

INSPECTION REPORT

HAMBLETON COMMUNITY PRIMARY SCHOOL

Poulton-le-Fylde

LEA area: Lancashire

Unique reference number: 119144

Headteacher: Mrs P Birch

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 9th - 12th July 2001

Inspection number: 212666
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address	Arthur's Lane Hambleton Poulton-le-Fylde Lancashire
Postcode:	FY6 9BZ
Telephone number:	01253 700331
Fax number:	01253 702250
E-mail address	staff@hambletonpri.fsnet.co.uk.
Appropriate authority:	Governing Body
Name of chair of governors:	Mr.R.Cameron
Date of previous inspection:	19 th April 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Byrne 28076	Registered Inspector	Science Geography History Physical education Special educational needs	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr S Hussain 9981	Lay Inspector		Pupils' attitudes, values and personal development. How does the school work in partnership with parents?
Mrs M Gough 22361	Team Inspector	Foundation Stage Mathematics Information and communication technology Music	How good are the curricular and other opportunities offered to the pupils?
Mr D Carpenter 31807	Team Inspector	English Religious education Art and design Design and technology Equal Opportunities	How well does the school care for its pupils?

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hambleton Community Primary School is a village school situated in the rural countryside close to Poulton-le-Fylde, Lancashire. It is smaller than average with 161 pupils on roll aged between 4 and eleven. The attainment of the majority of children when they start school in the Reception class is above the national average. The majority of pupils live in homes with socio-economic conditions that are above the national average and the percentage of pupils eligible for free school meals (8%) is below the national average. The percentage of pupils identified by the school as having special educational needs (9%) is below average and less than 1% of pupils has a statement for special educational needs. No pupil needs support for English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school that is rapidly improving. By the age of eleven, each pupil achieves the standards in English, mathematics and science of which they are capable, although standards could be better in information and communication technology, music and religious education. Strong teaching, particularly in Key Stage 2, and the inculcation of very good relationships and good attitudes and behaviour amongst pupils ensure that pupils make good progress in English, mathematics and science. The head teacher has made an excellent start to improving the school. Her clear vision for the school's development, coupled with a strong team spirit amongst staff, provides a very good framework for sustained improvement in the future. The school gives good value for money.

What the school does well

- By eleven years of age, pupils achieve high standards in English, mathematics science, art and design, design and technology and physical education.
- The school is well led and managed. The head teacher has made an excellent start to improving the school and has established a very good working atmosphere that expects the highest possible standards.
- Strong teaching, especially in Key Stage 2, challenges pupils of all abilities including those with special educational needs and higher attaining pupils.
- Excellent relationships, good attitudes and very good behaviour promote high levels of personal development and contributes to pupils' learning
- Pupils benefit from good provision for their spiritual, moral and social development.
- Pupils are well cared for during the day with good procedures for maintaining pupils' health and welfare.
- There are good and improving links with parents with most pupils benefiting from very good support from home.

What could be improved

- Standards in information and communication technology and music throughout the school and in religious education by the age of eleven.
- Some aspects of provision for children in the Foundation Stage.
- The systems for monitoring and evaluating the quality of teaching and learning.
- The way in which pupils' attainment and progress are assessed and recorded in subjects other than English, mathematics and science.
- The range of opportunities for developing pupils' knowledge and understanding of cultures other than their own.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1999. Since that time, the school has benefited from excellent support from the local education authority and it has made very good improvement. Almost all of the areas for development identified in 1999 have been successfully tackled. The quality of teaching has improved and is now very strong overall and in Key Stage 2 this ensures that by the time pupils reach the age of eleven, they make good progress and achieve high standards in English, mathematics, science, art and design, design and technology and physical education. The leadership and management of the school are much better. The newly appointed head teacher is dynamic and provides very good leadership for the school. A strong senior management team has been created and good procedures are in place for identifying the priorities for the school's development. Better use is made of using data from end of key stage National Curriculum tests to identify where the school can do even better but the role of subject co-ordinators in monitoring teaching and learning is still weak. The role of the governing body in supporting the head teacher and staff and monitoring the quality of education is much better. The financial management of the school is now sound and ensures that all spending is carefully considered to benefit the education of all pupils. Resources for information and communication technology have improved enormously and the accommodation has been improved significantly so that pupils benefit from a well-decorated and stimulating environment.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

The school's end of Key Stage 2 (Year 6) results in English, mathematics and science have declined steadily over the last three years and in 2000, standards were below the national average and the average for similar schools in English and mathematics. In science, standards were very low in comparison with the national average and the average for similar schools and were in the lowest 5% nationally. When the performance figures are averaged out over the last four years, the upward trend has been much lower than the average for other schools and pupils have been underachieving. The work seen during the inspection and an analysis of the 2001 end of key stage National Curriculum tests indicate that a dramatic increase in standards has occurred. Inspection evidence is that standards by the end of Key Stage 2 in English and mathematics are now above national expectations and in science standards are well above national expectations. The percentage of pupils reaching above the nationally expected standard of level 5 has increased significantly and in science a considerable percentage are currently working at the very high standard of level 6. Pupils are now achieving well for their age. The targets established for pupils in English and mathematics by the end of Key Stage 2 are too low and do not reflect the improvement in

standards and currently fall well below the actual levels achieved and therefore need adjusting.

By the end of Key Stage 1 (Year 2), pupils in 2000 did well in reading and writing and the results were well above the national average and the average for similar schools. In mathematics, standards have declined over the last three years. In 1997, they were well above average but in 2000 they were close to the national average and the average for similar schools. In science, teacher assessments indicate that standards in 2000 were well above the national average and in the top 5% nationally. Inspection evidence indicates that standards at the end of Key Stage 1 are currently above the national expectations for seven-year-olds in reading, writing and science and close to the national expectations in mathematics. Standards are not as good in mathematics as in English because the national strategy for numeracy has only been introduced recently and its impact upon standards is not yet reflected in the end of key stage National Curriculum test results. Standards in science are well above national expectations in terms of pupils' knowledge and understanding of the subject but their development of independent learning skills is only satisfactory and pupils underachieve in this area of science.

In subjects other than English, mathematics and science, pupils are doing well in art and design and physical education across the school and they reach standards that are better than expected for both seven- and eleven-year-olds. Pupils also exceed national expectations in design and technology by the end of Key Stage 2. By the end of both key stages, pupils achieve standards that are in line with national expectations in geography and history. In both information and communication technology and music, pupils are not doing as well as expected for their age by the end of Key Stage 1 and 2. In religious education, pupils achieve the targets of the locally agreed syllabus for seven-year-olds but fall below them for eleven-year-olds.

In the Foundation Stage (Reception class), pupils start school with standards that are better than normally found for their age. Good teaching in personal, social and emotional development and in communication, language and literacy and in mathematical development ensures that pupils make good progress and they attain the early learning goals for each area well before the end of the Foundation Stage. In other aspects of the children's learning, i.e. their knowledge and understanding of the world around them and their physical and creative development, pupils make satisfactory progress and attain the early learning goals for each area by the end of the Foundation Stage. Constraints in the accommodation and a tendency for teachers and adults to over-direct pupils reduces the progress made in both physical and creative development. Pupils do not have enough opportunities to make choices and develop independent learning skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good and pupils enjoy coming to school and participating in a full range of activities. Their high levels of interest and enthusiasm contribute well to their learning.
Behaviour, in and out of classrooms	Behaviour is very good and makes a significant contribution to pupils' progress in lessons. All pupils are polite and respectful.
Personal development and relationships	Relationships are excellent and pupils respond well to expectations to accept responsibility. Pupils are mature and have high levels of respect for the feelings of others. Personal development is good.
Attendance	Attendance is satisfactory. Punctuality is good and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
26 lessons seen overall	Satisfactory	Good	Very good.

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

The quality of teaching is good overall with some excellent teaching observed in upper Key Stage 2. In the lessons observed, the quality of teaching was entirely satisfactory or better with no unsatisfactory teaching observed. Twenty-three percent of lessons observed were excellent, 23% were very good and 42% were good with the remaining 12% being satisfactory. Teaching is particularly effective in Years 4, 5 and 6 where pupils benefit from the teacher's flair and enthusiasm, the provision of well planned and exciting activities and the very high expectations for all that they do.

The quality of teaching in English and literacy is good across the school and at times excellent. The literacy strategy has been implemented successfully and the basic skills of reading and writing are taught well, although in Key Stage 1 more attention to independent writing would benefit pupils. The quality of teaching in mathematics is satisfactory in Key Stage 1, good in lower Key Stage 2 and very good in upper Key Stage 2. In numeracy, mental arithmetic is taught well. Teachers place a good emphasis upon using a range of strategies to solve problems. Pupils in Year 6 benefit from excellent teaching in science and they achieve very high standards as result. Across the school the teaching of art and design and physical education is good and in Key Stage 2 good teaching occurs in design and technology. Despite low standards, teaching in information and communication technology is now good. Teaching is unsatisfactory in music across the school and in religious education in Key Stage 2. Good teaching of personal, social and emotional development makes sure that children in the Foundation Stage settle in well to school life. They make good progress acquiring basic skills of speaking, reading writing and simple use of numbers. At times children in the Foundation Stage to be over-directed with limited opportunities for free choice which hinders some elements of pupils' creative and physical development.

Teaching is effective for pupils with special educational needs and for higher attaining pupils. Lessons are well planned to cater for the range of needs of pupils and good teamwork between teachers and support between the class teacher and support staff makes sure that lower attainers are given appropriate levels of support. Pupils in Key Stage 2 enjoy tackling challenging work and take great pride in their work. Pupils respond well to good levels of praise and the rapid pace of lessons and respond by working hard and learning quickly, especially in upper Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Children in the Foundation Stage are given an appropriately planned curriculum but at times it is too formal without enough time for play and some subjects do not receive enough time. This has a negative impact upon standards. The statutory curriculum in Key Stage 1 and 2 is enriched by a wide range of additional activities and visits to extend the breadth of pupils' experiences.
Provision for pupils with special educational needs	Good provision ensures that pupils make good progress. Well-prepared and monitored individual education plans help teachers to provide appropriate work.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall. There are strengths in the provision for pupils' spiritual, moral and social development, in particular in the excellent quality of whole school acts of worship. These create high levels of spiritual awareness. The School Council and established expectations for class behaviour promote a sense of moral behaviour and social skills are promoted in all that the school does. Not enough is done to raise pupils' awareness of cultures other than their own.
How well the school cares for its pupils	Good levels of care exist throughout the school. Welfare arrangements and procedures for child protection are of a good quality. The monitoring of pupils' academic progress in subjects other than English, mathematics and science is unsatisfactory.
How well the school works with parents and carers.	Parents have positive views of the school and the improvements taking place. Good links exist with parents with good levels of communication. Most parents make a very good contribution to their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is well led and managed by a highly motivated and dynamic head teacher who has rapidly established excellent strategies that are improving the school. A strong senior management team has been established and the morale of staff has improved significantly and this has contributed to strong teaching and higher standards by the end of Key Stage 2. High expectations and a clear vision of where and how the school needs to improve its provision is now shared by all staff, who are working as a close team to successfully raise standards.
How well the governors fulfil their responsibilities	Satisfactory overall with good levels of support for the head teacher and her staff. They are well organised to work productively with the school and to ensure that they fulfil all statutory requirements.
The school's evaluation of its performance	Procedures for monitoring the quality of teaching and learning are currently unsatisfactory but good use is made of statistical data to identify the school's strengths and weaknesses and areas for improvement.
The strategic use of resources	Satisfactory overall with some weaknesses in the provision of resources for the Foundation Stage. The school is efficiently run and all aspects of financial management are now good. Spending is closely linked to educational priorities and the principles of best value for money are satisfactorily applied.

The accommodation is satisfactory overall but there is a weakness in the provision of a suitable outdoor area for children in the Foundation Stage and classrooms for pupils in Key Stage 2 are small and cramped for the numbers on roll. Facilities for outdoor sports are good. Resources are satisfactory overall, but there is a shortage of suitable software to support pupils' learning across the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The progress their children make and quality of teaching.</p> <p>The good behaviour and attitudes promoted amongst the children and the way the school helps children to become mature and responsible.</p> <p>The good quality of information provided and the way staff seem approachable.</p> <p>The quality of leadership and management, in particular the high expectations currently demanded by the new head teacher.</p> <p>The good range of extra-curricular activities.</p>	<p>More clubs for children in Key Stage 1.</p> <p>Greater stability in staffing in Key Stage 2.</p>

The inspection findings support the parents' positive views. The new head teacher has moved quickly to stabilise staffing in Key Stage 2 and permanent staff will be in place in each class by the end of term. Although good provision is made for extra-curricular clubs, more thought could be given to offering some clubs for pupils in Key Stage 1.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The standards achieved by pupils by the time they leave school at the end of Key Stage 2 have improved dramatically since the time of the last inspection in 1999. The rate of improvement has been very good because of much better teaching of pupils in Year 6, providing pupils with work that is challenging, and because teachers demand the highest possible standards in all that pupils do. This has resulted in pupils working very hard, setting themselves high but achievable goals and developing a sense of pride in their work. Pupils now leave school achieving standards of which they are capable, having built upon the above average attainment when they start school. Despite being treated equally, girls do better than boys in reading and writing in Key Stage 1 and boys do better than girls in science in Key Stage 2. The school has identified these issues and is considering ways of rectifying the differences. The school's existing targets for the attainment of pupils in English and mathematics in the end of key stage National Curriculum tests are too low and do not reflect the current standards and progress in the school and are too low.
2. When children start school in the Reception class, their attainment is above average particularly in their communication, language and literacy skills, their mathematical development and in their knowledge and understanding of the world. Although most pupils start school with good speaking skills a significant number find it difficult to listen to others. Pupils make good progress in their personal, social and emotional development and by the end of the Foundation Stage they attain the early learning goals in this area. In communication, language and literacy, and in mathematical development, good teaching ensures that children make good progress and by the end of the Foundation Stage, most attain beyond the expected level for their age in these areas of learning. Children start school with a good knowledge and understanding of the world around them and by the end of the Foundation Stage they have made satisfactory progress overall and attained beyond the expected level for their age. Although children attain the early learning goals for both physical and creative development by the end of the Foundation Stage, their progress is only satisfactory. In the case of physical development, this is because of the constraints of poor outdoor accommodation and in the case of creative development it is because teachers are over-directive and too few opportunities are provided for the development of children's independent creative talents.
3. In Key Stage 1 the majority of pupils make good progress in English, mathematics and science and pupils with special educational needs make good progress towards the targets in their individual education plans. This is because of the good quality guidance provided by the individual education plans and effective teamwork between class teachers and special educational needs support staff.
4. Inspection evidence is that standards in reading and writing are above national expectations. This confirms the most recently published end of Key Stage 1 National Curriculum test results for 2000 that showed that standards in both reading and writing were well above the national average and the average for similar schools in reading and writing. Over recent years, results have declined from being very high and in the top 5% nationally in 1997 in reading to being only close to the national average in 1999 and in writing from being well above the national average in 1997 to being only above the national average in 1999. Inspection evidence indicates that

this decline has been stopped and standards are improving. In mathematics, inspection evidence is that standards attained by the end of Year 2 are in line with the national expectations. This confirms the 2000 national test results that showed that standards were in line with both the national average and the average for similar schools. Results in mathematics at the end of Key Stage 1 have declined steadily since 1997 when they were well above the national average but inspection evidence indicates that gradual improvements are now being made. The improving picture in reading, writing and mathematics in Key Stage 1 is a direct result of the impact of the national strategies for literacy and numeracy, a more stable staffing situation, higher expectations and better quality of teaching by existing staff and clearer leadership and management throughout the school.

5. In science, inspection evidence is that standards by the end of Key Stage 1 are above national expectations but not as good as the teacher assessments indicated in 2000. This is because whilst pupils do have a good knowledge and understanding of scientific ideas and principles, their ability to apply their knowledge to perform simple scientific experiments and investigations without significant adult direction is not as good as it could be. Pupils do not therefore achieve the standard of which they are capable in this aspect of the science curriculum.
6. As pupils move from Key Stage 1 into Key Stage 2, their progress has until recently dipped because of disruptions in staffing and the low expectations made of them. This situation has been mostly rectified now. Pupils now make good progress in Y3 and very good progress in Years 4, 5 and 6. The results of the end of key stage National Curriculum tests steadily declined between 1997 and 2000 in English, mathematics and science. When compared to the improvement made by all schools nationally over this time, the school has fallen behind. In 2000, pupils' performance was below the national average in English and mathematics and below the average when compared to similar schools. In science, standards were very low in comparison to the national average and to similar schools and were in the lowest 5% nationally. The school recognised the problem and the new head teacher and the governing body has taken very effective action to reverse the trend. With the excellent support and advice provided by the local education authority, very effective strategies have been put in place and results by the end of Key Stage 2 are rising rapidly. The newly appointed head teacher has made an excellent start by appointing high quality staff, developing a strong senior management team and establishing an open and accurate system for school improvement. These changes, coupled with some outstanding teaching, particularly in Year 6, have increased the rate of pupils' progress dramatically and results are improving as a result.
7. Inspection evidence is that standards by the end of Key Stage 2 are now above national expectations in both English and mathematics and very high in science. The good progress taking place across Key Stage 2 is very much a product of the good teaching within it. Pupils speak confidently and maturely and are good listeners. The quality of reading is very good and pupils write well using good levels of spelling and punctuation. Pupils successfully communicate in writing in a variety of ways including both factual and narrative accounts as well as fictional work. Pupils demonstrate their good knowledge and understanding of the process of story writing by creating pieces of work that have a good structure and by successfully creating credible characters and exciting plots. In mathematics, pupils' attainment in number work is impressive. Pupils are enthusiastic and confident and enjoy the constant challenge that teachers provide for them. Pupils are very skilled in using a range of strategies to solve complex mental arithmetic problems. Pupils' knowledge and understanding of shape, space and measure are also beyond what is expected for their age. In science, pupils respond enthusiastically to the very high expectations made of them by working very

hard and developing a knowledge and understanding that are advanced for their age. In Key Stage 2, pupils also make good progress in applying this knowledge to solving problems involving the independent performance of scientific investigations. Well-developed skills of recording enable pupils to apply both literacy and numeracy skills very well.

8. The entirely appropriate emphasis upon raising standards in English, mathematics and science has resulted in some variations in the progress and attainment made by pupils at the end of both key stages in other subjects. In art and design and physical education, standards are above expectations at the end of both key stages and in design and technology they are close to expectations by the end of Key Stage 1 but above them by the end of Key Stage 2. In geography and history, the standards achieved by pupils by the end of both key stages are in line with national expectations and pupils make satisfactory progress overall. Despite recent improvements in the quality of teaching and the range of resources available, standards in information and communication technology remain below expectations for pupils at the end of both key stages although progress in Key Stage 2 is rapidly improving. In music, standards also fall below expectations across the school mostly because of too little time being given to music. In religious education pupils achieve standards that are below those expected by the Locally Agreed Syllabus by the end of Key Stage 2 but in line with those expected by the end of Key Stage 1. Throughout the school pupils with special educational needs make good progress as a result of the good management and provision.

Pupils' Attitudes, Values And Personal Development

9. Pupils enjoy school and this is reflected in their attitudes and behaviour. Attitudes to the school are very good. In the Foundation Stage, children work hard and communicate well. In class and group activities the children are well motivated and usually well behaved but many children rely too much upon adults and are not as independent as they could be. Pupils in Key Stages 1 and 2 show very high levels of enthusiasm, interest and involvement in lessons and other school activities. For example, in a Year 4/5 mathematics lesson, all pupils were very keen to take part in the quick-fire question and answer session involving multiplication, addition and subtraction problems. Pupils throughout the school are willing to share ideas and are learning to accept constructive criticism. In a Year 5/6 design and technology lesson there was an excellent plenary session where pupils shared ideas and evaluated the suitability of their 'pop up' books for their Reception 'buddies'. Pupils enjoy learning and show high levels of enthusiasm for challenging tasks and this is a strong factor in the school's many sporting successes. Pupils respond positively to a variety of activities promoting good levels of co-operation and social skills promoted through joint events with local schools, including sports competitions. Pupils' social development is good, whilst their personal development is very good.
10. Behaviour is very good across the school. This makes a significant contribution to pupils' progress in lessons. Pupils work and play in a particularly positive atmosphere, free from bad behaviour. They behave sensibly in classrooms, at break-times, during assemblies and as they move around school. Lunchtime is a pleasant occasion where pupils enjoy their meals and talk happily to each other. Pupils report that there is hardly any bullying, but when it occurs they are confident that they can tell staff. Records of past incidents show that there are very good procedures to deal with any problems. All pupils are polite and very respectful and courteous towards staff and visiting adults. For example, they are all quick to open doors for others. Behaviour management is good and the school rules are made clear to pupils. These factors result in pupils having a very good understanding of the impact of their

actions on others. There were no exclusions at this school in the last academic year. The school has successfully maintained the very good attitudes and behaviour found at the last inspection.

11. Relationships are excellent. They have improved from very good since the last inspection. Pupils carefully listen to and value each other's contributions in lessons. Pupils show very high levels of respect for the feelings, values and beliefs of others. A good example of this was seen in a Year 1/2 religious education lesson where pupils discussed the personal prayers they had thought of. There is very effective teamwork between pupils. For example, during a Year 3/4 literacy lesson, pupils produced very good 'imagine' poems whilst working in pairs on the computer.
12. Pupils are trustworthy and care for property. They respect their own property and that of others. The green areas adjacent to playgrounds are unspoiled.
13. Pupils' personal development is very good. This is an improvement from the overall good quality found at the last inspection. Pupils are developing very well in their confidence, maturity and independence as they progress through the school. They respond very well to the many responsibilities they are given. The 'buddies' scheme is working very well, with older pupils showing much care and concern for younger ones. Pupils are keen to accept responsibility. For example, on corridor duty at break-times, pupils take their work seriously and do it tactfully. Pupils show very good initiative in their learning. The intranet facility on computers is very well used to research facts. For example, pupils in a Year 4/5 lesson easily found specific information about space travel when they were asked to do so by the teacher. Independent learning at Key Stage 1 is not as well developed as at Key Stage 2, regarding skills in mathematics and science investigations, for example.
14. Attendance is broadly in line with the national average, with unauthorised absence being slightly above the national average and authorised absence below national average. Attendance has declined from the very good level found at the last inspection but inspection findings indicate that attendance is now improving. Punctuality is good; a smooth start is made to the school day and to lessons.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall and has improved significantly from the time of the last inspection in 1999 when 13% of lessons were less than satisfactory. The improved quality of teaching has resulted in higher standards and improved progress across the school. During the inspection, the quality of teaching was satisfactory or better in all lessons. A high percentage of lessons observed were excellent or very good. Twenty-three percent of lessons were excellent, a further 23% were very good, 42% were good and 12% were satisfactory. .
16. Teaching is satisfactory overall in the Foundation Stage, good in Key Stage 1 and very good in Key Stage 2. In the upper and middle part of Key Stage 2 the quality of teaching is outstanding and is a significant factor in the rapidly improving standards.
17. In the Foundation Stage there are strengths in the teaching of communication, language and literacy and of mathematical development and satisfactory teaching of pupils' knowledge and understanding of the world and of their creative and physical development. Good opportunities are provided for the development of pupils' personal, social and emotional development with some good opportunities to develop pupils' social skills by encouraging children to work and play co-operatively together.

The teaching of early reading skills is good and children develop a love of books and acquire a good sight vocabulary. Good opportunities are provided for pupils to write about their work and this gives children a real context for writing. Insufficient attention is given to teaching children correct letter formation. A good balance between practical and recording activities is provided to promote pupils' mathematical development. Good use of resources, such as sand and water play equipment, enhances activities but at times there is a lack of adult intervention to extend individual learning by using questions. Although by the end of the Foundation Stage children attain beyond the early learning goals in their knowledge and understanding of the world around them, not enough opportunities are provided for children to develop their skills of independent learning and to promote their natural curiosity. Tasks tend to be over-directed and too much emphasis is placed upon formal recording. A similar picture exists in the teaching of children's creative and physical development. Although a satisfactory range of activities is planned and provided, children do not have enough chances to make their own choices and to experiment and find out for themselves. The teaching of physical skills in formal physical education lessons is good, and enables children to reach high standards in this element of physical education but this experience does not compensate for the lack of daily access to outdoor resources and accommodation suitable for children of this age. A lack of suitably trained classroom support staff restricts opportunities for children to participate in a full range of physical and creative activities.

18. In Key Stages 1 and 2, the quality of teaching of English is good overall. It is taught well in Key Stage 1, and in Key Stage 2 it is taught well in the lower part of the key stage and exceptionally well in the mid and upper parts of the school. The National Literacy Strategy has been effectively implemented and is contributing to raising standards in particular at the end of Key Stage 2 where the pupils' progress is very good. Good strategies are established for the teaching of reading in Key Stage 1 and recent impetus has been added by extending the reading scheme with new books that excite and stimulate pupils so that they want to read. Good attention is given to promoting the basic skills of writing with accurate use of spelling and punctuation but only limited opportunities are provided for pupils to apply their skills in other contexts, such as writing accounts in science, history or geography. Lessons are generally well planned and the needs of all pupils are considered and planned for so that the needs of both higher attaining pupils and lower attaining pupils are met. At times, though, lessons lack pace and the time available for teaching literacy is not as efficiently used as it might be. In Key Stage 2, teaching is excellent in both Years 4/5 and 5/6. Lessons are dynamically presented with high expectations for pupils to use their above average skills to write for a range of purposes and to perform research using books and, where available, CD Roms. Resources are very well used and teachers have a good knowledge of how to teach literacy.
19. The teaching of mathematics is satisfactory in Key Stage 1, good in lower Key Stage 2 and very good in upper Key Stage 2. Throughout the school, however, too much time is given to teaching numeracy and the additional time is not always used efficiently. Mental arithmetic sessions are conducted satisfactorily in Key Stage 1 and very well in upper Key Stage 2. They very effectively promote pupils' ability to use a wide range of mental strategies to solve mathematical problems and achieve very good standards in numeracy. Lessons are well prepared so that pupils of all abilities make progress and in upper Key Stage 2 progress is at a very good rate. In Key Stage 1, pupils' recording skills are only satisfactory because too much is made of workbooks rather than encouraging pupils to develop independent recording skills. Despite this, most pupils like learning mathematics and, in Key Stage 2 in particular, they enjoy lessons and respond by working hard and developing high levels of confidence in all aspects of the subject.

20. In science, the quality of teaching is satisfactory in Key Stage 1 and lower Key Stage 2 and very good in upper Key Stage 2. Good attention is given throughout the school to promoting pupils' knowledge and use of correct scientific vocabulary but, although good emphasis is given to developing pupils' knowledge and understanding of scientific ideas, not enough time is given to developing pupils' skills of performing scientific investigations in Key Stage 1. Expectations for pupils' recording are very high in Key Stage 2 and pupils produce work in their books that is of a high quality. In Key Stage 1, the range and quality of recorded work of pupils in Year 2 falls below expectations and does not reflect the range of activities provided by the planned curriculum. In upper Key Stage 2, the very high quality of teaching provided by the part-time teacher appropriately challenges each pupil and they respond with vigour and enthusiasm to science. Pupils in Year 6 are developing very good attitudes to science because of the very good use of resources and the teaching of basic skills of how to use them.
21. In other subjects, the quality of teaching varies. In art and design across the school and in design and technology in Key Stage 2, the quality of teaching is good and, as a result of the good subject knowledge that informs well planned and taught lessons, pupils attain standards that exceed national expectations for their age. Teachers have satisfactory knowledge and understanding of geography and history and use local resources, such as the museum in Fleetwood and local area around Hambleton to encourage pupils to develop satisfactory levels of knowledge and understanding of the geographical and historical features of the area. Teachers could make better use of the local area to develop pupils' skills of performing field research. Although standards are below the national expectations for both seven- and eleven-year-olds in information and communication technology, the quality of teaching is currently good throughout the school and good progress is now being made but, because of gaps in learning in the past, standards are not yet good enough. The standard of teaching in music across the school is unsatisfactory and is the major factor in standards being below the expectations for pupils at the end of both Key Stage 1 and 2. Teachers' knowledge and understanding of religious education in Key Stage 2 are weak. Not enough time has been given to religious education in Key Stage 2 and expectations for pupils to record their work are too low and this results in pupils producing a poor range of work.
22. Throughout the school, teachers plan lessons well and ensure that they are appropriately organised and managed so that everyone is given work that matches their needs. Good use is made of individual education plans to provide suitable work for pupils with special educational needs and challenging work is given to higher attaining pupils. Lessons are usually well paced although the timing of both literacy and numeracy lessons need reviewing. Although teachers usually mark work promptly, opportunities are rarely taken to set pupils targets for improvement linked to their academic targets. There are inconsistencies in the quality and use of marking between classes. The rigorous marking observed in Years 4,5 and 6 contributes to the rapid progress being made but in other classes expectations for corrections are not always made. Homework is very effectively used in Key Stage 2 especially and this makes a strong contribution to pupils' improving progress.
23. There is generally good teamwork between class-teachers and classroom support staff, and good support is provided to pupils. At times, however, support staff spend time observing, rather than participating in useful activities, for example, during whole class introductions during the literacy hour.
24. Although teachers know pupils very well and teachers are establishing good

procedures for using assessment data to contribute to the evaluations of teaching in the school, insufficient evidence of pupils' progress exists in subjects other than English, mathematics and science.

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

25. The school has maintained the satisfactory curriculum that existed at the time of the last inspection in 1999. It provides a satisfactory curriculum for all children and pupils in the school. In the Foundation Stage, suitable activities are well planned around the key areas of learning. However, there are times when the children's learning is too formal, and too much emphasis is placed on recording. Foundation Stage children currently do not have access to creative and physical experiences on a daily basis, and the lack of a secure designated outside play area constrains the opportunities for them to use large play apparatus, such as wheeled toys and climbing frames. Good opportunities are provided for the children to acquire and develop early reading, writing and number skills, and their personal, social and emotional development is an ongoing priority.
26. The curriculum for Key Stage 1 and Key Stage 2 pupils meets statutory requirements, and all subjects of the National Curriculum and religious education are taught on a regular basis. All subjects are supported by schemes of work, although some have not yet been fully implemented. The school has devoted much of its time in recent months to raising standards in mathematics, English and science. Whilst this strategy has been justifiable and appropriate, it has meant that other subjects, such as information and communication technology, history, geography, music and religious education have not been receiving enough time, and this has adversely affected pupils' progress and attainment in some of these areas. The lack of time has particularly depressed standards in information and communication technology, religious education and music. The literacy and numeracy strategies have been successfully implemented in all classes, although the time for these sessions exceeds the recommended amount in both key stages, and the extra time allocated is not always efficiently used.
27. Literacy skills are effectively promoted across the school, and there are many good opportunities for pupils to use and develop these skills in other subjects. The promotion of numeracy skills is satisfactory, but depends to a great extent on individual teachers, and in Key Stage 1, these skills are not as effectively developed across the curriculum as in Key Stage 2. The school currently has shortages in computer software, and this means that there are not enough opportunities for pupils to use information and communication technology to support their work in other subjects.
28. The school makes satisfactory provision for pupils' personal, social and health education. The school has an appropriate policy to guide this aspect of its work, but as yet has no scheme of work to give additional support to teachers in their planning. 'Circle Time', where pupils have the opportunity to express their views and ideas about a range of relevant topics, is a feature of all classes, and many of the topics addressed are also reinforced during assemblies. Sex education, and issues relating to drugs awareness, are often dealt with through other subjects, mainly science and religious education, and the school makes good use of external sources, such as the local police and the school nurse, to provide additional information at key points

throughout the year. The area of personal, social and health education is one that the school intends to develop further over the course of the next few years.

29. As at the last inspection, the community makes a good contribution to pupils' learning. Members of the clergy from the united reform church lead assemblies each month, and the parish priest also leads one each term. These arrangements make a good contribution to pupils' spiritual and moral development. The school has many sporting links and this has been an important factor in pupils' many achievements in competitions. There are opportunities for specialist coaching in tennis, netball, hockey, football and cricket. Community members give their time generously to the school. For example, two musicians regularly support lessons. A strong link is maintained with the best-kept village group whose members continue to promote environmental issues with pupils. A number of visitors provide pupils with cultural experiences. For example, a theatre group regularly performs plays, such as those by Charles Dickens. Writers and poets are involved in literacy activities and this makes a considerable contribution towards raising standards. School trips in the wider community are well planned. For example, Year 6 recently paid a timely visit to the science museum in Manchester as part of their 'light' topic. The school provides a good range of extra-curricular activities for all pupils.
30. The school has highly constructive relationships with universities, colleges and schools. Teaching practice students and trainees from caring occupations are providing pupils with many additional learning experiences. Most pupils transfer to St Aidan's college or Hodgson High School for the next stage of their education. There is an impressive level of co-operation between staff at these schools regarding induction arrangements and transfer. Pupils make much use of facilities at St Aidan's, for example, in pond-dipping to study aquatic life or using computer and information technology equipment.
31. The provision for pupils' spiritual, moral and social development is good and provision for pupils' cultural development is unsatisfactory. Since the last inspection, the school has worked hard to improve the provision for pupils' spiritual development, and has maintained the good provision for social and moral development described in the last report. The provision for pupils' cultural development has declined.
32. Whole-school collective acts of worship take place on a daily basis, and are very effective in underpinning the community of the school, and in promoting pupils' spiritual, moral and social development. They are of excellent quality, and are linked to weekly themes. During the inspection, the theme 'Making a Difference' was very successfully interpreted in a variety of ways, all of which reminded pupils of the ways in which they themselves could make a difference to others. There are high levels of spirituality in the collective acts of worship, as the pupils reflect on ideas put forward by their teachers, share moments of sadness and humour, and joyfully sing hymns and songs. Pupils respond very positively when the teachers share their own feelings, and know that these moments are special.
33. Pupils' social and moral development is effectively promoted in all classes. Pupils know the class rules, and understand the expectations of the school in terms of behaviour and attitudes. The School Council, which is made up of representatives from all year groups, enables pupils to express their views about aspects of school life, and shows them the need for democracy when making decisions that will affect the lives of others. Pupils are aware of the need to consider others, and there are several ongoing initiatives, including sending old school uniform to children in a third world country, which remind pupils of those less fortunate than themselves. Older pupils show a very good sense of gamesmanship, and the team of pupils that took

part in a netball tournament during the inspection was given special commendation for the fair way in which they approached the game. Very good use is made of incidental opportunities that arise during the course of the day to promote pupils' awareness of others. For example, following a minor incident in the playground, the Reception/Year 1 teacher reminded pupils about the need to be kind to one another at all times. Teachers are excellent role models for the pupils, treating one another, and the pupils, with respect and kindness.

34. The provision for pupils' cultural development is unsatisfactory, and the school does not make enough effort to raise pupils' awareness of cultures other than their own. Most pupils come from the local area, which is not culturally diverse, and the pupils' experience of other traditions and customs is poor. The school does not have enough resources to support this aspect of its work, such as books, videos, music and posters, and opportunities for promoting cultural development in subjects, such as music and art and design are insufficiently developed. The pupils gain an appreciation of some local traditions and customs when they take part in local events, such as maypole dancing, which is taught by one of the teachers, ensuring that this important tradition is passed on from generation to generation. The school is aware of the need to foster pupils' cultural development, and has plans to do so in the near future.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. A good level of pastoral care is provided for all pupils. The school has maintained much, but not all, of its good provision in this area of its work since the last inspection. The educational and personal support and advice given to pupils is sound. The good levels of pastoral care contribute significantly to the caring and family ethos of the school, and are effective in supporting pupils. There are excellent arrangements to induct new pupils to school. Prospective pupils to the reception class have the benefit of many particularly well-planned sessions to meet staff and experience class routines. This gives them confidence to begin school life.
36. Pupils' academic performance is monitored informally during lessons and teachers have a good knowledge of the progress being made by pupils in their classes. The sharing of learning objectives at the start of lessons helps pupils to monitor their own learning and to recognise the scale of their personal achievements. Teachers also keep a close watch on the personal development of their pupils and are very supportive of those in need of help and assistance. They are very supportive of those pupils with special educational needs and also provide a good level of challenge for the higher attaining members of their classes. The vocabulary of praise and encouragement is prominent in the classrooms and pupils' behavioural responses are good.
37. All pupils undertake the optional statutory tests in English, mathematics and science at the end of Years 3, 4 and 5 and the information is now being analysed by the assessment co-ordinator in order to target areas for development. Data from the statutory tests in English and mathematics at the end of Year 2 and English, mathematics and science at the end of Year 6 are also available for analysis. Until recently, use of this data to support and monitor pupils' academic progress has been unsatisfactory. Too much reliance had been placed upon informal assessments made by individual teachers and not enough emphasis had been placed on the proper analysis of the results. The newly appointed head teacher has taken on the role of assessment co-ordinator and now has a clear vision of what needs to be

done. Data is now stored on computer and the school is planning the purchase of a commercial programme for the analysis of the information available. In addition to the core subjects, teachers also make informal ongoing assessments of pupils' progress in the foundation subjects. However, there is at present no consistent way of recording the information available and opportunities for setting targets for future teaching and learning are being lost. The adoption of the new curriculum guidelines being produced by the Qualifications and Curriculum Authority should provide the school with an opportunity for producing a school-wide scheme for assessment in the foundation subjects. The role of the co-ordinators in assessment and monitoring has been underdeveloped so far and they have been unable to play their full part in the raising of standards throughout the school. As a result, pupils have, on occasion, been repeating work and there has not been a sufficient increase in the level of challenge from one year group to another.

38. During lessons throughout the school, teachers and pupils share learning objectives in a way that focuses attention on the main purpose of the activity and which also creates an opportunity for assessment. Pupils are able to use this information to gather a view of their own learning and progress and teachers are able to observe skills already practised and mastered.
39. Arrangements for child protection are good. The designated officer is appropriately trained and deals with issues very effectively. Much information and guidance is given to staff about the school's policy and practice. Staff show high levels of care and vigilance at all times. There are effective partnerships with the educational welfare service and external support agencies.
40. Procedures to ensure pupils' welfare are good. There are good arrangements to identify and remedy potential hazards to health and safety. A designated governor, teacher and site manager carry out risk assessments each term. Arrangements are made to ensure that all equipment and appliances are regularly tested. Accident and emergency procedures are very effective in dealing with problems. Fire drills are carried out each term and are appropriately recorded. The school has addressed a concern of the last inspection: there are now two staff trained and qualified to administer first aid.
41. A considerable amount of work is done in the curriculum to promote health and safety, and good attention is given to it in individual lessons. For example, at the start of a physical education lesson, good advice was given to Year 4/5 pupils regarding warming up and stretching the muscles. The school works closely with a number of external agencies in raising awareness of health and safety matters. For example, the community police officer visits the school regularly and gives talks about 'stranger danger' and personal safety. The school nurse attends the school very frequently and gives talks for pupils on topics, such as hygiene, puberty and drugs education.
42. Procedures to monitor and improve attendance have improved greatly recently and are now good. A comprehensive analysis of attendance is undertaken each term and this is effective in developing strategies to promote better attendance. The educational welfare officer gives appropriate support to families where necessary. Parents are given frequent reminders about the importance of good attendance and punctuality. Rewards and treats are given to pupils for good and improving rates of attendance. The new head teacher is anxious to raise attendance further and has made a good start in tackling unauthorised absence.
43. Procedures for monitoring and promoting good behaviour are good. Detailed records

are kept of any incidents of bad behaviour. This allows the school to identify any worrying patterns and trends early. Behaviour monitoring forms are effectively used on the rare occasions necessary. Teachers frequently praise acts of kindness and good behaviour in the classroom. Very good use is made of a wide variety of rewards and sanctions. For instance, attractive certificates are awarded in celebration assemblies. Consequently, pupils know clearly what is valued and aspire to high standards in their behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents have positive views of the school. This is a similar picture to that of the last inspection with a few areas of notable improvement. Replies to the inspection questionnaire and the views expressed at the parents' meeting show that parents have a growing level of confidence in the school and its staff. They are highly supportive of the school's work. The vast majority of parents replying to the questionnaire said that they were pleased that their children liked school. They were also pleased with the leadership and management of the school, the way the school helps their children become mature and responsible, the quality of teaching, the school's high expectations for their children and their children's progress and behaviour. Most parents are pleased with the range of activities available for children outside lessons and the arrangements for homework. We agree that these views are largely well founded. Some parents do not feel that the school works closely enough with parents but the school does all it can to build relationships and wants to work effectively with parents to ensure that their children receive a good education.
45. Parents are rightly pleased about the information they get from the school. The quality of information to parents, especially about pupils' progress is good. The school prospectus is very well written and presented. Governors' annual reports are appropriately detailed. Helpful and informative newsletters are issued weekly. Teachers demonstrate good practice by writing to parents at the start of each term to give details of forthcoming work in the curriculum. Parents' assemblies serve a number of positive purposes, including giving parents a very good insight into the work their children do. An assembly observed during the inspection was particularly well done, with pupils stealing the show as they gave very good performances and also details of the work they had done in the term. Parental consultation sessions give parents a good opportunity to find out about their children's progress. Pupils' annual reports provide a helpful pen picture of their academic, personal and social development but there is a lack of appropriate detail about individual strengths and weaknesses.
44. Links with parents are highly effective, and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is very good. The school works hard to organise events to increase parental involvement in the school and in their children's learning. For example, a 'Parents as Educators' course is at the advanced stage of planning and due to commence in the next school year.
45. Parents of pupils with special educational needs are very well involved in regular reviews of progress, and also in target setting. 'The Friends of Hambleton' group has supported the school very well. It includes some parents and, together with community members, the group has held many successful fund-raising events. For example, it has regularly contributed money towards improving school equipment and accommodation. The group is now undergoing a change to its constitution. A

number of parents help with school activities, including classroom support, 'booster' classes, listening to readers and also with extra-curricular activities. The Home/School Agreement is firmly established at this school. Records show that parents give considerable support in listening to their children read and helping with homework tasks.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school is good overall. The school is emerging rapidly from a time of considerable uncertainty in its direction. The school has benefited from excellent support and guidance from the local education authority. This has resulted in significant improvements to each aspect of the leadership and management that have rectified most of the weaknesses identified at the time of the last inspection.
47. The newly appointed head teacher is a dynamic and determined person who gives clear direction to the work of the school and is driving up standards to where they should be. In the short time since her appointment she has made an excellent start to improving the school by implementing a range of very effective strategies that are raising standards. A strong senior management team has been formed and a strong team spirit has been successfully established amongst staff and governors with everyone committed to making sure that pupils achieve standards that match their abilities. The school evaluates its performance very well and the school improvement plan accurately prioritises where the school has to improve and identifies the need to develop. The procedures for monitoring teaching and learning are unsatisfactory but the head teacher and governing body recognise this and the role of subject co-ordinators is being reviewed and performance management systems effectively employed to ensure that staff development needs are identified and addressed.
48. Satisfactory support is provided for the school by the governing body. It is well organised and governors share the staff's determination to improve the school. They recognise that standards have been too low for too long and now have a clear commitment to ensure that pupils reach the standards of which they are capable. The governing body works very closely with the head teacher by supporting her in her quest to improve standards. The head teacher provides detailed analyses of the performance of pupils in end of key stage National Curriculum tests and this helps governors to evaluate how effectively the school is performing. Although governors find it difficult to come into school during the working day, every effort is made to do so and the high proportion of governors who are also parents of pupils helps the governing body to understand how well the school is doing.
49. The financial management of the school is satisfactory with sound procedures and secure controls being well established and incorporated into all aspects of school life. The governing body has a strong picture of the finances of the school and works closely with the head teacher and local education authority representative to make sure that all available funds are obtained and the budget plan is accurately monitored. An efficient administrator makes a very effective contribution to the management of the school's budget and its day-to-day finances. The governing body has established satisfactory methods for monitoring the quality of education and, together with the head teacher, has developed good systems for ensuring that the principles of best value have been established and are successfully employed for all purchases.

50. The provision for special educational needs is well managed by the co-ordinator. Correct procedures are followed, in line with the recommended code of practice. The quality of individual education plans is good and pupils' progress is monitored regularly so that appropriate work can be provided. The school has an adequate allocation of teaching staff and with the exception of one case there is now stability in the permanence of the teaching force employed in the school. Co-ordinators exist for each subject but they do not yet have the time to perform all of their duties of monitoring and evaluating teaching and learning. A part-time science teacher makes an excellent contribution to learning in Year 6. The number of support staff at the time of the inspection was low in the Foundation Stage and Key Stage 1 and this reduces the provision of some aspects of physical and creative activities for children in the Foundation Stage.
51. Resources are generally satisfactory. However, despite the recent investment in a high quality information and communication technology suite, the range of software is limited and this contributes to standards being below national expectations in information and communication technology. There is a weakness in the provision of some resources for children in the Foundation Stage, especially for outdoor physical and creative activities.
52. The accommodation has improved enormously since the time of the last inspection. The addition of a new administrative area and head teacher's office provides staff with a professional working environment and a new school entrance provides good levels of security and safety for pupils. The school buildings have been extensively redecorated and this provides pupils with a lively and stimulating environment in which to learn and this is a significant factor in the improved morale of staff and higher standards obtained by pupils. The classrooms for pupils in Key Stage 2, however, are very cramped for the numbers learning in them, and this presents great difficulties for pupils when performing some practical activities. The provision for the outdoor activities of children in the Foundation Stage is unsatisfactory and does not match the needs of these children. This impairs the progress made in some aspects of pupils' physical and creative development. Outdoors, pupils have access to a spacious and well-appointed grassed play area and adequate hard play area. The school is well maintained and kept clean and tidy by the good efforts of the efficient caretaking and cleaning staff.

53. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order that the current improvement in standards is sustained, the governing body, head teacher and staff should:

- 1) raise standards in information and communication technology and music at the end of both key stages by:**
 - implementing existing plans to improve teacher's knowledge and confidence in each subject through effective training and support. *(paragraphs 126-131 and 132-137)*
 - ensuring that each subject receives sufficient time for each element of the curriculum to be taught. *(paragraphs 26, 128, 134)*
 - improving resources of information and communication technology software. *(paragraphs 51, 129)*
- 2) raise standards in religious education at the end of Key Stage 2 by:**
 - ensuring that religious education is taught for sufficient time and that there is a greater emphasis placed upon pupils recording their work. *(paragraphs 26 and 142)*
- 3) improve aspects of provision for children in the Foundation Stage by:**
 - rectifying the weak provision for outdoor activities.
 - improving the range and quality of opportunities for pupils to make their own choices and to play without too much adult direction
 - ensuring that Reception children have enough classroom support to enable full coverage of the Foundation Stage curriculum. *(paragraphs 55-80)*
- 4) improve the school's systems for evaluating how well it is doing by:**
 - implementing plans for subject co-ordinators to monitor the quality of teaching and learning to plot the attainment and progress of pupils in each subject. *(paragraph 50)*
- 5) develop and implement a systematic approach to assessing and recording pupils' attainment and progress in subjects other than English, mathematics and science so that individual and group targets can be created to raise standards further.**
(paragraphs 36, 37, 114, 120, 125, 145)
- 6) devise and implement strategies to raise pupils' awareness of the richness and diversity of other cultures.**
(paragraph 34, 145)

In addition the school should consider the following less important weaknesses in the action plan:

- ensure that the school's marking policy is consistently implemented across the school. *(paragraph 22)*
- devise strategies for promoting better teaching of experimental and investigational skills in science in Key Stage 1 and lower Key Stage 2. *(paragraphs 101, 102 and 104)*
- improve the quality of recorded work in geography, history and science in Key Stage 1 and lower Key Stage 2. *(paragraphs 101, 102, 104, 116 and 124).*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

Number of discussions with staff, governors, other adults and pupils

16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
23	23	42	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	161
Number of full-time pupils eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	14

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	6	17	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	17	17	16
	Total	23	23	22
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (92)	96 (92)
	National	83(82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	17	17	17
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	100 (88)
	National	84 (82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	9	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	10
	Girls	9	9	6
	Total	20	20	16
Percentage of pupils at NC level 4 or above	School	77 (83)	77 (75)	100 (88)
	National	75(70)	72(69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	9	9	6
	Total	19	21	18
Percentage of pupils at NC level 4 or above	School	73 (83)	81 (78)	69 (83)
	National	70(68)	72(69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	26.83
Average class size	32.2

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	59

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	363,110
Total expenditure	364,089
Expenditure per pupil	2,427
Balance brought forward from previous year	15,023
Balance carried forward to next year	14,044

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

161

Number of questionnaires returned

67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	2	1	0
My child is making good progress in school.	67	23	5	4	1
Behaviour in the school is good.	71	19	6	3	1
My child gets the right amount of work to do at home.	56	23	4	5	11
The teaching is good.	81	12	3	2	2
I am kept well informed about how my child is getting on.	62	27	6	2	3
I would feel comfortable about approaching the school with questions or a problem.	49	37	3	3	8
The school expects my child to work hard and achieve his or her best.	65	27	4	3	1
The school works closely with parents.	53	27	13	3	4
The school is well led and managed.	80	14	3	0	3
The school is helping my child become mature and responsible.	79	15	3	0	3
The school provides an interesting range of activities outside lessons.	62	27	3	3	5

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

55. The overall provision for children in the Foundation Stage is satisfactory with strengths in the provision for the development of pupils' communication, language and literacy and mathematical development and some weaknesses in some aspects of provision for pupils' physical and creative development. The overall provision is not as good as it was at the time of the last inspection.
56. The Reception children are taught in the same class as the Year 1 children. Whilst this mix of ages is necessary, there is not enough trained classroom support to enable the teacher to provide the full range of activities recommended for Foundation Stage children. The Reception children do well, and make good progress in those subjects where the teacher can easily manage and organise the two age groups, such as in language and mathematics sessions. However, the children's progress in the creative and physical areas of learning is only satisfactory, and could be better. There are not enough creative opportunities for Foundation Stage children, such as painting, model-making and craft-work, nor do the children have access to a designated secure outside play area where they can develop physical skills by using wheeled toys and climbing equipment.
57. One of the outside areas used by the Foundation Stage children poses a threat to their health and safety. It is raised from the main level of the school grounds, and accessible only by a large step. There is no railing to prevent children and adults from inadvertently stepping back off the area.
58. The children's attainment on entry to the school is above the expected level in terms of their language and mathematical development, and their knowledge and understanding of the world in which they live. However, some children lack basic personal and social skills, such as sharing, listening and co-operating. By the end of the Foundation Stage, the children achieve the early learning goals in the creative, physical, and personal, social and emotional areas of development. They attain beyond the expected level in terms of their communication, language and literacy development, their mathematical development and in their knowledge and understanding of the world in which they live.
59. The teaching of the Foundation Stage children is satisfactory overall, with good features. Some good examples of teaching were seen during the inspection. The promotion of the children's social skills is an ongoing priority and the teacher provides some good opportunities for the children to learn to work and play co-operatively together. Basic language and mathematical skills are taught well, although not enough emphasis is placed on the formation of letters and numbers. Weaknesses in the teaching of creative and physical activities arise from the constraints of the classroom, which make it difficult to provide the ongoing range of creative and physical activities recommended for this age range. There are times when group and individual activities are over-directed by the teacher and classroom assistant, and this prevents the children from learning how to make choices and decisions for themselves. Satisfactory use is made of ongoing assessments to plan the next stage of the children's learning. The classroom assistant provides good levels of support, although there are times when the use of her time is inefficient, such as in whole-class introductory sessions, when she acts in the capacity of observer.

Personal, social and emotional development

60. Some children have only limited personal and social skills when they join the Reception class and find it difficult to work and play co-operatively with one another. As a result of good teaching, the children make good progress overall, and by the end of the Foundation Stage attain the early learning goals in this area of learning.
61. Most of the children are confident learners, who work hard. They communicate well, but, although they are always keen to speak, they are not always as keen to listen to the views and ideas of their classmates. Some children are especially demanding of the teacher's attention, and constantly seek approval and guidance. Although by the end of the Foundation Stage most children are responsive in class and are keen to follow the teacher's instructions and requests, a small number of Reception children are inattentive and difficult to manage. These children lack self-discipline and sometimes disrupt the learning of others.
62. By the end of the Foundation Stage, most of the Reception children have a good sense of the difference between right and wrong, which is reinforced by religious education lessons and role play opportunities, which enable them to enact a range of different situations. The class rules are simple, and well known to the children, who understand that their actions can affect the happiness and well being of others. The teacher makes very good use of incidental opportunities that arise during the course of the day to remind the children about the need to be kind to one another, and the vast majority of children try hard to live up to these expectations. Opportunities for the children to take part in whole-school assemblies enable them to gain confidence in being part of a larger group, and most of the children greatly enjoy these occasions and show high levels of interest.
63. In class and group activities the children are often well motivated, especially when the teaching is good and new learning is presented in an exciting and stimulating way. However, there are not enough opportunities for the children to take charge of aspects of their own learning, such as choosing activities and materials from a wide range. This means that many of the children are heavily reliant on adults, and are not as independent as they could be.

Communication, language and literacy

64. By the end of the Foundation Stage, the children attain beyond the early learning goals in this area of learning, and make good progress in acquiring and developing early reading and writing skills. The children benefit from good teaching, and from regular opportunities for them to take part in role-play activities, which in addition to extending their speaking skills, also promote their social development.
65. When they start school, many of the children are fluent speakers who use a good range of vocabulary to express their ideas. In whole-class discussions they respond well to the teacher's questions and give detailed answers. The children enjoy joining in with well-known rhymes and stories, which they recite with expression and a real sense of enjoyment. However, although the children's speaking skills are well developed, some children do not always listen with sufficient attention to the contributions of others. During the course of the Foundation Stage, because of effective teaching, the children acquire a good vocabulary of specialist words, linked to the various areas of learning. For example, in a lesson to promote their knowledge and understanding of the world, the children talked about the growth of plants from seeds, using the appropriate vocabulary to ensure that their explanations were clear and concise.

66. The teaching of early reading skills is good, and the combination of good support from both school and home ensures that the children make good progress. The children enjoy their reading books, and are starting to identify with some of the key characters. The highest attainers have a good sight vocabulary that is better than expected for children of this age, and a good understanding of what they read. Most children understand the link between reading and writing, and those who are still at the very early stages of the reading process show a very good appreciation of how pictures support the text.
67. By the end of the Foundation Stage, most children are independent writers who confidently write in a range of different contexts. The teacher provides many good opportunities for the children to write about their work across all areas of learning, and this gives the children a real context for their writing. Although the children are taught how to form letters correctly, this is an aspect of writing that could be better. Not enough individual attention is given to children when they are engaged in writing activities, because of the high ratio of children to adults, and some are developing bad habits that will be difficult to correct at a later stage.

Mathematical development

68. By the end of the Foundation Stage, most children attain beyond the expected level in this area of learning and they make good progress in acquiring and developing basic number and mathematical skills during the Reception year. The teaching of mathematics is good, and there is an appropriate balance of practical activities and recording tasks. The teacher has high expectations of the children, and they respond well. Most children enjoy mathematical activities and work hard. They generally show good levels of concentration and perseverance.
69. By the end of the Foundation Stage, the children count with confidence up to and beyond ten. This learning is reinforced throughout the day through incidental opportunities, such as counting the number of children in the class who are present at the time of registration, and number rhymes and songs, which the children perform at key points throughout the day. The children have a secure understanding of one to one correspondence, which is reinforced by recording tasks which require the children to put chimneys on houses, and flowers on stalks, for example. The vast majority of children competently sort objects according to given criteria, and the highest attaining children choose their own sorting criteria, such as colour, shape and size, recognising that some of the objects they sort have more than one attribute in common.
70. By the end of the Foundation Stage, most children have a good understanding of comparative terms of longer/shorter, heavier/lighter and full/empty, for example. The children's understanding of these mathematical concepts is enhanced by practical opportunities, such as sand and water play. However, there is not always enough adult intervention to extend individual children's learning further, by developing vocabulary, or using questions to extend the children's thinking.

Knowledge and understanding of the world

71. Although the majority of children attain beyond the early learning goals in this area of learning because of the breadth of experience they have when they start school, the quality of teaching is satisfactory, resulting in only satisfactory progress in the Reception class. Much of the children's work in this area of learning is closely linked to the work for the Year 1 pupils in science, geography and history. Too much emphasis is placed on formal recording activities, and insufficient emphasis is placed

on developing the children's learning and natural curiosity through practical experience. There are not enough interactive classroom displays where the children can find things out for themselves, or investigate different materials and equipment.

72. By the end of the Foundation Stage, most children have a good understanding of the basic needs of living things. Their recent work about fruit has captured their imaginations, and has provided them with good opportunities to observe, taste and smell different fruits. Most children correctly name and identify a wide range of fruits, and describe them vividly using a wide vocabulary.
73. The children's knowledge of their local area is good, and the children are developing a good appreciation of the wider world. Role-play activities in the 'Travel Agent' shop have reinforced the children's understanding of far away places which are accessible only by air travel and, during the inspection, the children 'wrote' postcards, which they recognised as a means of communication most usually used by people who are on holiday. Most Reception children describe where they live in relation to the school and know their addresses.
74. The children's ability to use computers to support their learning is well developed by the end of the Foundation Stage. The children confidently use a range of programmes, and are accurate when positioning the cursor and guiding the mouse. During the inspection, Reception children confidently used the 'click and drag' technique to match initial letters to objects.

Physical development

75. By the end of the Foundation Stage, the children attain the early learning goals in the physical area of learning. As a result of satisfactory teaching, pupils make satisfactory progress, but children do not have access to the full range of activities recommended for this age group. This is largely because the school does not have a suitable outside play area, and the classroom is too cramped to accommodate large indoor play equipment. The teaching of physical skills in formal physical education lessons is good, and enables the children to achieve high standards in this aspect of their work, but this experience does not fully compensate for the children's lack of daily access to climbing equipment and wheeled toys.
76. The children show a satisfactory awareness of space, especially in the classroom, where they move around with care. In the playground, they move energetically and in physical education lessons, they make full use of the available space. The children demonstrate a good range of movements, including hopping, climbing, sliding and jumping, and most children are gaining control when making balances. The children generally respond well to verbal instructions, and change the direction and speed of their movements. Most children are confident and keen to tackle new learning, and recognise the need for safety.
77. Most children have good control of small pieces of equipment, such as pencils, brushes and other craft tools, but do not have enough opportunities to develop these fine manipulative skills further through making constructions using small component parts, such as cogs and wheels.

Creative development

78. By the end of the Foundation Stage, most of the children attain the early learning goals in the creative area of learning. However, the range of activities they undertake are often over-directed by adults, and there are not enough opportunities for the

children to make choices and decisions about their own learning. The children make satisfactory progress that could be enhanced by a more extensive range of experiences, offered on a more frequent basis. The teaching of creative development is satisfactory, but the formal and time-tabled lessons for art, music and craft activities occur at given points during the week, and creative activities are not provided on a daily and more informal basis.

79. The children's artwork is of an appropriate standard, but lacks originality because the teacher sometimes prescribes tasks too tightly. The children learn how to mix colours and to use paints in different ways, and their work is celebrated and displayed around the classroom. The children have recently learned how to weave, using paper strips and the finished products indicate that the children's manipulative skills are well developed. During the inspection, the children had the opportunity to work with clay when they made representations of pieces of fruit. The higher attaining children paid good attention to detail, making small dents on the surface of the strawberries and oranges, for example, and some of the work was of a good standard.
80. Reception children take part in weekly music lessons with the Year 1 children, and show good levels of enjoyment. They make a distinction between fast and slow sounds, and some, but not all children, listen attentively to short, recorded extracts of music. The children are starting to recognise and name untuned instruments, such as tambourines and maracas, and try hard to describe the sounds they make. However, there are not enough opportunities for the children to use musical instruments to accompany their role-play activities, or for them to choose to play instruments and listen to music during the course of the day. This lack of opportunity prevents the children from fully exploring the instruments, and becoming familiar with the sounds they make, and constrains their creativity.

ENGLISH

81. The results of the 2000 National Curriculum tests show that at the end of Key Stage 2 the standards in English were below the national average and below the average for similar schools. The indications are, from the provisional data for the 2001 National Curriculum tests, that the school has improved its results at Key Stage 2. This supports the inspection evidence that indicates that standards are rising and are now above the national expectations for eleven-year-olds. At the end of key Stage 1, the tests results for the year 2000 show that standards in reading and writing were well above the national average and the average for similar schools. Inspection evidence is that standards in both reading and writing for the present seven-year-olds are above average. Standards in spelling are above average throughout the school. Pupils, including those with special educational needs, make good, and often very good, progress in all aspects of their work in English. Girls do better than boys in reading and writing at Key Stage 1. The standards attained by pupils by the end of Key Stage 1 have been maintained since the time of the last inspection and by the end of Key Stage 2 the standards have improved.
82. Speaking and listening skills are good throughout the school because teachers have high expectations of their pupils in this aspect of their work and provide them with good opportunities for practising both. Pupils of all ages have substantial general vocabularies and they can talk about their experiences with great lucidity. Pupils in Key Stage 1 describe their daily routines very accurately and are able to embellish their conversations with many words and phrases acquired from listening to the adults around them. The good quality of the labelling on displays around the school gives an immediate clue to the effective use made by pupils of subject vocabularies

that are firmly entrenched by the time they reach Year 6. In all year groups, pupils listen carefully to their teachers, follow instructions and ask sensible and often demanding questions. The successful implementation of the National Literacy Strategy has clearly had an impact on the use of language across the curriculum. A notable feature of all year groups was the way in which pupils discussed and evaluated their work in all subjects.

83. Pupils in Key Stage 1 read well and pupils in Key Stage 2 read very well. They have a good recall of stories and can give good descriptions of favourite characters. Good strategies are established for the teaching of reading in Key Stage 1 and recent impetus has been added by extending the reading scheme with new books that excite and stimulate pupils so that they want to read. Pupils in Key Stage 1 take their reading books home on a regular basis and there is a good dialogue between home and school concerning pupils' progress in reading which contributes to the good progress they make. Discussions with pupils in Years 1 and 2 reveal an attachment to many of the classics of literature for younger children and traditional stories, such as Cinderella and Beauty and the Beast, figure prominently in their accounts. The love of books carries on into Key Stage 2, although pupils typically broaden their appreciation of literature to include the more popular examples of the genre, such as Roald Dahl, Anne Fine and J K Rowling. Pupils have a good understanding of the literary resources available to them in school and know how to access a variety of texts for different purposes. By the age of eleven they are very capable in finding, through individual research, reference material to enhance their studies in a range of subjects. The reading habit is also promoted in the classrooms by the detailed labelling of the displays and by the frequent inclusion of written work produced by the pupils.
84. Although standards in writing are above national expectations for pupils aged seven and eleven, they could be higher and the school has prioritised writing as an area for improvement in both key stages and there are clear signs that this is having an impact on standards. Good attention is given to promoting amongst pupils the basic skills of writing with accurate use of spelling and punctuation but only limited opportunities are provided for pupils to apply their skills in other contexts, such as writing accounts in science, history or geography. In Key Stage 1, teachers provide a satisfactory range of opportunities to write, but providing more opportunities for pupils to write without adult direction and support would improve standards even further. In Key Stage 2, teachers have high expectations of their pupils and they respond by producing work that is often of a high quality. During the course of the inspection, pupils in Years 3 and 4 were observed writing poetry and exhibiting good individual styles and good use of vocabulary. Pupils in Year 6 were also observed writing in ballad form and they were able to call on an impressive prior knowledge of the poetic form. The work being done indicates the way in which the continuity and progress of the Literacy Strategy have become embedded in the school curriculum. Pupils in both Key Stages are able to draft their work and use the skill effectively when producing written accounts of experiences. During the inspection, pupils in Years 1 and 2 were observed composing pieces directly on to the computer and they were confident in their ability to alter the text should they wish to do so. As they progress through the school, pupils develop an appreciation of different styles of writing and are able to produce written work in a variety of forms. They understand the difference between fact and opinion and by the age of eleven can produce pieces of reportage that blend both skills very effectively. Ability for writing in the style of known or favourite authors also emerges as pupils progress through the school. In discussion, pupils in Year 6 demonstrated a good understanding of the ways in which Roald Dahl used names to create stereotypical images of nice and nasty characters. They are

also very aware of the ways in which the rhythm of a poem may be important to the full impact of the poet's intention.

85. Good teaching of English and literacy allows pupils to make good progress as they move through the school. The school has successfully implemented the National Literacy Strategy both for the teaching of English and for enhancing the use of language across the curriculum. Lessons are generally well planned and the needs of all pupils are considered and planned for. In this way the needs of both higher attaining pupils and lower attaining pupils are met, but at times lessons lack pace and the time available for teaching literacy is not as efficiently used as it might be. In Key Stage 2, teaching is excellent in both Years 4/5 and 5/6. Lessons are dynamically presented with high expectations for pupils to use their above average skills to write for a range of purposes and to carry out research using books and, where available, CD Roms. Resources are very well used and teachers have a good knowledge of how to teach literacy. Some of the pieces of extended writing show an intensity of thought and feeling and a very skilled use of words to create an impression on the reader. Older pupils are adept at using vocabulary to create, for example, a frisson of fear in the reader if they are working with the idea of the horror story. Others have been able to adapt the persuasive style to good effect when suggesting to the reader that he or she ought to take some particular course of action. As part of their commitment to good quality teaching, staff keep good records of achievements and progress and they know their pupils well. As yet, the analysis of the data available from national and other tests has had a limited impact on standards but the new procedures being put into place should be useful in assisting teachers to set new and demanding targets for future progress.
86. Teachers and their pupils share a commitment to working hard. The pupils respond well to the teaching they receive and they grow in their understanding of their literary and cultural heritage. There were examples of serious and reflective moments in teaching and learning in all classes and there was a spontaneous delight in the good achievements of others. By the time they reach the age of eleven, the higher attaining pupils are being well challenged by the demands made on them by the teaching of English.
87. The recently appointed co-ordinator in English has not been in post long enough to have had an impact on standards throughout the school but she has a strong vision of the direction in which the subject of English can proceed. She is well placed in her role as a leading literacy teacher in the authority to take the school forward and she exhibits an infectious enthusiasm for the subject. Access to detailed analysis of the test results will be a great asset in pushing for higher levels of achievement. A number of visitors provide pupils with cultural experiences. Pupils already have the opportunity to take part in public speaking within the school and pupils have had the benefit of seeing the work of a visiting theatre group performing 'The Sword in the Stone' and there are plans to extend these experiences. A theatre group also regularly performs plays, such as those by Charles Dickens. Writers and poets are involved in literacy activities and this makes a considerable contribution towards raising standards. Inspection findings suggest that the school is well placed to build on the standards being achieved in English.

MATHEMATICS

88. The 2000 end of Key Stage 1 national test results in mathematics indicate that the pupils' attainment is in line with the national average, and that their performance in comparison with similar schools is average. The end of Key Stage 1 test results over the last few years show that standards have, in the past, been very inconsistent, ranging from well above average to well below average. The inspection findings indicate that standards at the end of Key Stage 1 are in line with national expectations, and confirm the 2000 national test results. The school's 2001 test results suggest that the school has been successful in increasing the percentage of pupils attaining the higher Level 3, although, overall, the percentage of pupils attaining Level 2 and above is very similar to what it was in 2000. This represents a decline since the last inspection, when standards were judged to be above the national average.
89. The Key Stage 2 national test results for 2000 indicate that pupils' attainment is below the national average, and below average in comparison with similar schools. Over the last four years, on the basis of the national test results, standards have steadily declined. The school has worked very hard over the last year, and has introduced a variety of measures that have been successful in raising standards. The inspection findings indicate that standards at the end of Key Stage 2 are now above national expectations. This is borne out by the school's 2001 test results, which show a marked improvement on those of the previous year, especially in terms of the percentage of pupils attaining the higher Level 5. Standards achieved by the end of Key Stage 2 have improved since the last inspection when they were judged to be below the national average.
90. The school is very committed to raising standards in mathematics. The new co-ordinator has been instrumental in introducing a range of initiatives in the upper part of Key Stage 2 to improve the pupils' rate of progress, and to enable them to achieve the best standards possible in the 2001 end of key stage tests. At the start of the academic year, parents of Year 6 pupils were invited to come into the school, and were given clear messages about how they could help their children at home. The parents' support has been most valuable, and has given pupils the additional encouragement and confidence they needed to succeed. Throughout the period leading up to the national tests, homework was set on a very regular basis, and complemented class-work, providing opportunities for pupils to consolidate and extend their learning. The use of homework has proved so successful in raising standards that this strategy has continued throughout the year. The school also made very effective use of funds for 'booster' classes, and carefully targeted pupils who would benefit from additional help and support, enabling them to reach their full potential. The school intends to continue and develop these strategies, which together with other whole-school initiatives, should ensure that pupils make the best progress possible in mathematics.
91. Pupils' progress has been very inconsistent over the past few years in both key stages because of weaknesses in the curriculum and staff changes. Although progress has now improved dramatically in Key Stage 2, and is now good in the lower part of the key stage and very good in the upper part of the key stage, the progress of pupils in Key Stage 1 is only satisfactory and could be better. Currently Key Stage 1 staff are relying too heavily on a commercial scheme of work that requires pupils to complete graded workbooks. These workbooks are supplemented by a variety of commercially produced worksheets. Whilst the completion of workbooks and worksheets enables the pupils to cover a good amount of work, they

are getting very little practice in setting out their work themselves, and are not gaining important experience of choosing the most appropriate method of recording their work. Currently, there are few opportunities for pupils in either key stage to use information and communication technology to support their learning in mathematics. This is because of a shortage of software, which is being addressed by the school. Pupils who have special educational needs make good progress in both key stages and benefit from the additional support they receive in class, which enables them to achieve the targets in their individual education plans.

92. By the end of Key Stage 1, pupils' attainment in their number work is in line with national expectations, and a small number of pupils attain well in this aspect of the curriculum. Pupils regularly complete number exercises that reinforce their knowledge and understanding of the four rules of number, and most are keen to tackle simple word problems that require them to choose the correct operation. The majority of pupils have satisfactory mental agility skills, but more use could be made of mental sessions at the start of numeracy lessons to extend pupils' thinking further and to challenge the higher attaining pupils. Most pupils have a secure grasp of place value, and know how to partition numbers into tens and units. Pupils have a good understanding of pattern in number, and successfully count forwards and backwards in twos, fives, tens and threes. The pupils' ability to set their own work out and to use number in real-life situations is severely constrained by the overuse of worksheets and workbooks for recording.
93. By the end of Key Stage 1, most pupils have a satisfactory grasp of all aspects of shape, space and measure. This element of the mathematics curriculum is covered thoroughly in both Year 1 and Year 2, and the pupils make evident progress in their understanding of standard units of measure, and in their knowledge of the properties of shapes. However, as with the number work, most of the pupils' recording is prescribed by the format of the workbooks and worksheets they complete, and this limits the opportunities for them to select their own methods of recording. There are some good practical opportunities for pupils to explore aspects of shape, space and measure, and these are effective in ensuring that pupils have a secure grasp of the concepts being taught. The pupils are encouraged to make sensible estimates, and most of the pupils sensibly draw on their previous learning and experience to help them make accurate estimates of length, weight and capacity. Pupils' understanding of how graphs and charts can be used to represent information is satisfactory, and there are some opportunities for pupils to use computers to support this aspect of their work.
94. By the end of Key Stage 2, pupils' attainment in number work is impressive, and a high proportion of pupils are achieving very high standards in this aspect of their mathematics work. The pupils respond very well to very good teaching, and approach all number activities with high levels of confidence and enthusiasm. They enjoy the constant challenge that is provided in lessons, and overcome any obstacles by perseverance and hard work. Pupils are very skilled in finding different ways of solving the same problem, and the highest attainers frequently use their knowledge of inverse operations to check their answers. Pupils have acquired a good range of mental strategies for solving problems involving large numbers, and explain their methods of working with clarity and confidence. In a lesson seen during the inspection, Year 6 pupils showed clear thinking when they decided which operation to use to solve complex word problems using percentages, and recognised that in some cases it was quicker to make mental calculations than to use the calculator. However, whilst most pupils are aware that calculators do not always provide the correct answer, because of user error, a small number of pupils do not make enough use of their own knowledge of number to check the reasonableness of their answers.

95. Other elements of the mathematics curriculum are taught equally well in Key Stage 2 and, by the end of the key stage, most pupils' knowledge and understanding of shape, space and measure are beyond what is expected for their age. Older Key Stage 2 pupils have a particularly good knowledge of geometry, and are skilled in constructing perpendicular lines and two-dimensional shapes, making accurate measurements of length and angles. Pupils use mathematical vocabulary well to describe the properties of two- and three-dimensional shapes, and the higher attaining pupils make generalisations about the relationship between edges, corners and faces. Pupils' understanding of symmetry is good, and most pupils understand the notion of rotational symmetry. Pupils' confidence in using number helps them in their work in measure, and they make accurate calculations using units of time, length, weight and capacity. Pupils have good experience of handling data, and produce line graphs showing the relationship between distance and time, and multiplication facts. The pupils' knowledge of the mode, median and mean is secure, and they have a good understanding of the idea of probability. Currently, because of shortages in software, there are not enough opportunities for pupils to extend their mathematical knowledge and understanding by using spread sheets, or for the higher attaining pupils to advance their learning still further by the use of more demanding database programmes.
96. The teaching and learning of mathematics and numeracy are satisfactory in Key Stage 1, good in the lower part of Key Stage 2, and very good in the upper part of Key Stage 2. Throughout the school, a good amount of time is given to the teaching of mathematics, but teachers are exceeding the recommended time for numeracy sessions by half an hour per day in Key Stage 1, and at least quarter of an hour per day in Key Stage 2. This additional time is not always used effectively, and limits the time that can be offered to other subjects of the curriculum. Mental mathematics sessions at the start of numeracy lessons are effective in both key stages, but are often more rigorous in Key Stage 2, where the pace is faster and the activities more challenging. Lessons are well prepared and, in Key Stage 2 especially, tasks are carefully matched to the ability of the pupils. Teachers throughout the school make very good use of open-ended questions to challenge the pupils in their thinking, and to give them the opportunity to explain their ideas, which benefits other members of the class. The pupils in Key Stage 2 are highly stimulated by mathematics lessons and respond very well to the high expectations of their teachers. Pupils of all abilities achieve their full potential, and justifiably have very high levels of confidence in their ability as mathematicians.
97. Although Key Stage 1 pupils are hard-working and keen, their learning is only satisfactory because they do not have enough opportunities to take charge of aspects of their own learning, such as choosing their own recording methods, or selecting their own resources. Key Stage 2 pupils are actively encouraged to develop independent learning skills, and they are able to organise their own work, pace themselves well, and have the confidence and perseverance to tackle problems in a variety of ways until they reach a solution. The use of homework to support the pupils' learning is good throughout the school. It is especially good in the upper part of Key Stage 2 where pupils are given homework on a weekly basis, and are expected to organise their own schedule for completion. Pupils' work is marked regularly throughout the school, but this is an aspect of teaching which could be even better in all classes. Currently comments are confined to praising pupils for their efforts, and opportunities are missed for showing pupils how they might improve their work further. Teachers make good use of termly targets for individual pupils, to help them to focus on aspects of their work that need further development, although the school does not yet have a mechanism in place for recording when pupils have achieved their targets.

SCIENCE

98. The 2000 end of Key Stage 1 teacher assessments in science indicate that the pupils' attainment was well above the national average when compared to all schools nationally, and that their performance in comparison with similar schools is also well above average and in the top 5% nationally. The inspection findings indicate that standards at the end of Key Stage 1 are above the national expectations for pupils' knowledge and understanding but only close to national expectations for pupils' skills of performing simple experiments and investigations with the minimum of adult support. The school's 2001 test results are similar to those of 2000 in terms of the percentage of pupils attaining Level 2 and above. Pupils are achieving as well as they can in developing their knowledge and understanding of science but could do better when applying their knowledge to solve simple scientific investigations. Despite being treated equally, boys do better than girls in science in Key Stage 2. Standards have been improved significantly since the last inspection in 1999.
99. The Key Stage 2 national test results for 2000 indicate that pupils' attainment was very low in comparison to the national average, and also in comparison with similar schools. Standards have improved markedly since the last inspection. The school has worked very hard over the last year, and has implemented a variety of strategies that have been successful in improving standards dramatically. As a result of much better teaching, the setting of very high standards and much better preparation for the end of key stage National Curriculum tests, inspection findings indicate that standards at the end of Key Stage 2 are now well above national expectations. This judgement is borne out by the school's 2001 test results, which show a marked improvement on those of the previous year. The percentage of pupils achieving standards above those expected for eleven-year-olds has increased significantly and a very significant percentage of pupils have achieved standards that are well above national expectations by reaching level 6. Pupils in Year 6 are working at a very high standard and are achieving very well for their age.
100. The school is committed to maintaining the very good standards now being achieved. The new head teacher has implemented some excellent strategies to ensure that this aim is accomplished. The decision to employ an experienced teacher with a good knowledge of science to work with pupils in Years 5 and 6 has been the most significant factor in improved standards. It has enabled the pupils to be challenged and given work that is of such a high level that pupils can reach the very high standards achieved. The school intends to maintain the strategy of targeting higher attaining pupils in future so that the good standards with which they start school are effectively built upon by the time the pupils leave school at the age of eleven.
101. Over recent years, the progress of pupils in Key Stage 1 has been maintained at a satisfactory rate. In Key Stage 2, changes in teaching staff and a lack of educational direction in terms of the school's leadership and management have resulted in progress declining and, until recently, being unsatisfactory overall. There is now security in the staffing of two out of three classes in Key Stage 2 and this is already being reflected in an improvement in the progress pupils make in their learning. In Years 4, 5 and 6, the overall quality of teaching is very good and the progress made by pupils is very good. In Key Stage 1, although satisfactory progress is being made, there are too few opportunities for pupils to develop their skills of independently carrying out simple tests, experiments and investigations. Not enough emphasis is placed upon pupils applying skills of numeracy, literacy and information and communication technology to recording their work and too few opportunities exist for pupils to make predictions and apply the principles of fair testing to establish whether or not their test is correct. In Key Stage 2, expectations for all pupils, especially those

who are higher attaining pupils, are now very high and pupils work at a standard of which they are capable. Throughout the school, pupils with special educational needs make good progress as a result of the good quality of support they are given by support staff.

102. By the end of Key Stage 1, pupils have a knowledge and an understanding of science that are better than expectations for their age. They competently explain the basic conditions needed for animals and plants to live, for example, food, water, air and warmth and they apply this to describing the needs of a seed for growth. The basic parts of the body and the processes of breathing and eating are known. Pupils' knowledge of materials and their properties is good overall. A range of everyday fabrics is accurately classified according to their observable characteristics, for example, wood, glass, plastic and metal and pupils have a good awareness of the way some metals are magnetic and other are not. As part of simple investigations directed by the class teacher, pupils demonstrate a good knowledge of the way some materials are waterproof and others are not, as well as exploring ways of making fabrics waterproof, using things such as butter and wax crayon. The knowledge and understanding of some aspects of physical science is good. Pupils understand that in familiar contexts, such as playing with toy vehicles, objects move or are stopped by being pushed or pulled, and discussion with pupils shows that they have a good knowledge of electricity and simple circuits. Although pupils perform some simple practical activities, the range and quality of pupils' recorded work does not do justice to the taught curriculum. Pupils perform well under direction, but a lack of opportunities for working on their own and a lack of guidance on how to record independently reduce the progress made by pupils in developing practical skills.
103. By the end of Key Stage 2, the majority of pupils achieve very high standards in science. Pupils' levels of knowledge and understanding are well above what is normally found for eleven-year-olds and significantly exceeds national expectations. A range of opportunities is provided for pupils in Year 6 to work at levels normally found in Key Stage 3. For example, work focusing upon forces and their effects involved the application of a good knowledge of Newton's first law of motion to explain rocket propulsion and involved the accurate use of scientific terms, such as acceleration. Good opportunities for pupils to gather data through the accurate measurement of force using a newton meter confirmed that pupils have good experimental skills and can collate information using established techniques of completing tables and charts and representing data on suitably detailed graphs. During activities involving the comparison of factors that affect the way a paper spinner moves, a number of variables were successfully handled so that the key factors could be isolated and then investigated. Year 6 pupils have a good knowledge of the impact of science upon their lives. During their work on micro-organisms, pupils demonstrate their knowledge of their impact upon disease. Pupils have a good knowledge and understanding of the processes involved in the life cycle of a plant and the principles of photosynthesis, pollination and seed dispersal. A good knowledge of scientific keys enables pupils to classify animals that are vertebrate and invertebrate. Pupils have a particularly good knowledge and understanding of materials and their properties. A good knowledge of thermal insulation and conduction contributed to independent experiments into the way liquids lose heat at different rates according to different levels of insulation. Very accurate data has been gathered and pupils accurately record the results by plotting the changes in temperature to create a graph of the cooling curve. Work on permanent and reversible reactions has allowed pupils to successfully a good understanding of the way materials can react with each other and pupils have a good knowledge of chemical reactions. Throughout Key Stage 2, pupils have a good scientific vocabulary and use it to articulate what they are doing and what they have found out.

104. The quality of teaching and learning is satisfactory in Key Stage 1 and lower Key Stage 2 and very good in upper Key Stage 2. In Key Stage 1, the National Curriculum is taught satisfactorily using the school's scheme of work. Lessons are planned to ensure that the scientific content is taught so that pupils improve their knowledge and understanding steadily as they move through Year 1 and Year 2 but not enough time or thought is given to developing pupils' understanding of how to independently perform simple scientific investigations. During lessons, teachers in Key Stage 1 spend a lot of time talking with pupils about their work and higher attaining pupils are challenged through being expected to think at a higher level than others, but their expectations for pupils' recorded work are too low. Teachers are strong at giving pupils information so that pupils understand the key ideas of science and they begin to use essential scientific words. Whilst good activities are provided to boost pupils' learning, there is very little guidance for pupils about how they should record their work. As a result, pupils do not develop high enough skills of scientific recording and this restricts the development of pupils' independent learning skills. In lower Key Stage 2, there is also a weakness in the quality and range of recorded work in pupils' books. This is partly because of the impact of disrupted staffing but also because the school has not yet established a clear policy to guide teachers in the development of pupils' independent skills of performing and recording in science. In Upper Key Stage 2, very high expectations exist for all aspects of pupils' scientific development. Activities are very well planned so that everyone, including those who find science hard and the predominantly higher attaining pupils, are given tasks that challenge and extend both their knowledge and understanding and also their independent experimental and investigational skills. Pupils respond to the expectations for good quality recording by producing work that is of a high quality, demonstrating the good application of numeracy and literacy skills. The good quality of recording contributes significantly to the high standards being achieved by Year 6 pupils.
105. Pupils in Key Stage 1 work hard in lessons and show high levels of interest in their work but their progress is only satisfactory because of the lack of opportunity for them to become independent learners in science. The low expectations for their recording result in pupils being unsure of what is expected of them and having a low sense of pride in their work. In lower Key Stage 2, a similar picture to Key Stage 1 exists with good behaviour and attitudes and obvious enjoyment of learning science but a weakness in the pupils' ability to persevere with their work to reach the highest possible standards. In Years 4, 5 and 6, however, pupils are raring to learn and show high levels of enthusiasm, determination and pride in their work. The very high expectations in Year 5 and 6, and the establishment of high expectations for pupils to work on their own and to use literacy and numeracy skills when presenting their work result in good rates of learning. By the age of eleven, the very good teaching and learning in Years 5 and 6 ensure that pupils of all abilities achieve their full potential, and justifiably have very high levels of confidence in their ability as scientists. Throughout the school, teachers make good use of questions that make pupils think, and demand the use of scientific vocabulary.
106. The uncertainties in the leadership of the school in recent times and the high turnover of teaching staff in Key Stage 2 has disrupted the co-ordination of science. The role of the co-ordinator is ineffective in monitoring the attainment and progress of pupils across the school and in establishing and implementing a policy for developing pupils' independent learning skills. Good plans to exist to improve procedures for subject co-ordinators to evaluate the quality of teaching and learning.

ART AND DESIGN

107. Standards in art and design are above national expectations at the end of both key stages. Standards at Key Stage 1 have improved since the previous inspection and have been maintained at Key Stage 2. Pupils of all abilities make good progress as they move through the school and they respond with enthusiasm to the good teaching being offered.
108. By the end of Key Stage 1, pupils have acquired a broad range of skills and techniques and, in addition to drawing and painting, they work effectively with clay and other media to produce their artwork. During the course of the inspection, pupils in Year 1 were observed working with wet clay, producing good quality representations of fruits, painting dry clay replicas already produced, making observational drawings and using the cut surfaces of fruits to produce block prints. In each case they approached their work seriously and with a keen eye for detail. They demonstrated good skills of evaluation and were able to compare their own work with the original items of fruit used as models. Some of the representations were very accurate in size and detail and reflected confidence in handling the materials available. Pupils in Year 2 discussed the conventional interpretation of colours being warm and cold in character and used their conclusions to inform their choice of colour in weaving activities using paper and wool. Whilst some lacked dexterity in threading and using needles, they showed admirable persistence in carrying out the weaving task. In addition to the acquisition of basic skills, pupils in Years 1 and 2 also begin an exploration of the work of famous artists, with an emphasis on those, such as Claude Monet, working in the European tradition.
109. Pupils in Key Stage 2 are given good opportunities to broaden their experience of their artistic heritage. Pupils make good progress as they move through the school in the quality of their observational skills and in their levels of independence. Some of the semi-permanent displays of art in the school feature the work of artists, such as Jackson Pollock and Piet Mondrian. Exposure to the more radical forms of art from the twentieth century encourages pupils in the development of their own experimental imaginations, and on this theme they made good use of the work of Andy Warhol during the course of the inspection. They reproduce work in the style of well-known artists with a degree of confidence as shown, for example, in the work done by pupils in Years 4 and 5 based on the style of Berthe Morisot. It is encouraging and gratifying that pupils are studying the work and style of a female artist such as Morisot. Pupils in Year 6 are beginning to realise the potential of the digital camera and the computer in the production of new forms of artistic expression and their work in this field is displayed very effectively in the school. They have also produced work in the style of another well-known female artist, Georgia O'Keefe. In their reproductions, pupils have captured much of the subtlety of O'Keefe's use of line and tone and have also sensed the dramatic quality of her work. By the end of the key stage, pupils have a good sense of light and shade, and are using colour with great sensitivity. At present, the use of sketchbooks is not sufficiently well developed, and when they are used pupils tend to make hard-line representations of their proposed outcomes instead of experimenting with line, shade and tone.
110. Good teaching throughout the school reflects in pupils working with enthusiasm and high levels of concentration. Pupils take a keen interest in all aspects of the well planned and taught art programme. The commitment of staff is shown by the efforts made to arrange visits for pupils to galleries and museums where pupils are able to gain close experience of the work of the famous artists that they learn about in school. By the end of Year 6, pupils can discuss differences of style typical of the

major artists they have studied and they have a sense of the significance of art in the European cultural heritage. They are less secure in their knowledge of the arts and crafts of other cultures. A strong feature of the good teaching is the high quality of the displays around the school and the associated effectiveness of the labelling that promotes an appreciation of art and the use of language. Resources for art and design are good, although pupils presently lack access to a sufficient range of good quality computer based materials to further promote their knowledge and experience of the subject.

DESIGN AND TECHNOLOGY

111. Standards in design and technology are in line with national expectations at the end of Key Stage 1 and are above national expectations at the end of Key Stage 2. This represents a significant improvement since the previous inspection when standards were judged to be unsatisfactory at the end of both key stages. The recent introduction of a new policy and scheme of work and the adaptation of the new guidelines produced by the Qualifications and Curriculum authority have placed the subject on a more secure footing and ensured that it gets the right degree of priority in the curriculum. All pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
112. In Key Stage 1 satisfactory teaching emphasises the development of skills in planning and design. Pupils can use a range of tools and materials to produce their designs and they are beginning to appreciate that different materials may or may not be compatible with each other. In Years 1 and 2, pupils are given well planned activities involving the construction of a variety of static and moving objects. These have included puppets that required accurate cutting and joining skills in order that they should function correctly. Teachers have met the challenge of the curriculum requirements of food technology and, during the course of the inspection, pupils made sandwiches that required measuring taste preferences, calculating numbers and choosing a method of display and delivery. Good use was also made of this activity in encouraging pupils to develop the social skills of presenting and serving the sandwiches to others. Very little emphasis has been placed upon developing pupils' recording skills in design and technology. As a result, pupils' recording skills are relatively limited at Key Stage 1, although pupils are able to recall their work in some detail. They are able to evaluate the outcomes of their designs in terms of whether they match their original intentions but the lack of recording makes it difficult for teachers to properly assess the progress being made by their pupils. Pupils also have the opportunity at this stage to work with commercially produced modelling and designing kits and materials. They show good skills in this area and have an understanding of the possibilities for design and build activities afforded by such materials. Teachers make good use of links between design and technology and other subjects where possible. During the course of the inspection, links between design and technology and numeracy were made in programming a Roamer vehicle to negotiate an obstacle course. Pupils became aware of the need for accurate calculation in the design of the course if the machine was to perform effectively.
113. Good and occasionally excellent teaching in Key Stage 2 successfully promotes good progress. Pupils' work and the photographic records maintained by the teachers shows that very good attention is given to the detailed aspects of the design process and pupils are able to make incisive comments in their evaluations. Pupils in Year 6 were observed making pop-up books following a study of the use of control mechanisms. In some cases, they worked as teams, producing elaborate yet functional designs. One particularly valuable aspect of this work came from their

participation in the 'buddy' scheme with younger pupils from Key Stage 1. The latter had chosen the story themes for the books and the finished products were to be presented to them when completed by Year 6. Both groups of pupils gained socially from the experience, whilst Year 6 saw advances in their design and technology achievements. When designing and making photograph frames, pupils in Key Stage 2 were able to give them an added utility by completing them with class and teacher photographs so that they become part of their school biographies. Whilst much of the work in design and technology is displayed as photographs, teachers value the pupils' work by hanging from the ceiling some larger and more spectacular designs, such as those for rockets and spaceships.

114. The subject is being well managed and co-ordinated. The recently appointed head teacher has taken on the role of co-ordinator for the subject but has not been in post for long enough to have had a significant impact on standards. The present scheme of work has been adapted for use in both key stages and pupils and teachers approach the subject with equal enthusiasm. Good links are being established with other areas of the curriculum, although the impact of the literacy strategy has yet to be developed, as the level of recording is not high enough. The limitations of the present system of recording and the lack of a whole school policy for assessment in the foundation subjects hamper teachers in their measurement of progress made by their pupils. Individual teachers know their pupils very well and have a good overview of the subject in their own classrooms, but there is a less coherent view across the school as a whole. Resources are good and are being used effectively. Additional money has been available for the purchase of new resources and these are stored centrally but are accessible to all classes. The school currently lacks good computer based resources for the subject, but older pupils are able to spend some time visiting the local high school to gain experience in computer-aided design.

GEOGRAPHY

115. Standards in geography are close to national expectations at the end of both key stages. Standards at Key Stage 1 have been maintained since the previous inspection and have improved at Key Stage 2. Although pupils of all abilities make satisfactory progress as they move through the school, progress could be better. Since the last inspection, the emphasis throughout the school has quite rightly been to raise standards at the end of Key Stage 2 in English, mathematics and science, but this has resulted in the time devoted to developing geography being reduced. The subject is taught regularly, but there are some gaps in the taught curriculum and these have adversely affected the attainment and progress of pupils.
116. In Key Stage 1, pupils make steady progress and improve their knowledge and understanding of Hambleton, the way it compares to other places, such as Fleetwood, and the use of simple maps and plans. By the age of seven, pupils have a satisfactory understanding of the features of their own locality. They know where they live in relation to school, can use simple routes to school and describe the range of local transport available. Their knowledge and understanding are further extended through a well-organised and effective educational visit to Fleetwood. During a lesson involving discussions on the way Fleetwood differs from Hambleton, pupils showed that they have a good understanding of essential differences between the two settlements. For example, pupils could state that Fleetwood is near the sea and has a fishing port, whilst Hambleton is in the countryside and has farms around it. As part of written work involving writing a postcard from Fleetwood, discussion indicated that most pupils have a good awareness of Europe and know that Spain and France are part of it. Pupils can describe how the two places have changed and how they

continue to change. Pupils confidently talk about where they have been and express their views enthusiastically. Although pupils know basic geographical terms to describe their village and its environment, for example, road, field, river etc, the majority do this better orally than by applying literacy skills to written work. This is mainly because teachers have low expectations for pupils to record their work by writing.

117. In Key Stage 2, all pupils make satisfactory progress in developing their knowledge and understanding of a place that is different from Hambleton and in using maps to locate places. They also steadily acquire a knowledge and understanding of the impact of the weather and the influence people on the environment but there are some gaps, particularly with regard to pupils developing independent fieldwork skills and the use of information and communication technology to assist geographical investigations. A study of Kenya by Year 6 pupils has resulted in pupils knowing about some key differences between life in an African town and the Fylde area. The significance of tourism in Kenya is understood and a comparison drawn with tourism in the local area. Some differences between the capital of Kenya, Nairobi, and Hambleton are known and pupils describe features of a Kenyan's life that differ from that of their own. Maps are competently used to locate the Kenyan village of Nara Moru and pupils consider how people have changed the village and continue to do so. The use of land for generating wealth, for example, by creating tea and coffee plantations, is known and compared to farming in the UK. Pupils enjoy opportunities to learn about rivers and mountains of the world. Good mapping skills, involving the use of an atlas, enabled pupils to find the River Nile and plot its path from source to sea. The impact of the height of land and the climate upon plant growth has been studied. Pupils know the basic ideas about the way different plants colonise at different levels, and competently explain why some areas of the world have tropical forests, some have deciduous woods and others have evergreen forests.
118. Although pupils in Key Stage 1 develop a secure knowledge and understanding of geographical ideas and terminology, pupils only make satisfactory progress because their skills of recording their work are not as good as they could be. This is because expectations for pupils to apply their skills of writing are low. In Key Stage 2, pupils demonstrate good standards in their learning in some aspects of geography, for example, their knowledge of life in Kenya, but there is limited evidence of the development of pupils' fieldwork skills and this restricts pupils' progress to being satisfactory overall.
119. The quality of teaching and learning in geography is satisfactory overall in both Key Stage 1 and 2, with strengths in using the local area to develop a range of geographical skills and knowledge. Pupils have satisfactory attitudes to their work and educational visits to nearby towns of Fleetwood and Blackpool successfully promote pupils' knowledge and understanding of the local area. Planning is satisfactory, with appropriate learning objectives that match the school's scheme, although not enough time is given to promoting pupils' fieldwork skills or to using information and communication technology. Good techniques are employed in Key Stage 1 to raise pupils' awareness of other cultures through the use of Geo-bear, who travels to various destinations accompanied by an adult and sends postcards from many destinations around the world. Good use is made of maps by pupils in lower Key Stage 2 to locate the position of Hambleton in relation to the coastal towns of Cleveleys and Fleetwood. When work is made relevant to the pupils' experiences and life, pupils show high levels of enthusiasm for the subject and produce work that is of a high standard. In upper Key Stage 2, satisfactory levels of teaching ensure that pupils improve their knowledge and understanding of geographical terms.

Throughout the school, the use of marking varies and only rarely sets pupils expectations for how they can do better.

120. The co-ordination of geography needs strengthening. The disruptions in the continuity of leadership and management and of teaching in Key Stage 2 have reduced the opportunity for the impact of teaching upon learning to be regularly reviewed. There is no suitable system for recording pupils' attainment and progress and this makes such an evaluation more difficult. The school intends to develop a realistic way of doing so soon so that areas for improvement in standards can be more accurately identified.

HISTORY

121. Standards in history are close to national expectations at the end of both key stages. Standards have declined since the time of the last inspection. Since the last inspection, the emphasis throughout the school has quite rightly been to raise standards at the end of Key Stage 2 in English, mathematics and science, but this has resulted in the time devoted to developing history being reduced. The subject is taught regularly, but some gaps in the taught curriculum exist and these have adversely affected the attainment and progress of pupils. Although pupils of all abilities make satisfactory progress as they move through the school, progress could be better.
122. By the age of seven, pupils have developed a secure knowledge and appropriate sense of the past. They can describe some differences between today and the past. For example, children state that "Horses did all the work", and "Homes in grandma's time didn't have colour television or dishwashers". Pupils have a satisfactory sense of chronology and can place objects in a time sequence. This is demonstrated when they place houses in a time line starting with a house typical of the Saxon times moving through to homes from the Elizabethan era, then homes in Victorian times, the 1930's and up to the present day. Pupils also discuss the way people lived in these times. By the end of Key Stage 2, pupils have developed good research skills into history and this is demonstrated by some very good topics produced by pupils about historical events. Their quality of presentation is of a high standard. Pupils have a good understanding of the events and differences between Tudor and Stuart times. Pupils make mature links between events and changes in society at that time and the impact upon life today, for example, the way the dissolution of the monasteries has influenced religion today. Although eleven-year-olds have good skills of research, the breadth of their knowledge is narrow.
123. The progress made by pupils in both Key Stage 1 and 2 is satisfactory overall although in some aspects of learning it is good. Where use is made of real resources, for example, visiting a local museum or using books and information and communication technology to research history, progress is better. Pupils' attitudes and behaviour are good and this has a positive effect upon their learning. Pupils are interested and keen to learn and they work together well.
124. The quality of teaching and learning is satisfactory overall although in Key Stage 2 disruptions in teaching have resulted in some unsatisfactory teaching in the recent past that has reduced the rate of learning. This is particularly the case in lower Key Stage 2, where analysis of pupils' work indicates that there are gaps in learning with a poor range of recorded work. In Key Stage 1, the good use of a visit to Fleetwood museum that involved pupils dressing up resulted in high levels of enthusiasm and a keenness to learn. In upper Key Stage 2, good opportunities for pupils to carry out

their own research about the Tudors and Stuarts and the expectations for all work to be presented to a high standard have resulted in some outstanding projects. The range of historical studies is, however, narrow and limited and reflects gaps in the curriculum.

125. The co-ordination of history needs strengthening. The disruptions in the continuity of leadership and management and of teaching in Key Stage 2 have reduced the opportunity for the impact of teaching upon learning to be regularly reviewed. This has resulted in standards achieved not being as high as they might be. Some gaps have occurred in the teaching of history in recent years and the range of pupils' recorded work is limited in its content, breadth and quality. A lack of a suitable system for recording pupils' attainment and progress makes an accurate evaluation of the quality of teaching and learning difficult, but the school intends to develop a realistic way of doing this.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. At the end of both key stages, pupils' attainment is below national expectations in information and communication technology. Standards are the same as they were at the time of the last inspection, but since that time, there have been significant improvements in the level of resources for the subject, which are having a positive impact on the pupils' learning. The school now has a computer suite that can accommodate a full class of pupils, and all classes also have their own computer. There are still shortages in software that prevent the use of information and communication technology in some subjects, and a lack of confidence amongst some staff that have not yet benefited from training. However, the school has identified these shortcomings, and has firm plans to address them.
127. Because of the very rapid progress that has been made in recent months, pupils of all ages and abilities, including those who have special educational needs, are now making good progress. The computer suite is time-tabled on an almost daily basis for all classes, and older Key Stage 2 pupils, who have very good independent study skills and can be trusted to work by themselves, make very good use of the computer suite at lunchtimes. The subject is well led by an experienced and enthusiastic co-ordinator, who is able to motivate staff and pupils alike, and who has already done much to improve provision in the school. The school is very well placed to raise standards further.
128. By the end of Key Stage 1, pupils are not sufficiently independent in their use of computers, and rely too much on adult support for opening programmes and saving and printing their work. Key Stage 1 pupils use computers to produce 'best' pieces of writing, but have little understanding of the capacity of computers for drafting and editing. Pupils do not make enough progress in acquiring and developing word-processing skills as they move through the key stage, and the standard of work produced by Year 2 pupils is similar to that produced by Year 1 pupils. All Key Stage 1 pupils have some experience of combining text and pictures, such as when they write letters which they illustrate with an attractive border, or when they write short sentences describing their likes and dislikes following school visits. Pupils use simple paint programmes to create symmetrical pictures of butterflies, but, as with their word-processing work, pupils do not make enough progress in using graphics programmes as they move through the key stage. Most Key Stage 1 pupils have a satisfactory knowledge of how to use the programmable toy and understand that the instructions they put into the toy determine the route it takes. Pupils have some experience of using computers to make simple graphs and charts, although most

pupils cannot do this independently. In a lesson seen during the inspection, where the teacher demonstrated a programme for creating pictograms, Year 1 pupils gained an appreciation of how quickly computers can organise information in graph form. By the end of the key stage, the pupils' knowledge of databases is weak, and their skills of storing and retrieving information are unsatisfactory.

129. By the end of Key Stage 2, overall standards in information and communication technology are below national expectations, although there are strengths in the word-processing skills of pupils in the upper part of Key Stage 2. Because of the frequent access older pupils have had to the computer suite in recent weeks, they have made rapid progress from a low starting point, and their drafting and editing skills are now at the expected level for their age. However, in the lower part of the key stage, where pupils have had little past experience of using computers, and have not had the same frequency of access to the new computer suite as older pupils, there are gaps in their learning, and their skills are under-developed. Older Key Stage 2 pupils have a satisfactory knowledge and understanding of the potential of computers in sending and receiving information. In a lesson seen during the inspection, Year 4 and Year 5 pupils learned how to send and retrieve electronic mail, and considered the advantages and disadvantages of using electronic mail and land mail. An unexpected power failure during the lesson gave pupils a real appreciation of the frustration of using computers, and reminded them of the value of saving information at regular intervals. Pupils in the upper part of Key Stage 2 are rapidly becoming familiar with the potential of the Internet, and know how to use search engines to find specific information. Pupils who have computers at home are very keen to help their less knowledgeable classmates, and this 'peer' teaching enables pupils to work productively at lunchtimes without teacher supervision, and promotes high levels of pupil interaction and social development. The main weaknesses in pupils' learning at Key Stage 2 are linked to the areas of controlling and sensing. Pupils' experience of these elements of the information and communication technology curriculum is poor, and pupils achieve well below the expected levels in both of these areas. The school has plans to improve standards in these elements by improving resources and ensuring that staff receive appropriate training.
130. The quality of teaching and learning in information and communication technology is good throughout the school, and some very good and excellent examples of teaching and learning were seen during the inspection. Most teachers have quickly become confident in their use of the information and communication technology suite, especially upper Key Stage 2 teachers, who make very good use of the facility to enable small groups of pupils to work independently on set tasks. Lessons throughout the school are closely linked to the nationally produced scheme of work, but, because of gaps in pupils' learning arising from poor coverage of the National Curriculum programmes of study in past years, year groups are sometimes working at a lower level than expected. Those teachers who are highly enthusiastic about the subject themselves, promote high levels of motivation amongst the pupils, who are very keen to tackle new learning, and to practise and improve their skills. Pupils of all ages and abilities enjoy working on computers or using the programmable toys, and approach tasks with high levels of confidence. This is especially true of older Key Stage 2 pupils who have benefited from regular and frequent access to the computer suite, and who have learned a great deal through trial and experimentation. Pupils regularly use computers in class to support their learning in other subjects, but a shortage of appropriate software limits the range of opportunities they experience.
131. The co-ordination of information and communication technology is now good although the disruptions of continuity in leadership and management and of teaching

in Key Stage 2 have reduced the opportunity for the impact of teaching upon learning to be regularly reviewed and have allowed underachievement in the past.

MUSIC

132. Pupils' overall attainment at the end of both key stages is below national expectations and could be better. No judgements about standards in music were made in the last inspection report, and it is therefore not possible to measure the rate of improvement since that time. The pupils do not make enough progress as they move through the school because insufficient time is allocated to the subject, and the school has not yet adopted a good quality scheme of work to support teachers in their planning. The new head teacher has taken on the role of co-ordinator, and is committed to ensuring that standards in music improve rapidly. The school has plans to appoint a part-time specialist teacher to support existing staff, and has already taken the decision to follow the nationally produced scheme of work. The co-ordinator recognises the need to ensure that all classes are taught music for an appropriate amount of time, and the school intends to offer a greater range of extra-curricular activities in the near future. Assessment procedures for tracking and monitoring pupils' progress in music are unsatisfactory, and this is an identified area of whole-school development. There are not enough tuned percussion instruments to support teaching and learning, and the lack of these instruments prevents some aspects of the National Curriculum programmes of study from being fully covered.
133. The standard of singing is satisfactory at the end of both key stages. However, the pupils have only a narrow repertoire of songs, and older Key Stage 2 pupils are not sufficiently challenged by the songs they perform, which require little in the way of part-singing, and which are generally insufficiently demanding. Currently there are missed opportunities for developing the pupils' knowledge and understanding of songs from other cultures and traditions. In whole school assemblies, when the pupils sing well-known songs, they perform with high levels of enthusiasm and enjoyment, articulating the words clearly, and maintaining a good sense of rhythm and pitch.
134. Some good opportunities are provided in both key stages for pupils to take part in choral speaking activities that are effective in developing the pupils' sense of rhythm and their performance skills. During the inspection, Key Stage 1 pupils very enthusiastically performed the piece, 'Who stole the cookie from the cookie jar?' They captivated their audience with their excellent performance that was considerably enhanced by their very good sense of timing.
135. By the end of Key Stage 1, pupils have a satisfactory sense of rhythm. They copy and generate simple rhythmic patterns, and most keep a steady beat. Pupils compose short rhythmical pieces based on simple repeated patterns, which they sometimes perform using untuned percussion instruments. However, the standards they achieve in their composition work are not sufficiently high, mainly because the teachers' expectations are too low. Most Key Stage 1 pupils listen carefully to music in assemblies and in class, and make basic observations about differences and changes in speed and volume. In a lesson seen during the inspection, pupils commented appropriately on how different extracts of music made them feel. The pupils' musical experiences in Key Stage 1 do not consistently take account of their previous learning, and are insufficiently regular and frequent for pupils to gain the depth and breadth of knowledge and understanding that is expected.

136. By the end of Key Stage 2, pupils do not attain the expected standard in composing and appraising, and do not make the progress of which they are capable. Although pupils have some composing opportunities, they are not given on a sufficiently regular basis, and teachers lack the necessary expertise to develop pupils' skills to the appropriate level. Pupils regularly compose their own raps, which they perform with high levels of confidence and enjoyment, but the standard of their work is at an elementary level. Older Key Stage 2 pupils have had some opportunities to compose pieces based on a variety of rhythmic patterns, and have produced simple graphical scores to record their work. However, pupils have very little experience of composing using tuned instruments, and have little understanding of how to compose pieces that have melodies and harmonies. Key Stage 2 pupils enjoy listening to music at the start of assemblies, and have good recall of the pieces they have heard. However, they do not have enough opportunities in class to study the style and form of music from different traditions and cultures, or to develop critical appraising skills.
137. The quality of teaching and learning is unsatisfactory overall, although during the inspection, some good examples of teaching and learning were seen, reflecting the capacity of the school to move forward in this subject. Shortcomings in teaching and learning are linked to the lack of time allocated to the subject and the lack of a good quality scheme of work to support non-specialist teachers in their planning. Individual lessons do not always take sufficient account of pupils' previous learning and experience, and this means that pupils do not make consistent and systematic progress as they move through the school. Pupils throughout the school have a very positive attitude to music, and in lessons are very keen and enthusiastic. Pupils work hard, and enjoy being challenged by new learning, as in a lesson seen during the inspection, when Year 3 and Year 4 pupils learned to clap complex rhythmic patterns, which they effectively combined to create a short class composition. Teachers are very effective in the way in which they promote the pupils' confidence, and this was reflected during the inspection when Year 1 and Year 2 pupils performed a piece of choral speaking with exceptionally high levels of enthusiasm and enjoyment. Currently, pupils' learning is not supported by the use of information and communication technology, because of a shortage of appropriate software.

PHYSICAL EDUCATION

138. Pupils achieve high standards in physical education. All pupils, including those with special educational needs, make good progress throughout the school. The subject is very well managed and teachers are confident and skilled in getting the best out of pupils. Standards have been maintained since the time of the last inspection.
139. By the end of Key Stage 1, pupils have developed a good level of co-ordination and balance in lessons such as gymnastics. Pupils in Year 1 demonstrate good levels of control when moving over, under and across a range of gymnastic equipment. During a lesson in which gymnastic apparatus was used, pupils showed considerable confidence when climbing ropes, finding ways of crossing a horizontal ladder and using a springboard to vault onto and off a box. Some pupils displayed impressive skills of jumping off the box and forming a straddle shape in the air and then trying hard to land so that they could hold their shape. In lower Key Stage 2, pupils have good levels of fitness evident in strenuous running activities during a lesson observed. Hand-eye co-ordination skills are better than normally found when throwing and catching balls. In upper Key Stage 2, pupils in Year 6 achieve high standards in team games. The school team has been very successful in a range of team events, for example, soccer, netball and rounders. During outdoor problem solving games, pupils in Years 5 and 6 demonstrated good levels of teamwork. By

maturely discussing ways of overcoming a variety of problems involving moving either themselves or a number of objects from one place to another, pupils worked together very well and produced successful strategies for meeting the challenge. Pupils' ability to evaluate how well they are doing, and then to adjust and improve their performance is well developed. All pupils in Key Stage 2 have the opportunity to learn to swim and everyone achieves the minimum standards expected of eleven-year-olds and most exceed these by some margin.

140. The quality of teaching and learning in physical education is very good and results in pupils developing very good attitudes to all aspects of the subject. Pupils respond positively to the care and concern shown by teachers. Resources are well prepared and made available to pupils and care is taken to ensure that all aspects of health and safety are adhered to. Great care and attention is given to making sure that pupils are well prepared for physical exercise. Lessons start with a time when pupils warm up their muscles gradually and end with a time when they slow down and relax. Good relationships between pupils and teachers reduce any possible behaviour problems and good behaviour is maintained during lessons. Teachers have a good subject knowledge and lead lessons sensitively but with a sense of urgency. During the Key Stage 1 gymnastics lesson observed, good use was made by the teacher of examples of good performances to encourage other pupils to think about how well they were doing and how they might do even better. Lessons are fun and pupils work well together and show a healthy sense of competitiveness.
141. The management of physical education is very good. The co-ordinator is tireless in her efforts to support the staff and pupils in physical education and constantly seeks ways of involving pupils in a well-planned and broad curriculum. Where possible, pupils benefit from visiting coaches. For example; a South African cricketer spent some time coaching the sport to pupils. The range of extra-curricular activities is good and enables pupils of all abilities to participate in inter-school events, mostly of a team nature. Resources for physical education are adequate and pupils benefit from access to a large, well appointed grassed playing area and adequate hard play area. The school's involvement in the TOPS programme adds to the resources available and has provided good quality in-service training for staff. The annual sports day gives parents an opportunity to share in the pupils' love of sport and adds to the good level of involvement that many parents have in supporting pupils in school sporting events. Educational visits to outdoor centres, such as Borwick Hall, allow pupils take part in events, such as mountain biking and climbing.

RELIGIOUS EDUCATION

142. Attainment at the end of Key Stage 1 meets the expectations of the Lancashire Agreed Syllabus, but attainment at the end of Key Stage 2 does not do so. Since the previous inspection, standards have been maintained in Key Stage 1 but have declined in Key Stage 2. The problem lies in the poor quality of the work being recorded by the pupils and their books indicate that the subject has not, until recently, been given an appropriate status within the curriculum and insufficient time has been allocated to teaching and learning. However, inspection evidence indicates that there are now many good aspects to the teaching of religious education throughout the school and the subject is making a substantial contribution to the pupils' spiritual, moral, social and cultural development. Pupils of all abilities, including those who have special educational needs, are now making satisfactory progress as they move through the school.

143. Teachers in Key Stage 1 approach the subject in ways that catch the interest of their pupils. During the course of the inspection, pupils in Years 1 and 2 were observed composing personal prayers, some to be read out during the school assembly the following day. Each pupil composed a very personal prayer and it was clear that pupils had a good understanding both of the nature and purpose of prayer in the Christian tradition. The confident way in which they shared their inner thoughts with parents during the assembly also indicated the good contribution being made by religious education to the development of speaking and presentational skills. At this stage in their development, pupils have gained a satisfactory understanding of the characteristics of other major religions, such as Judaism, and they know that God is a central concept in other faiths. They have an awareness of the importance of sacred texts and also know that places of worship have an important place in the practice of religious belief. Although the school has contact with the local churches, pupils at this stage have not had the opportunity of visiting places of worship associated with other faiths. In their writing, pupils at Key Stage 1 have been able to express their understanding of Easter, Christmas and other festivals in the Christian calendar. It is also apparent that they are learning much about the nature of relationships and the impact of their behaviour on others and this has created a good sense of esprit amongst the pupils, which was very much in evidence during their fine assembly.
144. In Key Stage 2, the quality of pupils' recording declines and too few opportunities are available for them to express thoughts and feelings confidently through writing. Their knowledge and understanding are, however, good at this stage. Pupils express themselves very well and teachers promote speaking skills well in their lessons. By the end of Year 6, pupils have a satisfactory knowledge of the six world faiths. They have progressed in their understanding of the importance of places of worship but, because they are unable to revisit their studies in their workbooks, they are unable to remember details. On the basis of their often quite sophisticated understanding, they have formed a range of opinions that they express with some confidence. They are able to make mature comparisons relating to the meaning of being a Christian or Jew, Muslim or Sikh, Buddhist or Hindu and they know that these faiths enfold similarities as well as differences. Pupils also know that all religions have produced people of a stature that sets them apart. In their work on leaders and people who make a difference, they have looked at figures, such as Martin Luther King and Nelson Mandela. In this context, junior pupils also produced an assembly that contributed much to their knowledge of history and spirituality and drew on their work in the classroom.
145. Good teaching was observed during the inspection that ensured that pupils' understanding of the world around them was challenged. In Key Stage 1, pupils recognise the expectations of belief and they have a serious and touching attraction to the concept of prayer. Older pupils are comfortable in their thoughts and feelings and they respect the place of religious belief in their cultural heritage. Teachers also act as good role models for their pupils and join in the sharing of the joys and sorrows of the school day. Until recently, the school lacked a good range of artefacts and other source materials for use in the teaching of religious education but new materials are being purchased. However, apart from the contact with local churches, pupils have no opportunity thus far of experiencing other faiths at first hand and this constitutes a serious gap in their knowledge. Although the co-ordinator for the subject is able to monitor planning, her role has not been developed to the point where she is able to monitor teaching and learning in the classroom and there is no whole-school assessment scheme to monitor progress in learning. In the past, this has allowed standards to fall below those expected of Key Stage 2 pupils.