator. The evidence from these sources indicates that standards are below national expectations because not all aspects are taught in sufficient depth. In addition, overall standards are affected by pupils' literacy skills which are below the level expected nationally. Despite this, all pupils, including those with special educational needs and those for whom English is an additional language, make good progress in lessons where the teaching is good.
129. By the age of seven, many pupils successfully name and locate the different countries in the United Kingdom and this they extend to the wider world when they begin to investigate where different fruits, such as mangoes and bananas, grow. Younger pupils in Year 1 in their work on the British Isles compiled a tally chart of the different places that they had visited and then constructed a bar graph to represent the results. Work in their books suggests that they are beginning to understand maps by identifying common objects from a bird's eye view. Although pupils by the end of Year 2 successfully write about the different types of food that they can buy from the local shops and know their route from home to school, there is insufficient evidence to show the depth of coverage of all aspects of the required curriculum. In Years 3 to 6, a similar picture emerges. In the lower juniors, most pupils show a developing sense of the changes in the local environment when they record the 'changing views from their classroom window'. Good use is made of a digital camera to capture these changes which they compare with their written comments. Pupils study life in the Indian village of Chembakolli, contrasting the lifestyle and environment with their own, and write with empathy of how it feels to be living in India. They are beginning to use secondary sources such as books and photographs to investigate and ask questions about human features of Chembakolli. By the time they reach Year 6 pupils have considered the use and conservation of water and good links are made with science when they study the water cycle. They study and compare major rivers of the

world, such as the Rhine and the Nile, and their influence on settlements and people's lives. Analysis of pupils' work shows that the geographical facts are taught satisfactorily. ICT is used satisfactorily to gain access to additional information and to assist in classifying and presenting information. Throughout the school, there is insufficient recording, and most work produced is often poorly written and presented. Pupils' work shows that the tasks set are sometimes inappropriate for the whole range of levels of attainment within a class, especially for pupils in the mixed aged classes. Higher attaining pupils do not always make sufficient use of their literacy skills, and the writing tasks are not always appropriate for lower attaining pupils with their work sometimes unfinished but nevertheless marked with comments such as 'good work'.

130. Pupils' attitudes to geography are positive and they behave well in the lesson observed. Boys and girls work sensibly in pairs, taking turns and sharing resources. This was evident in the Year 1 lesson on using simple keys to identify the different features on a map. They listen carefully to the ideas of others and contribute well to discussions. Discussions with pupils indicate that they enjoy finding out about other places and using maps.
131. Insufficient lessons were seen to enable an overall judgement on the quality of teaching. In the one lesson observed, teaching was satisfactory. The teacher's sound subject knowledge ensured that pupils improved their geographical skills by using aerial photographs to identify different features such as *beach* and *pier*. They then located those areas accurately on a map.
132. The co-ordinator has not held the post for long but she is enthusiastic and has a good understanding of the subject. The optional national guidelines successfully support the teachers' planning and ensure that pupils build on learning as they move through the school. The policy is shortly to be reviewed. Good use is made of the local area. There has only been informal monitoring of the subject through looking at displays and giving support to colleagues. Assessment and recording procedures are inconsistent. Marking, although regularly carried out, is often limited to simple corrections, and comments do not specifically help pupils to develop their geographical skills, knowledge and understanding.

HISTORY

133. From an analysis of past work and lesson observations, standards in history are broadly in line with national expectations and have been satisfactorily maintained since the 1999 inspection. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout the school.
134. Year 2 pupils compare present day objects and activities with those of the past, and have a sound understanding of change over time. Their knowledge of important events and people from the past is also satisfactory. However, low language and recording skills hold back learning for some pupils, especially in talking and writing about their work.
135. By Year 6 pupils understand that the past can be divided into different periods of time, such as the Tudors and Victorians. They begin to understand that lasting changes can be brought about by events such as the Second World War. Some know that archaeological evidence provides clues to past civilisations, but they are unsure about the lasting impact, for example, of ancient Greece. By Year 6, most pupils are developing satisfactory research skills, although some are restricted by their limited language skills. Pupils are not sufficiently aware of the need to compare different sources of information in order to build up a picture of the past.
136. The quality of teaching is good. Learning objectives are displayed and shared with pupils so that they know the purpose of the lesson. Resources and visitors are used well to promote discussion. For example, Year 2 pupils saw a video on the life of Florence Nightingale and pupils in the mixed aged Years 3 and 4 class listened to and questioned a speaker on his experiences during the Second World War. Further opportunities are provided for discussion

with the use of 'talking pairs', and through relevant, well-prepared co-operative games that reinforce subject vocabulary through careful thought and decision-making. Good support is provided for lower attaining pupils, including those with special educational needs, as in a Year 6 lesson where they worked with a classroom assistant to prepare a detailed poster for the original Olympic Games. Other pupils in the class had a challenging activity, to plan and write a newspaper article for the games. Their ideas showed that previous learning had been effective. Teachers have good relationships with classes that result in good behaviour and positive attitudes to learning. This was shown in the lesson on the Second World War, when pupils, on hearing a simulated air raid siren, along with the class teacher, dived under the tables. These positive attitudes also encourage careful presentation of work as in the Year 6 newspaper articles. Pupils work well together in pairs and groups, often helping each other and sharing ideas as a matter of course.

137. Although there are many opportunities to use literacy skills, particularly writing, the activities provided, particularly in earlier years, do not take sufficient account of the range of skills in classes, resulting in work that is sometimes muddled and incomplete. There is little evidence of ICT being used to support pupils' studies. Links are made with art and design where, for example, pupils draw the figures shown on Greek vases.
138. Since her appointment at the start of the year, the co-ordinator has checked, sorted and organised resources as a matter of priority. These are adequate and are supplemented with loans from the museum service. National guidelines have been introduced to help ensure continuity and progression in learning. These are starting to be evaluated and adapted to meet the particular needs of the school. Planning covers a two-year cycle to take account of mixed age classes. Some ongoing assessment is shown on weekly planning. However, the school recognises that this is an area that needs to be looked at further. Visiting speakers to the school, and visits to places such as Lincoln Castle and museums, add to the curricular opportunities provided.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

139. The school has made significant progress in improving its provision for ICT over the last few months in response to one of the key issues identified in the 2000 inspection. A comprehensive action plan was devised, identifying further training for staff and improvement of the school's facilities as the most important priorities. A new computer suite was installed five months prior to the inspection. Although its installation has led to much better opportunities for teaching ICT, the full benefit of the new facilities has yet to be realised because of ongoing problems with both hardware and software, which the firm providing the equipment has not yet rectified completely. However, the confidence of both staff and pupils is increasing, and there has been a noticeable improvement in the standards achieved by pupils in those aspects which have been taught over the last few months. Because pupils still have much ground to catch up, standards are still below those expected at the end of both key stages but, overall, pupils are now making good progress in developing new ICT skills and are achieving well in relation to their prior attainment.
140. Overall, the quality of the teaching in ICT is satisfactory, but it varies considerably, according to teachers' individual levels of expertise. There is some very good teaching of the subject throughout the school, but particularly in the juniors, where two teachers make excellent use of a range of computer programs to develop pupils' ICT skills and to promote learning in other subjects. In these classes, pupils are making very good progress. In other classes, the teaching is at least satisfactory, and pupils are making noticeable gains in their learning because of the time they are now able to spend practising in the school's new computer suite.
141. Because the pupils have had so little experience in ICT until fairly recently, the school has concentrated for one term on developing pupils' skills to communicate information. In all classes, pupils are developing their abilities to use a word processor and, in some classes, a

presentation program. Pupils in Year 1 can enter text from a word bank, whilst pupils in Year 2 type short sentences. Skills in altering the appearance and layout of text develop as pupils move through the school. Because the emphasis has been on acquiring new basic skills, the subject is not yet making a significant contribution to the development of pupils' literacy skills. During the inspection, for example, lower and middle attaining pupils in Year 6 were learning how to produce a *PowerPoint* presentation, but most of their time was given to learning various features of the program. In a number of classes, pupils are learning how to alter and make corrections to text, which they have typed into the word processor, but few have had the opportunity to produce and then improve extended pieces of writing. The current emphasis on developing key skills is appropriate, and is laying important foundations for the future. An exception is the work undertaken each week by a group of ten more able pupils in Year 6 who have made very effective use of various computer programs to improve their writing and to develop their ability to present text in different ways, according to the intended audience. Their portfolios contain some very good examples of promotional news-sheets, posters, persuasive writing, carefully set out instructions and letters, and tastefully presented factual information, all of which demonstrate very good standards of attainment in this aspect of the subject. Similarly high standards are achieved in the mixed-age class for pupils in Years 4 and 5, where pupils are very competent at communicating information in the form of charts and graphs. They have very good technical skills for their age and, because of very good teaching, are becoming more discriminating in choosing the most appropriate way to present their information. In most other classes, pupils are achieving appropriate standards for their age in communicating information.

142. Throughout the school, pupils' skills are below the expected levels in other aspects of the subject. Few opportunities are provided for pupils to find things out through the use of CD-ROMs, and problems in linking the school's new computers to the Internet have resulted in very little use of this powerful source of information. Equally sparse has been pupils' experience of developing ideas and making things happen, although aspects of this are now developing well in some classes in Years 3 to 6, where pupils are learning how to organise work from various programs into a presentation. In this aspect, the highest standards are achieved by pupils in Years 4 and 5. However, aspects such as control technology, monitoring events and using simulations to investigate, are particular weaknesses. Skills in reviewing, modifying and evaluating their work using ICT are developing, but are still below the expected standard.
143. All pupils are making good progress in acquiring basic skills. Pupils in Years 1 and 2, for example, know how to log on to the new computers and can locate and open a known program. Older pupils know how to save and retrieve their work. Throughout the school, pupils are very enthusiastic when given the opportunity to use the new computers and are keen to succeed. This has a positive effect on their learning, as most pupils apply themselves well to their tasks. For many pupils, the novelty of swivelling chairs, the lack of a large screen for whole-class demonstrations and the awkward layout of the computer suite, all act as distractions to learning, but these are generally compensated for by pupils' willingness to try out new ideas and their excitement at making new discoveries. Pupils in Year 3, for example, were delighted to find pictures from clip art to add to their sentences.
144. Over the last two years, there has been a large turnover of staff, which has partially negated the positive effect of previous training provided by the school. However, from the increasing use which teachers are making of new technology for planning lessons, producing displays and worksheets for pupils, it is clear that their own personal skills are developing and that their confidence in teaching the subject is improving. Further in-service training is planned in order to improve teachers' expertise in areas in which their understanding is weak. Teachers plan their lessons carefully, and give careful and clear explanations so that pupils know what they are expected to do. Teachers and teaching assistants use their time profitably by providing support for pupils experiencing difficulties. Pupils with special educational needs and those with English as an additional language are given additional help, when required, and make similar progress to their peers. These features have a positive impact on pupils' learning.

However, other factors impinge upon pupils' learning. In most lessons, teachers bring a whole class into the computer suite. The room is small and not ideally suited to teaching a whole class. It is difficult for teachers to gather the class round or to provide a focal point for teaching. Under these arrangements, pupils are required to work in pairs. At times, this is effective, as partners help each other with their tasks. At other times, however, half of the class is not actively engaged as they wait for their turn to use the keyboard.

145. In most classes, teachers are not yet making enough use of ICT to support learning in other subjects. In some classes, however, there are very good examples of how effectively new technology can be used to promote pupils' learning. The way technology is used in the mixed-age class for pupils in Years 4 and 5 and for the more able pupils in Year 6 is particularly good. Pupils have become quite proficient at producing graphs and charts in connection with work in science, design and technology and geography. During the inspection, a microscope connected to the computer helped pupils to see in vivid detail how water is absorbed by different materials, and enabled them to gain a better understanding of different parts of a flower. Digital photographs displayed in the classroom provide a very clear record of work undertaken in other subjects. Pupils in Year 6 have compiled a database of their findings from their pond-dipping activity, and have produced charts and graphs of temperature and rainfall in geography. Once a week, the more able pupils in Year 6 spend a morning using the computers in the computer suite and, as a result, are becoming highly proficient in using a range of computer programs, as well as developing their literacy and numeracy skills.
146. The subject is now managed well and staff receive good leadership from the subject co-ordinator. The curriculum for ICT has improved and is now based on a satisfactory scheme of work, which, over the course of time, will cover all aspects of the curriculum. Teachers are beginning to teach specific skills within a meaningful context, although some units of work are not linked as effectively as they could be to other areas of the curriculum. Monitoring of pupils' work and teachers' planning has enabled the co-ordinator to identify areas of weakness, which are being rectified now that the computer suite is in use. The next phase in the development of the subject is to devise better methods for assessing pupils' attainment. The co-ordinator has started to compile a portfolio of pupils' work, but the collected pieces of work have yet to be assessed according to National Curriculum levels. The school now has sufficient computers within the computer suite and classrooms to teach the subject effectively, although further equipment is needed to enable staff to cover all aspects of the curriculum in sufficient depth, particularly in the areas of control and monitoring.

MUSIC

147. There was very little teaching of music during the period of the inspection. It was only possible to observe one group-singing lesson for all of the pupils in the juniors and one lesson in the infants. In the aspects of music which were observed, mainly relating to pupils' performing skills, standards are below average at the end of Years 2 and 6. Standards are affected by the time allocated to music, which is below the recommended amount and, as a result, pupils do not achieve as highly as they could. During their lessons, however, pupils make satisfactory progress. Standards are similar to those reported in the 1999 inspection, although there are indications of improvement in some aspects of music.

148. Although the quality of their performance is below average, pupils sing and perform enthusiastically. Pupils in Year 2 enjoy experimenting with the sounds made by a variety of untuned percussion instruments, but many are uncertain about determining whether the sounds are long or short. Although they can name a number of tuned instruments, they find it hard to identify which instruments are playing when listening to a piece of music. Pupils in Years 3 to 6 sing lustily, and make a good attempt at maintaining different parts when singing a song. However, many pupils have difficulty singing in tune.
149. The subject has suffered in the past because of teachers' lack of expertise in music. The subject is currently led by a gifted musician who has introduced some good ideas to improve the standard of pupils' musicianship and to increase teachers' confidence in teaching the subject. These initiatives are proving effective. A new structured scheme has been introduced to help teachers with their planning and ensure better coverage of the curriculum. As a result, teachers' confidence in teaching the subject is improving. The weekly music lesson for both the infants and juniors alternates between a singing lesson for the Years 1 and 2 or Years 3 to 6 led by the music co-ordinator and individual class lessons taught by the teachers. This is an appropriate arrangement at present, as it provides teachers with an opportunity to learn from the co-ordinator's expertise and enables pupils to become more confident in their singing as they respond to the confident lead given by the co-ordinator. However, the short amount of time allocated to these sessions makes it very difficult for pupils to make good progress over time, and leaves little opportunity for pupils to develop skills in composition or in listening to and appraising music. Standards in these aspects of music are generally below and in some classes well below the expected level. These areas of weakness have been noted by the co-ordinator, but can only be tackled effectively by giving more time to teaching the subject and improving the range of resources which is, at present, unsatisfactory.
150. Activities, which are additional to the normal curriculum, provide some compensation, and staff, governors and pupils talk with enthusiasm about the improvement, which has occurred in pupils' ability to perform in public. The school's 'Expressive Arts Week' provided opportunities for pupils throughout the school to experience a wider range of music, and pupils in the mixed-age class in Years 4 and 5, practised, learnt and performed scenes from a musical, which was then used as the basis for a whole-school performance later in the year. The performance in itself indicates significant improvement from a situation in which pupils rarely performed in public. A weekly singing club is held after school. Although numbers attending at the time of the inspection were small, the standard of singing of those attending was good, and it is clear from discussions with pupils that attendance increases at other times of the year, thus making a valuable overall contribution to the standards of musicianship in the school. A planned programme of music which pupils listen to when entering and leaving assemblies goes some way to rectifying the lack of opportunity to listen to music from a range of traditions and cultures, although not enough time is given within the classroom to helping pupils to develop their understanding or appreciation of music through discussion, reflection and the opportunity to contrast different types of music.
151. It is not possible to make an overall judgement about the quality of teaching, as only one class lesson was observed. On this occasion the teaching was satisfactory. With the talents displayed by the subject co-ordinator and the willingness of the staff, the school has sufficient expertise to bring further improvements and raise standards in this subject, but this is unlikely to happen without a commitment to allocating more time and providing additional resources for the subject.

PHYSICAL EDUCATION

152. Only one lesson was observed in ball games in Years 1 and 2, and therefore no judgement is made on the standards attained by the end of Year 2 or on the quality of teaching and learning.
153. In Years 3 to 5, in the lessons observed, pupils achieved standards in line with national expectations in games skills, showing that they have been maintained since the 1999 inspection. In swimming, standards are above those expected nationally. Pupils, including those with special educational needs, make satisfactory progress.
154. Due to a lack of attached playing field facilities, more time is given to swimming at all ages in order to encourage physical activity. By Year 6 the majority of pupils swim the required length and beyond, and many are able to develop and improve their strokes. In the games lessons observed, activities enabled pupils to make satisfactory gains in developing appropriate skills, showing increasing co-ordination and control. Pupils begin to explain the importance of warming up before activities and the benefits to health of physical activity. There are not sufficient opportunities to observe and evaluate each other's performances with a view to improving their own.
155. Teaching in the lessons observed was satisfactory overall. In the swimming lessons observed, where the class teacher and pool instructors gave instruction, teaching was good. Lessons were very well organised, and pupils' very good behaviour and attitudes contributed significantly to their progress. In two of the games lessons observed, teachers quickly adapted planned activities to the hall, due to bad weather outside. The lessons started with warm up activities, although there was not a sufficient attempt to discuss the reason for these. Pupils responded to a variety of short activities with enthusiasm, and generally maintained good concentration and interest. Behaviour was satisfactory. However, in one lesson challenging behaviour, although soundly managed, did slow the pace of the lesson and impact on the progress made.
156. Co-ordination of the subject is good. An enthusiastic and professional approach to the role is evident. National guidelines have been introduced to help ensure continuity and progression in learning. These, combined with the school's own bank of activities, have been adapted to the particular needs of the school, and cover all the required elements. It is recognised that the policy needs to be updated. Lessons have been observed and informal feedback given to teachers. This has shown a clear progression in the teaching of skills. Co-ordinators from local schools meet regularly. They have recently looked at assessment in physical education and the school now hopes to trial and adopt clearer assessment procedures. The resources for physical education have recently been checked and sorted. They are adequate and the co-ordinator has made a bid in her action plan to improve them further. The school is able to use the playing field of a nearby school on Friday afternoons. Some links have been made with local sports clubs, and coaches from them have worked with pupils in school. Netball, football and dance clubs add to the provision. The school has taken part in a local swimming gala and some '*friendly matches*' have been organised with nearby schools.

RELIGIOUS EDUCATION

157. At the end of Years 2 and 6, standards are broadly in line with those expected by the local agreed syllabus. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout the school.
158. Pupils in Year 2 are developing a sound understanding of celebration. They think of their own party celebrations and link this with religious celebrations such as Easter, Diwali, Baisakhi and Eid, and the stories behind them. They look at people today who are important to them and compare their qualities with those of religious leaders such as Guru Nanak, Jesus and Moses.

159. Year 6 pupils have a sound understanding of religious symbols and their meanings, for example the Star of David in Judaism and the Five Ks in Sikhism. They look at and compare ceremonies from different religions, for example how children are named and how couples are married. They start to consider good and bad things in the world and how religions try to explain this, as in the story of Adam and Eve. When studying personal beliefs they understand that people sometimes suffer for their convictions.
160. Teaching overall is satisfactory. Much of the learning, particularly in earlier years, is based on discussion. In the lessons observed questioning was often closed and insufficient time was given for discussion in order to help develop pupils' knowledge and understanding. However, talking pairs are used well, for example in Year 2 when pupils were asked to discuss why they thought Moses was a great man, after listening to the story of the 'Burning Bush'. When written activities are planned they do not always take sufficient of pupils' actual literacy skills. For example, pupils were asked to write under the title of 'What made Moses a great man?' with little guidance or help with vocabulary. When talking with pupils they had good ideas, such as "He never gave up" and "He listened to God", but did not have the skills to adequately record them. From an analysis of work, writing activities are not always appropriate, particularly when work is unfinished and muddled. When copied, work does not show pupils' understanding. With a soundly set out scheme of work with suggested activities, teachers are becoming more confident in the subject. However, some lack of subject knowledge is still evident. Classes are generally well managed. Pupils behave well and display positive attitudes to religious education, particularly when tasks are interesting and manageable.
161. The co-ordinator has only been in post since the start of the current school year, but has already demonstrated her enthusiasm and readiness to move the subject forward. Using classroom release time she has carefully checked and sorted resources, matching them to the topics being taught. Resources for the subject are now good and contain artefacts, books, photographs and other reference material. The library also contains a good range of books for the subject. Co- operative board games have also been well prepared to support pupils' language development, for example on the place of the Torah in Judaism. They not only develop subject vocabulary, but also promote discussion and decision-making. The current scheme of work is due to be reviewed with the introduction of a new local agreed syllabus. The policy has been reviewed in draft form. Although planned, there has been no monitoring of teaching and learning with a view to improving the quality of teaching and raising standards. There are no formal procedures for assessing pupils' progress, although informal assessments are made and summarised on the annual reports to parents. Religious education co-ordinators of local schools meet regularly to discuss curriculum issues, so developing their own expertise and knowledge. Pupils make visits to churches and other places of worship to enhance their studies. Mothers from a religious education group sometimes visit the school to give a perspective on different religions and cultures. A lunchtime Christian-run club provides opportunities for pupils to consider issues in a 'fun' way.
162. There has been good improvement since the 1999 inspection when standards were below average, there was no scheme of work, and resources for the subject were insufficient.